   

**Universal strategies to support children with Speech, Language and Communication Needs (SLCN)**

* **Language and teaching style**
* Attract attention first
* Short and simple sentences
* Slow down and pause often
* Try not to use abstract terms in instructions / speech – e.g., before / after
* Show them – write / draw / demonstrate
* **Seeking help**
* Create a safe environment to ask for help
* Praise asking questions and asking for help
* Visual signs, supports and gestures children can use
* Check in often
* **Visual supports (reducing cognitive load)**
* Visual timetables
* Written words
* Pictures
* Diagrams
* Demonstrations
* Hands on activities
* Symbols
* Natural gesture

** *Visual timetable resources free from Council for Disabled Children***

[councilfordisabledchildren.org.uk](https://councilfordisabledchildren.org.uk/)

* **Teaching vocabulary**
* Explicitly teach vocabulary.
* Multiple exposures – reuse and highlight key words frequently
* Concrete examples
* Visual prompts and supports – word webs / diagrams / pictures / vocabulary teaching templates
* Link to other words they know
* How does it sound (syllables, initial sound, sounds like?)

*** Free word web resources from ICAN***ican.org.uk

* **General classroom environment**
* Visual supports
* Background noise
* Seating arrangements
* Reduce classroom clutter



** ***Communication friendly classroom environments checklist*** ican.org.uk

***Communication friendly classroom observation tool (Communication***

 ***Trust)***

 [www.thecommunicationtrust.org.uk](http:// www.thecommunicationtrust.org.uk)

**Targeted strategies to support children with SLCN**

* Repeat instructions frequently
* Provide extra visual support
* Simplify language
* Pre-teach vocabulary
* Organise learning – mind maps / explicit links to learning
* Provide supportive relationships to support wellbeing.

**Specialist strategies to support children with SLCN**

* Provide multiple opportunities and scaffolding for students
* Drawing / writing / physically acting out / demonstrating.
* Help students organise ideas – writing frames
* Scribe for students
* Reduce number of tasks in an assessment or give extra time
* SALT intervention and therapy (topic vocabulary / classroom strategies / supporting understanding)
* Ask student – what helps them

**Speech, Language and Communication Needs Education Outreach Service**

**North:** **lucy.parker@suffolk.gov.uk**

**South:** **rosemary.kelly@suffolk.gov.uk**

**West:** **suzanne.temple@suffolk.gov.uk**

**South and West:** **lucy.millard@suffolk.gov.uk**

**Head of Service:** **caroline.wells2@suffolk.gov.uk**

