



Supporting Glasgow's Learners: Policy into Practice

# The Language and Communication Friendly Establishment

April 2019



# The Language and Communication Friendly Establishment

## INTRODUCTION

The ability to communicate is an essential life skill for all children and young people in the twenty first century. Communication is a fundamental skill as recognised by the formal, public and multi-lateral declaration by UNICEF, UNESCO and the World Health Organisation, which lists communication as one of its ten core skills. The Curriculum for Excellence emphasises that:

*“Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of development and the expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture...children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by media and by their peers.”*

Literacy underpins all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes to the development of the four capacities for Curriculum for Excellence.

Education Services will work to improve levels of literacy for all children and young people by implementing and supporting:

1. The Scottish Government’s framework for improvement and national initiatives to support learners in developing literacy skills.
2. Glasgow’s Improvement Challenge in targeting improvements for all in literacy (3-18) and meeting the needs of the most disadvantaged.
3. Glasgow’s Support Services in delivering improved outcomes for learners.
4. Literacy projects and initiatives in Local Improvement Groups.
5. Partnership working with agencies/services and parents and carers.

Glasgow City Council and NHS Greater Glasgow and Clyde are working in partnership to develop the capacity of all educational establishments to support and develop the language and communication skills of all children. Our aim is for all Glasgow establishments to become language and communication friendly. Participants are supported to make simple changes in the learning environment which will benefit the language and communication skills of all learners, including those with additional support needs. Glasgow’s approach to supporting the development of an appropriate environment for learning supports The Scottish Government Priorities for the Attainment Challenge (2015) and the recommendations of the Joseph Rowntree Foundation Report on *“Closing the Attainment Gap in Scottish Education”* (2014). We know that 50% of children in areas of social disadvantage start school with poor language skills (Growing Up in Scotland - longitudinal study). Save the Children reported in 2016 that toddlers struggling with their first words is the biggest single issue affecting child development in Scotland and tackling it is critical to closing the attainment gap. They claimed that at least 7,000 pre-school children have issues with speech and language development – and children from poorer families are twice as likely to have delays or difficulties as those from better-off homes. We have many children in Glasgow growing up in poverty, so the need to foster and develop speech, language and communication is a shared responsibility. Adults in educational settings play a key role in supporting spoken language and the development of a learning environment which prioritises the development of communication and language.

Research has shown that the quality of spoken dialogue in early education and classrooms can significantly improve children's educational attainment (Dockrell et al. 2012).

Early years, primary and secondary establishments will be awarded 'Language and Communication Friendly' status when they can provide evidence of good practice in supporting and developing speech, language and communication.

'Language and Communication Friendly' status will be achieved through a self-evaluation and supportive validation process. This will provide a multi-agency endorsement of an establishment's capacity to support the development of all children's language and communication skills.

### **THE 'LANGUAGE AND COMMUNICATION FRIENDLY ESTABLISHMENT' (LCFE) KEY INDICATORS FRAMEWORK**

Establishments that are language and communication friendly support the needs of all children and young people, including those requiring additional support. We appreciate the needs of our children who use sign or other communication systems to communicate, and value all forms of communication used in Glasgow establishments. The approaches outlined in this resource will support all children in their learning helping them to make choices, become independent and lead learning for themselves.

A language and communication friendly environment:

- Encourages all forms of communication, developing children's language skills and ensuring progress in all aspects of learning;

- Helps children to develop the skills to engage in restorative practice, develop citizenship, problem solve and communicate in groups;
- Provides opportunities for building speech language and communication skills from the early stages by providing a supportive environment and ensuring adults are aware of children's language levels;
- Includes strategies to support development of:
  - teacher child interaction
  - receptive language
  - expressive language
  - verbal reasoning skills and enabling staff to differentiate questioning
  - vocabulary
  - visual supports and non-verbal communication effectively to develop independent learning
  - using vocabulary in spoken and written language
- supports engagement with parents/carers so that they can support language development and communication at home;
- continues to promote opportunities for speaking, listening and communication across a broad and creative curriculum through early years, primary and secondary enabling children to become articulate and confident.

In addition, staff are given a 'Self-Evaluation Toolkit' (see page 6) that is designed to help establishments evaluate their practice and identify aspects for improvement.

## THE LANGUAGE AND COMMUNICATION FRIENDLY ESTABLISHMENT KEY INDICATORS FRAMEWORK

There are five key indicators which form the basis of supportive practice:

**Indicator One:** A physical environment that enhances and promotes opportunities for speech, language and communication for all children.

**Indicator Two:** Adult talk that encourages and promotes participation from all learners.

**Indicator Three:** Adult interaction styles that are responsive to individual children's needs.

**Indicator Four:** The use of supportive learning strategies to develop language and communication skills.

**Indicator Five:** The establishment can demonstrate a strong commitment to staff training and development to meet the speech, language and communication needs of all children.

This document contains practical suggestions on good practice which, when implemented, will provide evidence of how each indicator is being met.

### WHERE TO GET STARTED

If you decide you would like to work towards achieving '*Language and Communication Friendly*' status, the first step is to evaluate your current practice and identify aspects for improvement. There are key tools that can support self-evaluation (e.g. Self-Evaluation Toolkit). Self-evaluation will help the establishment identify what aspects to focus on and this will inform the improvement plan. Once you are confident that LCFE is a relevant priority for your establishment, you would contact your LCFE representative for a readiness discussion

and complete the Implementation Questionnaire (Appendix 1). Following this discussion, you will be allocated a mentor and there will be an initial training day for all staff. It is possible for groups of establishments to take this forward together and this can support wider evaluation and feedback.

### MENTORING AND SUPPORT

Mentoring and support from key health and education practitioners is a core component of this framework. The role of the mentor, in partnership with establishment staff, is to support and encourage practitioners to manage their own learning and skill development to maximise the learning environment in supporting speech, language and communication. The mentor will not necessarily deliver direct training or provide intervention in your establishment but will guide you to access the support you need. A mentor could be your Educational Psychologist, Speech and Language Therapist, Leader of Learning, Inclusion Support Staff or Link Communication Practitioner..

In taking forward LCFE, it is expected that the establishment will work towards a coherent approach to the development of language and communication skills for all learners. This should incorporate monitoring, evaluation and identifying next steps. It is helpful to identify a communication lead or LCFE working group to have an overview in relation to planning and progress, however, all staff are required to participate and language and communication skills should be incorporated into curriculum planning. The establishment should consider a planned Speech and Language CPD programme that impacts on all staff and which might include in-school coaching.

Training and mentoring encourages staff in establishments to focus on the **TALK** Strategies (Appendix 3) as a reflection tool to consider how they can make reasonable adjustments to the learning environment based on the LCFE indicators:

- Talking Together
- Attention and Listening
- Level of Language
- Keep on Commenting

## THE VALIDATION AND ACCREDITATION PROCESS

This is a three part process:

1. Completion of a self-evaluation framework: 'Self-Evaluation Toolkit' (see page 6) and Action Plan (Appendix 2) as part of the establishment's strengths and development needs.
2. Engagement with a coaching and mentoring process. This may include identifying and accessing training/CPD opportunities, collaborative practice and peer visits. As practice and experience across establishments is likely to be varied, there is no single pathway or recommended training. However, it is recommended that all establishments consider how priorities will be incorporated in their improvement plan and complete the one day training.
3. Validated self-evaluation - visit by LCFE Validation Team for observation and discussion based on the establishment's self-evaluation. The team will work in partnership with establishment staff to validate their self-evaluation.

Completing the self-evaluation toolkit as part of the regular quality assurance and improvement approaches within the establishment will allow you to keep on track with progress towards meeting the key indicators of good practice and can provide the evidence for the validation visit. The process is outlined in the flow chart (Appendix 4).

## ATTAINING THE LANGUAGE AND COMMUNICATION FRIENDLY STATUS AWARD

Each of the Language and Communication Friendly Establishment Key Indicators will be reviewed and reported on by the validation team in partnership with establishment staff.

To be accredited as Language and Communication Friendly, an establishment would need to achieve the standard in three of the five indicators. **Indicator Two: Adult talk that encourages and promotes participation from all learners is essential.**

What to include in a validation visit to show case practice:

- Everyday practice that supports talk for learning
- Other strategies e.g. Nurturing approaches, Restorative Approaches, PATHS, Phonological Awareness Training, Circle Time, Philosophy Training etc.
- Parent/carer voice - how is this promoted?
- Children's voice - how is this promoted?
- Language intervention groups – e.g. Word Aware, Talk Boost etc.
- Environment e.g. visual supports, role play areas, reading and writing dens, displays promoting talk or thinking

Questions and points to consider:

### **Leadership and management**

- Can we see what the whole school approach is? Is it explicit?
- Is there evidence of impact of whole school approach?

### **Social Ethos**

- Is the school welcoming?
- Does it promote communication?
- Is there evidence of quality adult and child interactions in practice?
- Is there evidence of children's voice and the making of choices about their learning?

### **Learning and Teaching**

- Demonstrate how all learning starts with talk and communication and is there consistency in practice?
- Evidence in teaching or strategies that promote talk and communication (TALK Strategies)
- Whole school approaches to teaching
- Vocabulary, listening and talking integral to learning and teaching – planned for and taught explicitly
- Range of strategies to support talk and thinking e.g. wait or response time, talk partners and oral rehearsal, visuals, drama techniques
- HOTS and questioning used responsively

### **Learning Environment**

- Are appropriate visuals used and is there consistency?
- Does the indoor and outdoor environment support talk and communication?

### **VALIDATION TEAM VISIT TIMETABLE**

- Approximately 30 minutes - discussion with leadership team/communication champions based on establishment self-evaluation
- Approximately 2 hours - observation of practice, and the learning walk
- Discussion with staff and children as part of learning walk
- Approximately 15 to 20 minutes - Validation team discussion
- Approximately 30 minutes – discussion feedback with leadership team and agree next steps.

Following successful accreditation, there will be annual follow up visits. The follow up visit will involve a discussion with the leadership team/key personnel and observation of practice. The establishment is expected to continue to report annually on progress through the Standards and Quality Report.

# The Language and Communication Friendly Establishment

## 1 Key Indicators for Glasgow's Educational Establishments

Self-Evaluation Toolkit		
Indicator One – A Physical Environment that enhances and promotes opportunities for speech, language and communication for all children		
Key Factors	Evidence	Next Steps
<ul style="list-style-type: none"> <li>• The playroom/classroom is organised to emphasise open space.</li> <li>• Learning areas are clearly defined throughout the playroom/classroom.</li> <li>• Learning areas are clearly labelled using pictures/ words throughout the playroom/classroom and establishment.</li> <li>• Background noise levels are managed consistently and children know what to expect.</li> <li>• Space for privacy/quiet areas where children can retreat.</li> <li>• Purposeful displays that are not too busy.</li> <li>• Displays are interactive, including items that invite comments from children.</li> <li>• Children's work is displayed and labelled appropriately.</li> <li>• Resources that are available for play are easily reached by the children or easily within their line of vision.</li> <li>• Equipment is clearly labelled with a picture or symbol.</li> <li>• Quiet areas or areas used for story time that are less visually distracting.</li> <li>• Outdoor play is available.</li> <li>• Transition times are managed effectively with minimum disruption and children know what to expect.</li> <li>• Visual support systems are in place.</li> <li>• The establishment provides a welcoming environment where every adult understands their role in listening to children and promoting communication.</li> <li>• Playroom/classroom environments and adult/child interactions enable children to make choices, take risks and develop self-esteem.</li> <li>• There are a range of visual cues about location, equipment, imetables. These visual support systems are matched to children's needs e.g. real objects, photographs, drawings and symbols are chosen as appropriate to children's developmental stage.</li> <li>• Collaborative learning and pupil groupings which support talk.</li> <li>• Displays, resources and routines which scaffold talk.</li> </ul>		



# The Language and Communication Friendly Establishment

## 2 Key Indicators for Glasgow's Educational Establishments

Self-Evaluation Toolkit		
Indicator Two – Adult talk that encourages and promotes participation from all learners		
Key Factors	Evidence	Next Steps
<ul style="list-style-type: none"> <li>• Children have opportunities to engage in structured conversation with adults and peers.</li> <li>• There is a recognition that all learning, as well as social and emotional development, starts with talk and being able to communicate.</li> <li>• There is a whole establishment approach to teaching listening skills and vocabulary development.</li> <li>• Principles underpinning TALK Strategies (see Appendix 3) are understood by all staff e.g. creating time to talk and listen, modelling and refining language, creating confidence and self-esteem, valuing mother tongue.</li> <li>• Talk is used creatively across the curriculum, e.g. through the use of IT, Philosophy for Children, SEAL, PATHS, Restorative Approaches.</li> <li>• Practitioners' subject knowledge is developed through CPD and coaching.</li> <li>• The quality of talk is a focus in evaluating teaching and learning e.g. through lesson observations.</li> </ul> <p>Adults in the learning environment:</p> <ul style="list-style-type: none"> <li>• Use simple, repetitive language during everyday activities.</li> <li>• Use a range of strategies to develop talk. These include the use of talk buddies, think-pair-share, group interaction techniques, oral storytelling, talk frames, story maps, "wait time" in questioning, role play, puppets, drama techniques etc.</li> <li>• Scaffold children's language and use strategies such as re-reading favourite stories, making time for rhyme and song frequently supported by actions, linking spoken language with written language, accepting non-verbal communication as well as verbal, ensuring all children including the least verbal have turns at expressing themselves.</li> <li>• Gain children's attention before delivering instructions</li> <li>• Talk at an appropriate rate using short sentences.</li> <li>• Adapt their language to the level of the child's.</li> <li>• Model the correct language and extend children's talk</li> <li>• Encourage children to ask questions.</li> <li>• Use vocabulary the children can understand in everyday instructions.</li> <li>• Give children time to respond.</li> <li>• Give a running commentary on the child's activity rather than asking questions most of the time.</li> <li>• Use natural gesture and facial expression to support language.</li> <li>• Extend and challenge all learning needs.</li> </ul>		



# The Language and Communication Friendly Establishment

## 3 Key Indicators for Glasgow's Educational Establishments

Self-Evaluation Toolkit		
Indicator Three – Adult interaction styles that are responsive to individual children's needs		
Key Factors	Evidence	Next Steps
<ul style="list-style-type: none"> <li>• There is a recognition that all learning, as well as social and emotional development, starts with talk and being able to communicate.</li> <li>• Adults in the learning environment who use supportive approaches; ensuring that all children have the opportunity to interact individually with an adult if they wish.</li> <li>• Speaking sensitively to shy or unsettled children. Helping children to settle when they arrive if needed.</li> <li>• Playing alongside children without always directing their play.</li> <li>• Encouraging children's independence and self-confidence by acknowledging all efforts.</li> <li>• Facilitating shared play and turn taking.</li> </ul>		

# The Language and Communication Friendly Establishment

## 4 Key Indicators for Glasgow's Educational Establishments

Self-Evaluation Toolkit		
Indicator Four – The use of supportive learning strategies to develop language and communication skills		
Key Factors	Evidence	Next Steps
<ul style="list-style-type: none"> <li>Children are encouraged to communicate freely and productively with each other.</li> <li>There are planned opportunities to develop speech and language, communication and social interaction across the nursery/school day including at playtimes, lunchtimes.</li> </ul> <p>Adults in the learning environment who use supportive approaches including:</p> <ul style="list-style-type: none"> <li>Re-reading favourite stories to children.</li> <li>Time is prioritised for talk. In addition we appreciate the needs of children who use signs or other communication systems to communicate.</li> <li>Opportunities for cooperative learning where all children are given a role.</li> <li>There is a recognition that all learning, as well as social and emotional development, starts with talk and being able to communicate.</li> <li>Making time to say rhymes as well as sing with groups of children.</li> <li>Frequently supporting songs and stories with actions, objects or puppets.</li> <li>Using appropriate methods to introduce new concepts and vocabulary.</li> <li>Seeking opportunities to repeat and reinforce new vocabulary.</li> <li>Linking children's spoken language with written language.</li> <li>Giving regular feedback to those who struggle to understand and checking children have understood instructions.</li> <li>Accepting non-verbal communication as well as verbal.</li> <li>Ensuring that all children (including the least verbal or non-verbal) have a turn at expressing themselves in a group.</li> <li>Talk about their own interests other than just the task in hand.</li> <li>Speak in groups to children and adults as well as during free play.</li> <li>Have opportunities for supported conversation with their peers as well as opportunities to interact with their peers without adult intrusion.</li> <li>Have opportunities to share books with their peers.</li> </ul>		

## Self-Evaluation Toolkit

### Indicator Four – The use of supportive learning strategies to develop language and communication skills

Key Factors	Evidence	Next Steps
<ul style="list-style-type: none"><li>• Have opportunities to use their mother tongue if this is not English.</li><li>• The school environment warmly welcomes parents/ carers and visitors and helps them feel at ease.</li><li>• Parents/carers have a clear understanding of the school's systematic approach to speech, language and communication development, and their opinions are listened to and acted upon.</li><li>• Parents/carers are supported in developing their child's speaking and listening skills as a result of parent/carer workshops, Family Learning, the loan story sacks, play along maths, talk homework etc.</li></ul>		

# The Language and Communication Friendly Establishment

## 5 Key Indicators for Glasgow's Educational Establishments

Self-Evaluation Toolkit		
Indicator Five – The establishment can demonstrate a strong commitment to staff training and development to meet the speech, language and communication needs of all children		
Key Factors	Evidence	Next Steps
<ul style="list-style-type: none"> <li>• Language and Communication Friendly Establishment initial learning session undertaken by whole staff group.</li> <li>• Clear model to ensure continuity with a lead communication practitioner.</li> <li>• Feedback embedded through collegiate model of mentoring.</li> <li>• Consultation opportunities with specialists.</li> <li>• Reflective practice and internal support mechanisms</li> <li>• Informal learning activities.</li> <li>• Practice changes based on Continuous Professional Development undertaken.</li> </ul>		

## KEY CONTACTS

### SPEECH AND LANGUAGE THERAPY

#### North West Area

**Pauline Haggarty**, Speech and Language Therapy Manager  
West Centre, 60 Kinfauns Drive, Drumchapel, Glasgow G15 7TS  
Phone 0141 207 7100

#### North East Area

**Anne McGinty**, Speech and Language Therapy Manager  
CHP Offices, Stobhill Hospital, 300 Balgrayhill Road, Balgrayhill, Glasgow G21 3UR  
Phone 0141 201 3399

#### South Area

**Jackie Mullen**, Speech and Language Therapy Manager  
Southbank Centre, 207 Old Rutherglen Road, Gorbals, Glasgow G5 0RE  
Phone 0141 201 0961

### PSYCHOLOGICAL SERVICES

#### North West Area

**Yvonne Bushnell**, Depute Principal Psychologist  
**Sharon Fitzpatrick**, Speech, Language and Communication Needs Lead Educational Psychologist  
c/o Anderston Primary School, 3 Port Street, Anderston, Glasgow G3 8HY  
Phone 0141 276 2070

#### North East Area

**David Patrick**, Depute Principal Psychologist  
**Jane Evans**, Speech, Language and Communication Needs Lead Educational Psychologist  
c/o Gadburn Campus, 70 Rockfield Road, Barmulloch, Glasgow G21 3DZ  
Phone 0141 276 2170

#### South Area

**Maura Kearney**, Depute Principal Psychologist  
**Lindsay Lobo**, Speech, Language and Communication Needs Lead Educational Psychologist  
c/o Govan High School, 12 Ardnish Street, Govan, Glasgow G51 4NB  
Phone 0141 276 3270

## APPENDICES

- Appendix 1 – Implementation Questionnaire
- Appendix 2 – Action Plan
- Appendix 3 – TALK Strategies
- Appendix 4 – Flowchart outlining Language and Communication Friendly Establishment process
- Appendix 5 – Useful Resources and Websites

# The Language and Communication Friendly Establishment

## Appendix 1 - Implementation Questionnaire

I know the theory, basic principles and design of The Language and Communication Friendly Establishment process	
I know about the evidence-base for The Language and Communication Friendly Establishment and am confident in its effectiveness	
I think taking forward The Language and Communication Friendly process suits the needs of my establishment	
I know how to go about organising observations of The Language and Communication Friendly Key Indicators and to have discussions with experienced practitioners	
I am confident I have the time and resources to implement The Language and Communication Friendly Establishment fully and effectively in our establishment	
I agree that it is important to work in partnership with parents and children and involve them in using The Language and Communication Friendly Establishment principles	
I agree that it is important to work in partnership with fellow colleagues and partner agencies in learning about the approach, and in the implementation of the Language and Communication Friendly Key Indicators	
I have attended Language and Communication Friendly Establishment training input	
I recognise that self-evaluation is part of the process of working towards meeting the Language and Communication Friendly Establishment Key Indicators	
I know how to use the Key Indicators for a 'Language and Communication Friendly Establishment' to help work towards validated self-evaluation	
I know that my comments are valued and I will make notes of areas where I think amendments could be made	
I feel happy and confident in implementing the Language and Communication Friendly Key Indicators in my establishment	
I feel I need more information before I can implement the Language and Communication Friendly Key Indicators: I REQUIRE:	

Adapted from B. Kelly (2009) PATHs Materials.

# The Language and Communication Friendly Establishment

## Appendix 2 - Action Plan

Use this framework to formulate a whole school or individual practitioner action plan to help progress towards meeting the Glasgow Language and Communication Friendly Establishment Key Indicators.		
<b>Name</b>		<b>Date</b>
<b>Indicator One:</b> A physical environment that enhances and promotes opportunities for speech, language and communication for all children and young people.		
<b>Current Level</b>	<b>What do we need to do?</b>	<b>Where will we get help?</b>
1    2    3		
<b>Indicator Two:</b> Adult talk that encourages and promotes participation from all learners.		
<b>Current Level</b>	<b>What do we need to do?</b>	<b>Where will we get help?</b>
1    2    3		
<b>Indicator Three:</b> Adult interaction styles that are responsive to individual childrens and young peoples needs.		
<b>Current Level</b>	<b>What do we need to do?</b>	<b>Where will we get help?</b>
1    2    3		
<b>Indicator Four:</b> The use of supportive learning strategies to develop language and communication skills.		
<b>Current Level</b>	<b>What do we need to do?</b>	<b>Where will we get help?</b>
1    2    3		
<b>Indicator Five:</b> A strong commitment to staff training and development to meet the speech, language and communication needs of all children and young people.		
<b>Current Level</b>	<b>What do we need to do?</b>	<b>Where will we get help?</b>
1    2    3		



# The Language and Communication Friendly Establishment

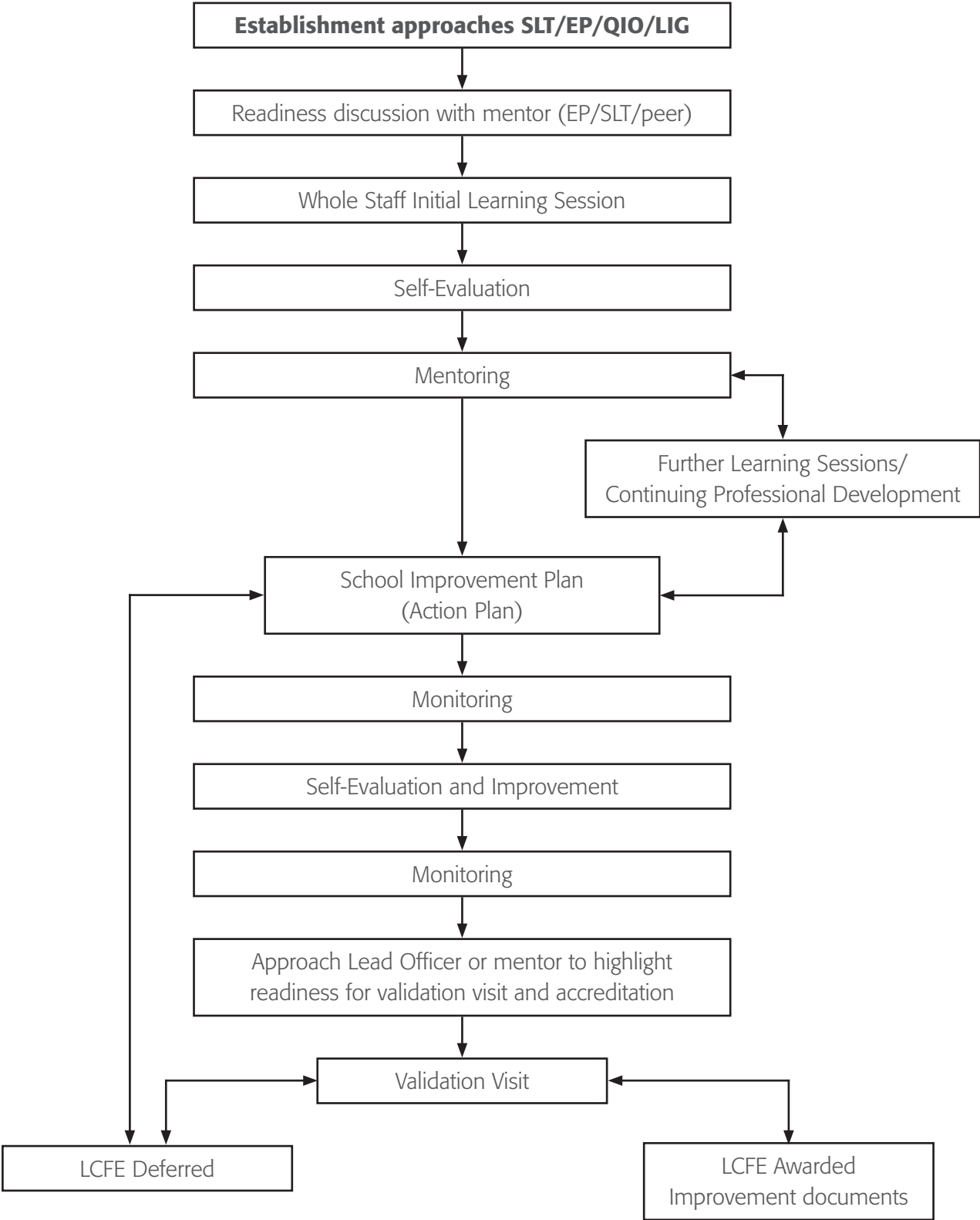
## Appendix 3 - TALK Strategies

<b>Talking together Being equal partners in communication</b>	<b>Attention and listening Supporting a child's understanding of language and activities</b>	<b>Level of language Adapting adult language to fit the child's level</b>	<b>Keep on commenting Reinforcing and extending a child's language development</b>
<b>How?</b>	<b>How?</b>	<b>How?</b>	<b>How?</b>
Listen more than you talk	Remove distractions	Keep language simple	Comment on what is happening
Involve children in conversation	Look at the child you are talking to	Give one instruction at a time	Give children the right language model
Use visual cues	Say the child's name	Check understanding	Repeat language
Emphasise turn taking	Keep to a routine	Rephrase information	Wait!
Value what children say	Praise good listening and attention skills		

Some of the techniques will be familiar and are the approach you normally take with young children. However, some techniques may be new to you, or you may not have realised the importance of using the technique before.

# The Language and Communication Friendly Establishment

## Appendix 4 - Overview of Language and Communication Friendly Establishment Process



# The Language and Communication Friendly Establishment

## Appendix 5 - Useful Resources and Websites

- **AFASIC**  
Organisation primarily for parents/carers but advice leaflets available for parents/carers and professionals  
[www.afasicscotland.org.uk](http://www.afasicscotland.org.uk);
- **The Hanen Centre**  
Providing parents and speech professionals with programs, workshops and resources for early childhood  
[www.hanen.org/home.aspx](http://www.hanen.org/home.aspx);
- **GTCS Coaching and Mentoring**  
[www.gtcs.org.uk/professional-update/coaching-and-mentoring.aspx](http://www.gtcs.org.uk/professional-update/coaching-and-mentoring.aspx);
- **Education Endowment Foundation**  
[educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit](http://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit);
- **I CAN**  
Advice leaflets for parents/carers and professionals  
[www.ican.org.uk](http://www.ican.org.uk);
- **The Communication Trust**  
[www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk);
- **Education Scotland**  
[education.gov.scot/improvement/learning-resources/How%20can%20schools%20develop%20a%20literacy-rich%20curriculum%20in%20P1-3%20to%20help%20to%20close%20the%20vocabulary%20gap?](http://education.gov.scot/improvement/learning-resources/How%20can%20schools%20develop%20a%20literacy-rich%20curriculum%20in%20P1-3%20to%20help%20to%20close%20the%20vocabulary%20gap?);
- **Royal College of Speech and Language Therapists**  
Information about Speech and Language Therapy, Talk to Your Baby – information for parents/carers and professionals  
[www.rcslt.org](http://www.rcslt.org);
- **Talking Point**  
A website providing advice and tips for parents/carers and professionals  
[www.talkingpoint.org.uk/resources/talk-your-baby](http://www.talkingpoint.org.uk/resources/talk-your-baby);
- **British Stammering Association**  
A website providing advice for parents/carers and professionals  
[www.stammering.org](http://www.stammering.org);
- **Early Support Programme**  
Advice and support booklets available in England but web access UK wide  
[www.gov.uk/government/publications/exploring-interventions-for-children-and-young-people-with-speech-language-and-communication-needs-a-study-of-practice](http://www.gov.uk/government/publications/exploring-interventions-for-children-and-young-people-with-speech-language-and-communication-needs-a-study-of-practice).

## USEFUL DOCUMENTS

- **ICAN Talk Series -**

Issue 3 - The Cost to the Nation of Children's Poor Communication: Scotland Edition

[licensing.ican.org.uk/sites/licensing.ican.org.uk/files/Evidence/3\\_ICT\\_Cost\\_to\\_the\\_nation\\_Scotland.pdf](https://licensing.ican.org.uk/sites/licensing.ican.org.uk/files/Evidence/3_ICT_Cost_to_the_nation_Scotland.pdf)

Issue 4 - Language and Social Exclusion

[licensing.ican.org.uk/sites/licensing.ican.org.uk/files/Evidence/4\\_Language\\_and\\_Social\\_Exclusion.pdf](https://licensing.ican.org.uk/sites/licensing.ican.org.uk/files/Evidence/4_Language_and_Social_Exclusion.pdf)

Issue 6 - Speech, Language and Communication Needs and Primary School-aged Children

[licensing.ican.org.uk/sites/licensing.ican.org.uk/files/Evidence/6\\_Speech\\_Language\\_and\\_Communication\\_Needs\\_and\\_Primary\\_School\\_aged\\_Children.pdf](https://licensing.ican.org.uk/sites/licensing.ican.org.uk/files/Evidence/6_Speech_Language_and_Communication_Needs_and_Primary_School_aged_Children.pdf)

Issue 7 - Speech, Language and Communication Needs and the Early Years

[licensing.ican.org.uk/sites/licensing.ican.org.uk/files/Evidence/7\\_Speech\\_Language\\_and\\_Communication\\_Needs\\_and\\_the\\_Early\\_Years.pdf](https://licensing.ican.org.uk/sites/licensing.ican.org.uk/files/Evidence/7_Speech_Language_and_Communication_Needs_and_the_Early_Years.pdf)

Issue 9 - Children with severe Speech, Language and Communication Needs

[licensing.ican.org.uk/sites/licensing.ican.org.uk/files/Evidence/ICAN\\_TalkSeries9.pdf](https://licensing.ican.org.uk/sites/licensing.ican.org.uk/files/Evidence/ICAN_TalkSeries9.pdf)

Issue 10 - Speech, Language and Communication in Secondary Aged Pupils

[licensing.ican.org.uk/sites/licensing.ican.org.uk/files/Evidence/ICAN\\_TalkSeries10.pdf](https://licensing.ican.org.uk/sites/licensing.ican.org.uk/files/Evidence/ICAN_TalkSeries10.pdf);

- **ABC and Beyond**

[www.hanen.org/Guidebooks---DVDs/Early-Childhood-Education-Consultants---Trainers/ABC-and-Beyond-SLP-ECE-Consultants.aspx](http://www.hanen.org/Guidebooks---DVDs/Early-Childhood-Education-Consultants---Trainers/ABC-and-Beyond-SLP-ECE-Consultants.aspx);

- **Scottish Government**

Guidance on partnership working between allied health professions and education

[www.wihb.scot.nhs.uk/allied-health-professionals](http://www.wihb.scot.nhs.uk/allied-health-professionals);

- **Oracy Skills Framework**

[www.educ.cam.ac.uk/research/projects/oracytoolkit/oracyskillsframework/OracySkillsFramework.pdf](http://www.educ.cam.ac.uk/research/projects/oracytoolkit/oracyskillsframework/OracySkillsFramework.pdf);

- **Glasgow City Council**

Additional Support Needs in Speech and Language: Guidance for Educational Establishments

[www.glasgow.gov.uk/CHttpHandler.ashx?id=12198](http://www.glasgow.gov.uk/CHttpHandler.ashx?id=12198);

- **Speech and Language Therapy Service**

Consultation and Advice Line: The times and phone numbers are as follows:

Wednesday, 1.00 - 4.00pm, phone 0141 211 6056

Friday, 9.30 - 11.30am, phone 0141 531 6843.



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