

Supporting Glasgow's Learners: Policy into Practice

The Language and Communication Friendly Establishment



The Language and Communication Friendly Establishment

INTRODUCTION

Glasgow City Council and NHS Greater Glasgow and Clyde are launching a joint initiative to develop the capacity of all educational establishments to support and develop the language and communication skills of all children.

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 assessment process. This will provide a multi agency endorsement of an establishment's capacity to support the development of all children's communication skills.

THE 'LANGUAGE AND COMMUNICATION FRIENDLY' KEY INDICATORS FRAMEWORK

There are 5 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 childrens 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, if implemented, will provide evidence of how each indicator is being met.

Early Years Language and Communication Friendly Key Indicators, page 3-7

Primary School Language and Communication Friendly Key Indicators, page 8-12

Secondary School Language and Communication Friendly Key Indicators, page 13-17.

THE ASSESSMENT AND AWARD PROCESS

This is a three part process:

1. Completion of a self evaluation framework and action plan identifying the establishment's strengths and development needs.
2. Engagement with a mentoring and, if necessary, a practice development process. This may include identifying and accessing training/CPD opportunities. 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 pre-school establishments will complete the Early Talk Training.
3. On site visit by two appointed assessors (EP, SLT or HT) for observations and interviews with staff and evaluation of a 'portfolio of evidence' based on the five key indicators of good practice. Assessors will seek evidence that practice has developed as a consequence of CPD and training.

Completing the self evaluation framework regularly before and during the mentoring period will allow you to keep on track with progress towards meeting the key indicators of good practice.

The Flow Chart at Appendix 1 outlines the process leading to assessment and award of Language and Communication Friendly status.

ATTAINING THE LANGUAGE AND COMMUNICATION FRIENDLY STATUS AWARD

Each of the Language and Communication Friendly Key Indicators will be rated by assessors as follows: 1= not achieved, 2= developing or 3= achieved.

To be awarded full status, an establishment must score 3 (achieved) in three out five indicators and 2 (developing) in the remaining indicators. Indicator Two must be achieved for Language and Communication Friendly status to be awarded.

MENTORING AND SUPPORT

Mentoring and support from key health and education practitioners is a core component of this framework. The role of the mentor 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. They 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, Quality Improvement Officer or peer from another establishment. When considering about who can provide mentoring, you should think about who can best help you achieve the evidence requirements identified in your self evaluation.

A list of key contacts is available at Appendix 2. Contact one of your local practitioners to discuss mentoring and who can best support you with this.

1 Key Indicators for Glasgow's Early Years Establishments

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

Evidence

Displays including items that invite comments from children.

Resources that are available for free play are easily reached by the children or easily within their line of vision.

Equipment that is available in boxes is clearly labelled with a picture or symbol.

Well defined activity areas.

Quiet areas or areas used for story time that are less visually distracting.

Outdoor play (if available) including imaginative role play some of the time.

Aspects which will be observed by the assessor

The assessor will look at the environment of your setting to ascertain if these Key Indicators are being met.

Portfolio evidence

You may wish to include photographs of your setting in your portfolio to demonstrate your understanding of the Key Indicators especially as displays and outdoor play can vary according to the season. Remember that if your photographs include children you should get parent permission before submitting them. You may wish to include a copy of your plans if they include descriptions of displays or show how imaginative role play or language rich activities are planned for.

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

Evidence

Adults in the learning environment who:

- Use simple repetitive language during everyday activities.
- Gain children's attention before delivering instructions.
- Talk at an appropriate rate using short sentences.
- Adapt their language to the level of the child's.
- Model the correct sentence when they hear a child's incorrect utterance.
- Extend the child's utterances.
- Encourage children to ask questions.
- Use vocabulary the children can understand in everyday instructions.
- Give children time to respond.
- Give a running commentary on the child's activity rather than asking questions most of the time.
- Use natural gesture and facial expression to support language.

Aspects which will be observed by the assessor

The assessor will spend some time observing how adults in the setting adapt their language and communication to encourage children's language development.

Portfolio evidence

You may wish to include information on how you develop adult-child interaction in your setting. Evidence could include information on training and development the setting has undergone in a relevant area (e.g. using 'TALK' principles from Early Talk training); using peer observation to reflect on how staff in the setting use communication strategies such as those outlined above.

Indicator Three: Adult interaction styles that are responsive to individual childrens needs.

Evidence

Adults in the learning environment who use supportive approaches including:

Ensuring that all children have the opportunity to interact individually with an adult if they wish.

Speaking sensitively to shy or unsettled children.

Helping children to settle when they arrive if needed.

Playing alongside children without always directing their play.

Encouraging children's independence and self confidence by acknowledging all efforts.

Facilitating shared play and turn taking.

Modelling activities and talking about what they are doing.

Modelling a range of positive behaviour and language.

Helping children to develop and extend imaginary play.

Supporting outdoor play by modelling language based on the child's activities and encouraging peer interaction.

Using questions that invite conversation or encourage reasoning rather than yes or no answers.

Responding positively to children's efforts to communicate.

Giving clear expectations of "rules".

Letting children know of expected changes to the day e.g. visit of dentist.

Actively supporting children in solving their problems and disputes.

Respecting the child's other languages where relevant i.e. home language (if not English), sign language.

Aspects which will be observed by the assessor

The assessor will spend some time observing the approaches used by adults in the setting; they may also discuss some of these approaches with staff. As part of the observation of the adults the assessor will notice how the children use language as well. The assessor may wish to speak to you if evidence for some of the Key Indicators is not observed.

Portfolio evidence

Include information in support of this Indicator in your portfolio. Examples include: copies of policies such as how new children are settled in, planning documents and visual support for routines.

4 Key Indicators for Glasgow's Early Years Establishments

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

Evidence	<p>Adults in the learning environment who use supportive approaches including:</p> <ul style="list-style-type: none"> Re-reading favourite stories to children. Making time to say rhymes as well as sing with groups of children. Frequently supporting songs and stories with actions, objects or puppets. Using appropriate methods to introduce new concepts and vocabulary. Seeking opportunities to repeat and reinforce new vocabulary. Linking children's spoken language with written language. Giving regular feedback to those who struggle to understand and checking children have understood instructions. Accepting non-verbal communication as well as verbal. Ensuring that all children (including the least verbal or non-verbal) have a turn at expressing themselves in a group. Talk about their own interests other than just the task in hand. Speak in groups to children and adults as well as during free play Have opportunities for supported conversation with their peers as well as opportunities to interact with their peers without adult intrusion. Have opportunities to share books with their peers. Have opportunities to use their mother tongue if this is not English.
Aspects which will be observed by the assessor	
The assessor will spend some time observing members of staff in the setting. The assessor will be looking at how the above Key Indicators are met.	
Portfolio evidence	
Include a copy of your plans showing the planning for story time, rhymes and singing.	

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

Evidence

Formal training undertaken by individuals and whole staff group.
 Consultation opportunities with specialists.
 Reflective practice and internal support mechanisms.
 Informal learning activities.
 Practice changes based on CPD undertaken.

Aspects which will be observed by the assessor

The accreditor will speak to you and your staff to determine the nature of any CPD in the area of speech, language and communication and how you have used this to develop staff and improve outcomes for children.

Portfolio evidence

Include documentation of any of the above activities e.g. Early Talk Training, Support and Development Groups, use of Glasgow City Council ASD/SLI Pack, attendance at ACGs, use of Educational Psychology and Speech and Language Therapy Consultation, Speech and Language Therapy Helpline, Open Doors programme etc.

1 Key Indicators for Glasgow's Primary Establishments

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

Evidence

The use visual cues/symbols/displays/ timetables used consistently about location, people, equipment, behaviour expectations.

Displays that invite comments from children and positioned for easy access.

Optimal positioning of children depending on their individual needs/ learning styles e.g. cushions or chairs may help some stay in place; hoops, carpet squares or coloured tape can be used to indicate personal space.

Organisation of school and classroom to provide well defined areas e.g. quiet areas, talking areas etc with symbols/pictures and labels.

Use symbols/pictures to aid children's understanding.

Label equipment (storage) with pictures and words.

Use of visual planners/timetables which can be arranged to show the structure of a lesson or activity or the structure of the day and the week.

In the infant stages:

Resources available for free play that are accessible to children or easily within their vision.

Quiet areas or areas used for story time that are less visually distracting.

Outdoor play where imaginative role play is available some of the time.

Aspects which will be observed by the assessor

The assessor will look at the environment of your setting to ascertain if these Key Indicators are being met.

Portfolio evidence

You may wish to examples in your portfolio to demonstrate your understanding of the Key Indicators e.g. visual timetables, posters. Remember that if your photographs include children you should get parent/ carer permission before submitting them. You may wish to include a copy of your plans if they include descriptions of displays or show how the physical environment has been adapted to support language and communication.

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

Evidence	<p>Adults in the learning environment who:</p> <ul style="list-style-type: none"> Use language at a level understood by children e.g. simplifies own oral language where necessary. Augment talk with non-verbal clues/ gestures. Set child attention/cues in listening for key information. Support children to listen and attend in whole class, group and individual contexts. Respect a child's mother tongue or alternative communication methods e.g. signing. Model appropriate speech and language forms. Consider the range and level of questions used. Use repetition effectively. Identifies core vocabulary and concepts for lessons. Plans for pre-teaching of vocabulary/concepts where necessary. Seek opportunities to repeat and reinforce new concepts new vocabulary. Consider reducing the vocabulary/concepts where necessary. Celebrates success at speaking and listening. In the infants stage, this may include: <ul style="list-style-type: none"> Facilitating shared play and turn taking. Modelling activities and talking about what they are doing. Helping children to develop and extend imaginary play. Supporting outdoor play by modelling language based on the child's activities and encouraging peer interaction. Using questions that invite conversation or encouraging reasoning skills rather than yes/no answers. Responding positively to children's efforts to communicate.
Aspects which will be observed by the assessor	
The assessor will look at the teaching and learning within your setting to ascertain if these Key Indicators are being met.	
Portfolio evidence	
This Indicator will assessed through observation of practice however you may wish to include examples in your portfolio to demonstrate your understanding of the Key Indicators e.g. EAL supports, examples of planning to demonstrate vocabulary learning.	

Indicator Three: Adult interaction styles that are responsive to individual childrens needs.	
Evidence	<p>Adults in the learning environment who use supportive approaches including:</p> <p>Providing opportunities for children want to share their views, be attended to and to be "heard".</p> <p>Clear expectations for cooperative turn-taking for speaking and listening.</p> <p>Clear expectations on learning outcomes and success criteria.</p> <p>Teaching vocabulary to describe, accept and acknowledge feelings.</p> <p>Support a range of strategies to think about feelings and express them appropriately.</p> <p>Recognition and accommodation of feelings - identifying ways of calming down if necessary.</p> <p>Actively supporting children in solving problems and disputes</p> <p>Supporting children to make choices using verbal and non verbal means</p> <p>In the infant stages:</p> <p>Playing alongside children without always directing their play.</p> <p>Ensuring that all children have the opportunity to interact 1:1 where necessary.</p> <p>Encouraging children's independence and self confidence by acknowledging all efforts.</p>
Aspects which will be observed by the assessor	
The assessor will look at the teaching and learning within your setting to ascertain if these Key Indicators are being met.	
Portfolio evidence	
You may wish to include examples in your portfolio to demonstrate your understanding of the Key Indicators e.g. buddy systems, buddy benches, play initiatives, behaviour charters, self-assessment approaches.	

4 Key Indicators for Glasgow's Primary Establishments

Indicator Four: The use of supportive learning strategies to develop language and communication skills.	
Evidence	<p>Adults in the learning environment who use supportive approaches including:</p> <ul style="list-style-type: none"> Use of a clear praise and reward strategy for a class and individual children. Validation of appropriate behaviour by describing it, and reward through actions as well as direct verbal praise. Supportive visual methods to explain information for learning, classroom procedures, teacher expectations, expected behaviour, etc. Awareness of effective use of non-verbal communication e.g. gesture, symbols. Effective use of questioning and child feedback to ensure that all children have understood instructions. Making sure children have direct experience of new concepts. Make explicit links to previous learning. Use of a range of teaching/learning styles according to need. Encouraging hands-on, experiential learning. Identify multisensory approaches to learning. Identify activities for small-group learning. Build in opportunities within a lesson for over-learning and repetition. Plan for differentiation of task and outcome where necessary, including opportunities for alternative ways of recording skills and knowledge. Identify key approaches for PSAs to use with individual children/small group. Appropriate homework given for child's level of language and learning. In the infant stages: strategies to support young children's communication should also include: <ul style="list-style-type: none"> Re-reading favourite stories to children. Making time to say rhymes as well as sing with groups of children. Frequently supporting songs and stories with actions, objects or puppets. Linking children's spoken language with written language. Accepting non-verbal communication as well as verbal. Ensuring that all children (including the least verbal or non-verbal) have a turn at expressing themselves in a group.
Aspects which will be observed by the assessor	
The assessor will look at the teaching and learning within your setting to ascertain if these Key Indicators are being met.	
Portfolio evidence	
You may wish to include examples in your portfolio to demonstrate your understanding of the Key Indicators e.g. planning frameworks, homework completed.	

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

Evidence

Formal training undertaken by individuals and whole staff group.
 Consultation opportunities with specialists.
 Reflective practice and internal support mechanisms.
 Informal learning activities.
 Practice changes based on CPD undertaken.

Aspects which will be observed by the assessor

The assessor will speak to you and your staff to determine the nature of any CPD in the area of speech, language and communication and how you have used this to develop staff and improve outcomes for children.

Portfolio evidence

Include documentation of any of the above activities e.g. School Talk Training, Support and Development Groups, use of Glasgow City Council ASD/SLI Pack, attendance at ACGs, use of Educational Psychology and Speech and Language Therapy Consultation, Speech and Language Therapy Helpline, Open Doors programme etc.

1 Key Indicators for Glasgow's Secondary Establishments

Indicator One: A physical environment that enhances and promotes opportunities for speech, language and communication for all young people.	
Evidence	<p>The use of visual cues/symbols/displays of key vocabulary/timetables used consistently about location, people, equipment, behaviour expectations.</p> <p>Optimal positioning in class of young people depending on their individual needs/learning styles.</p> <p>School "rules" and "charters", etc are written in simple language and enhanced with symbols/photos.</p> <p>Use of visual planners/timetables which can be arranged to show the structure of a lesson or activity or the structure of the day and the week.</p> <p>Distinct areas in the classroom for resources with supportive labelling of equipment and containers etc.</p> <p>Reference charts with pictures and key vocabulary to help young people to make contributions in different subjects.</p>
Aspects which will be observed by the assessor	
The assessor will look at the environment of your setting to ascertain if these Key Indicators are being met.	
Portfolio evidence	
You may wish to examples in your portfolio to demonstrate your understanding of the Key Indicators e.g. visual timetables, posters. You may wish to include a copy of your plans if they include descriptions of displays or show how the physical environment has been adapted to support language and communication.	

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

Evidence	<p>Adults in the learning environment who:</p> <ul style="list-style-type: none"> Use language at a level understood by young people e.g. simplifies own oral language where necessary. Augment talk with non-verbal clues/gestures. Set young person attention/cues in listening for key information. Support young person to listen and attend in whole class, group and individual contexts. Respects mother tongue or alternative communication methods e.g. signing where appropriate. Model appropriate speech and language forms. Considers the range and level of questions used. Uses recap and repetition effectively. Identifies core vocabulary and concepts for lessons. Plans for pre-teaching of vocabulary/concepts where necessary Seeks opportunities to repeat and reinforce new concepts new vocabulary Consider reducing the vocabulary/concepts where necessary Celebrates success at speaking and listening Speaks facing the class and stop speaking when writing on the whiteboard Give advance warning that change is coming using either a verbal countdown to the change of activity or visual planner/timetable Repeats instructions Restates and emphasizes key points Slows the rate of presentation Uses shorter units of explanation Avoids sarcasm, ambiguity, and explains metaphorical language.
Aspects which will be observed by the assessor	
The assessor will look at the teaching and learning within your setting to ascertain if these Key Indicators are being met.	
Portfolio evidence	
This Indicator will assessed through observation of practice however you may wish to include examples in your portfolio to demonstrate your understanding of the Key Indicators e.g. EAL supports, examples of planning to demonstrate vocabulary learning.	

Indicator Three: Adult interaction styles that are responsive to individual young peoples needs.	
Evidence	<p>Adults in the learning environment who use supportive approaches including:</p> <ul style="list-style-type: none"> Clear expectations on learning outcomes and success criteria. Encouraging young people to monitor their own learning outcomes. Careful consideration to choice of peers for group work. Giving the young person alternative ways to make their contributions. Direct and explicit support re classroom rules. Avoids sarcasm.
Aspects which will be observed by the assessor	
The assessor will look at the teaching and learning within your setting to ascertain if these Key Indicators are being met.	
Portfolio evidence	
You may wish to include examples in your portfolio to demonstrate your understanding of the Key Indicators e.g. buddy systems, behaviour charters, self-assessment approaches, young person feedback etc.	

4 Key Indicators for Glasgow's Secondary Establishments

Indicator Four: The use of supportive learning strategies to develop language and communication skills.	
Evidence	<p>Adults in the learning environment who use supportive approaches including:</p> <ul style="list-style-type: none"> Supportive visual methods to explain information for learning, classroom procedures, teacher expectations, expected behaviour, etc. Supportive visual methods to explain information for learning, classroom procedures, teacher expectations, expected behaviour, etc. Awareness of effective use of non-verbal communication e.g. gesture, symbols. Effective use of questioning and pupil feedback to ensure that all young people have understood instructions. Make explicit links to previous learning. Use of a range of teaching/learning styles according to need. Encouraging hands-on, experiential learning. Build in opportunities within a lesson for over-learning and repetition. Plan for differentiation of task and outcome where necessary, including opportunities for alternative ways of recording skills and knowledge. Information is left on the whiteboard long enough for young people to read and understand. Reducing the amount of material student must process if required. Presenting material in smaller units at a slower pace if required. Allowing extra time for completion when necessary and give planning time for oral responses. Explicitly teaches note taking and time management, and use of organisational systems e.g. diaries, buddy systems, keeping lists of subject requirements etc.
Aspects which will be observed by the assessor	
The assessor will look at the teaching and learning within your setting to ascertain if these Key Indicators are being met.	
Portfolio evidence	
These Key Indicators will be assessed through observation although you may wish to include examples in your portfolio to demonstrate your understanding of them.	

5 Key Indicators for Glasgow's Secondary Establishments

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

Evidence

Formal training undertaken by individuals and whole staff group.
 Consultation opportunities with specialists.
 Reflective practice and internal support mechanisms.
 Informal learning activities.
 Practice changes based on CPD undertaken.

Aspects which will be observed by the assessor

The assessor will speak to you and your staff to determine the nature of any CPD in the area of speech, language and communication and how you have used this to develop staff and improve outcomes for young people.

Portfolio evidence

Include documentation of any of the above activities e.g. School Talk Training, Support and Development Groups, use of Glasgow City Council ASD/SLI Pack, attendance at ACGs, use of Educational Psychology and Speech and Language Therapy Consultation, Speech and Language Therapy Helpline, Open Doors programme etc.

Use this framework to measure whole school or individual practitioner progress towards meeting the Glasgow Language and Communication Friendly Establishment Key Indicators.

You will need to think about and record the evidence for your current level of practice and to identify any next steps. Examples of good practice for each indicator can be found on pages 4-10 (early years), 11-17 (primary) 18-23 (secondary). There is a measure of progress for each indicator (1= not achieved, 2= developing, 3= achieved)

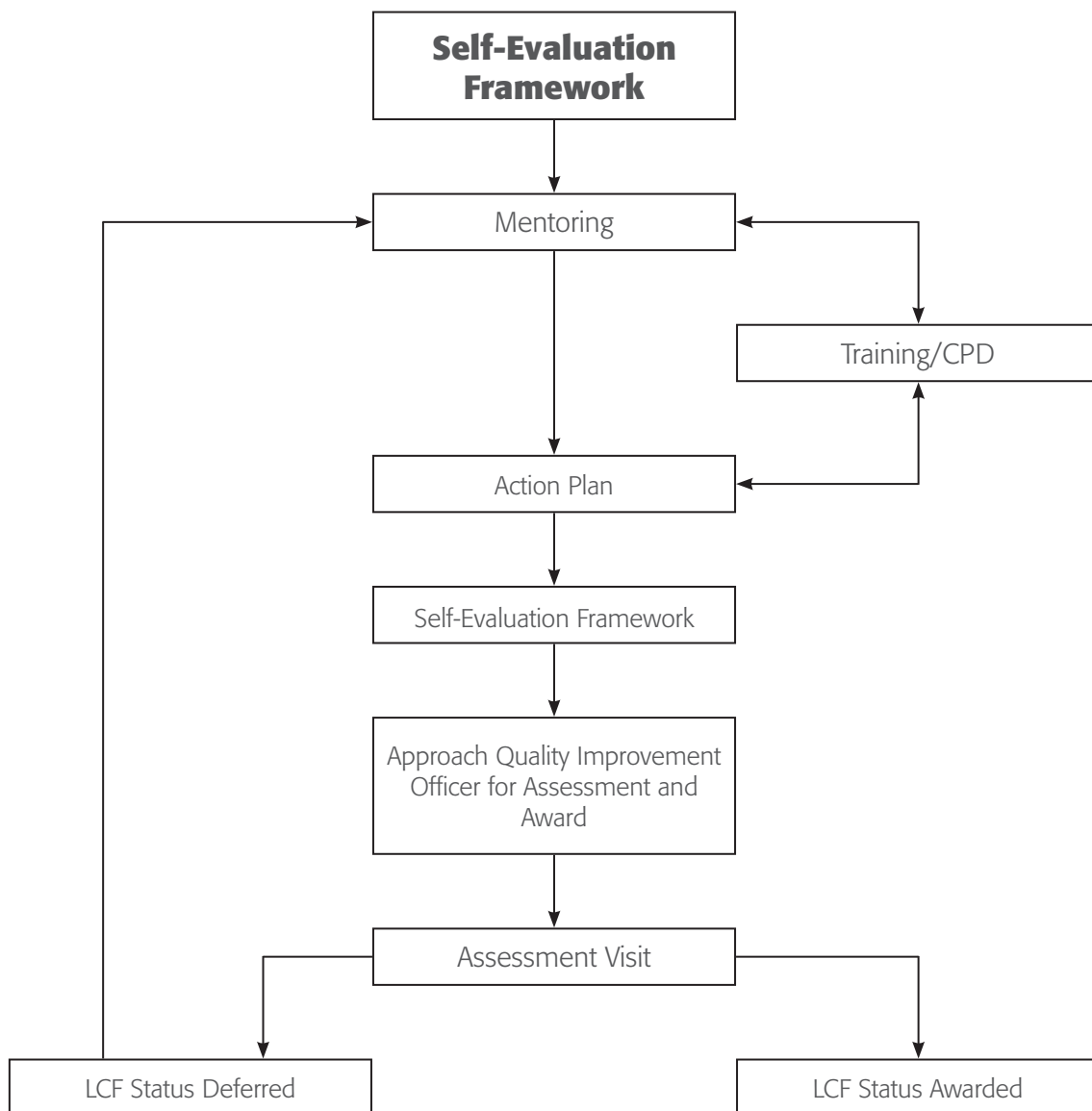
Name		Date
Indicator One: A physical environment that enhances and promotes opportunities for speech, language and communication for all children and young people.		
Level	Evidence	Next Steps
1 2 3		
Indicator Two: Adult talk that encourages and promotes participation from all learners.		
Level	Evidence	Next Steps
1 2 3		
Indicator Three: Adult interaction styles that are responsive to individual childrens and young peoples needs.		
Level	Evidence	Next Steps
1 2 3		
Indicator Four: The use of supportive learning strategies to develop language and communication skills.		
Level	Evidence	Next Steps
1 2 3		
Indicator Five: A strong commitment to staff training and development to meet the speech, language and communication needs of all children and young people.		
Level	Evidence	Next Steps
1 2 3		

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.

Name		Date
Indicator One: A physical environment that enhances and promotes opportunities for speech, language and communication for all children and young people.		
Current Level	What do we need to do?	Where will we get help?
1 2 3		
Indicator Two: Adult talk that encourages and promotes participation from all learners.		
Current Level	What do we need to do?	Where will we get help?
1 2 3		
Indicator Three: Adult interaction styles that are responsive to individual childrens and young peoples needs.		
Current Level	What do we need to do?	Where will we get help?
1 2 3		
Indicator Four: The use of supportive learning strategies to develop language and communication skills.		
Current Level	What do we need to do?	Where will we get help?
1 2 3		
Indicator Five: A strong commitment to staff training and development to meet the speech, language and communication needs of all children and young people.		
Current Level	What do we need to do?	Where will we get help?
1 2 3		

Appendix 1

Evaluation, Mentoring, Assessment and Award Flow Chart



Appendix 2

Key Practitioners

SPEECH AND LANGUAGE THERAPY

North West Area

Jackie Mullen, Speech and Language Therapy Manager

Drumchapel Health Centre, 80-90 Kinfauns Road, Drumchapel, Glasgow G15 7TS
Phone 0141 211 6180

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

Kirsty Smart, Speech and Language Therapy Manager

Southbank Centre, 207 Old Rutherglen Road, Gorbals, Glasgow G5 0RE
Phone 0141 201 0961

PSYCHOLOGICAL SERVICES

North West Area

Liz Locke, Principal Psychologist
Robert Johnstone and Sharon Phillips, SLCN Lead EPs

c/o Anderston Primary School, 3 Port Street, Anderston, Glasgow G3 8HY
Phone 0141 276 2070

North East Area

Fergal Doherty, Principal Psychologist
Jane Evans and Lindsay Geddes, SLCN Lead EPs

c/o St Anne's Primary School, 35 David Street, Gallowgate, Glasgow G40 2UN
Phone 0141 276 2170

South Area

Barry Syme, Principal Psychologist
Maureen Myant and Patricia Duggan, SLCN Lead EPs

c/o Battlefield Primary School, 44 Carmichael Place, Battlefield, Glasgow G42 9SY
Phone 0141 276 3270

Appendix 3

Resources and Further Information

USEFUL WEBSITES

AFASIC – organisation primarily for parents/carers but advice leaflets available for parents/carers and professionals
www.afasicscotland.org.uk

British Stammering Association – website providing advice for parents/carers and professionals
www.stammering.org

Early Support Programme – advice and support booklets available in England but web access UK wide
www.education.gov.uk/publications/standard/earlysupport/page1

Education Scotland – general information for professionals in Scotland
www.educationscotland.gov.uk

I CAN – advice leaflets for parents/carers and professionals
www.ican.org.uk

Royal College of Speech and Language Therapists – information about speech and language therapy
www.rcslt.org

Talk to your baby – information for parents/carers and professionals
www.literacytrust.org.uk/talk_to_your_baby

Talking Point – website providing advice and tips for parents/carers and professionals
www.talkingpoint.org.uk

USEFUL DOCUMENTS

ICAN Talk Series

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

Issue 9: Children with severe SLCN

Issue 7: Speech Language and Communication Needs and the Early Years

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

Issue 4: Language and Social Exclusion

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

These can be downloaded from: www.ican.org.uk/what_is_the_issue/i%20can%20evidence.aspx

Scottish Government – Guidance on partnership working between allied health professions and education

www.wihb.scot.nhs.uk/slt/slthome.html

Glasgow City Council: Additional Support Needs in Speech and Language:
Guidance for Educational Establishments (available from GCC website)

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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