

# Welcome to this Whole School SEND webinar!

The session will begin shortly.

- Feel free to introduce yourself in the 'Chat'
- Put any questions for our speakers in the 'Q&A'
- Slides and a recording will be available tomorrow
- Attendees are automatically muted and have their cameras off
- Please be respectful towards speakers and other attendees
- Message one of the team if you are having any technical issues

Please complete our opening poll while you wait for the session to begin.

# Whole School SEND Contract Aims

Equip the school workforce to prioritise and understand their responsibilities in relation to SEND and to share and embed good practice at individual and setting-level within their CPD and school improvement plans, particularly in relation to SEN Support, early intervention and effective preparation for adulthood

Equip schools to meet their training needs in relation to SEND to improve provision through the delivery of targeted training packages within specific Local Authorities

Build capability within the school workforce to ensure all professionals can contribute to excellent SEND provision at every point in their career by providing clear CPD pathways to support their development, including in relation to specialist provision

# The Inclusive Primary Classroom

*Supporting children and young people with speech, language and communication needs*

Amelie Thompson: [rsl.seslon@wholeschoolsend.com](mailto:rsl.seslon@wholeschoolsend.com)

Tina Harvey: [drsl.seslon@wholeschoolsend.com](mailto:drsl.seslon@wholeschoolsend.com)

South East and South London Region

Funded by

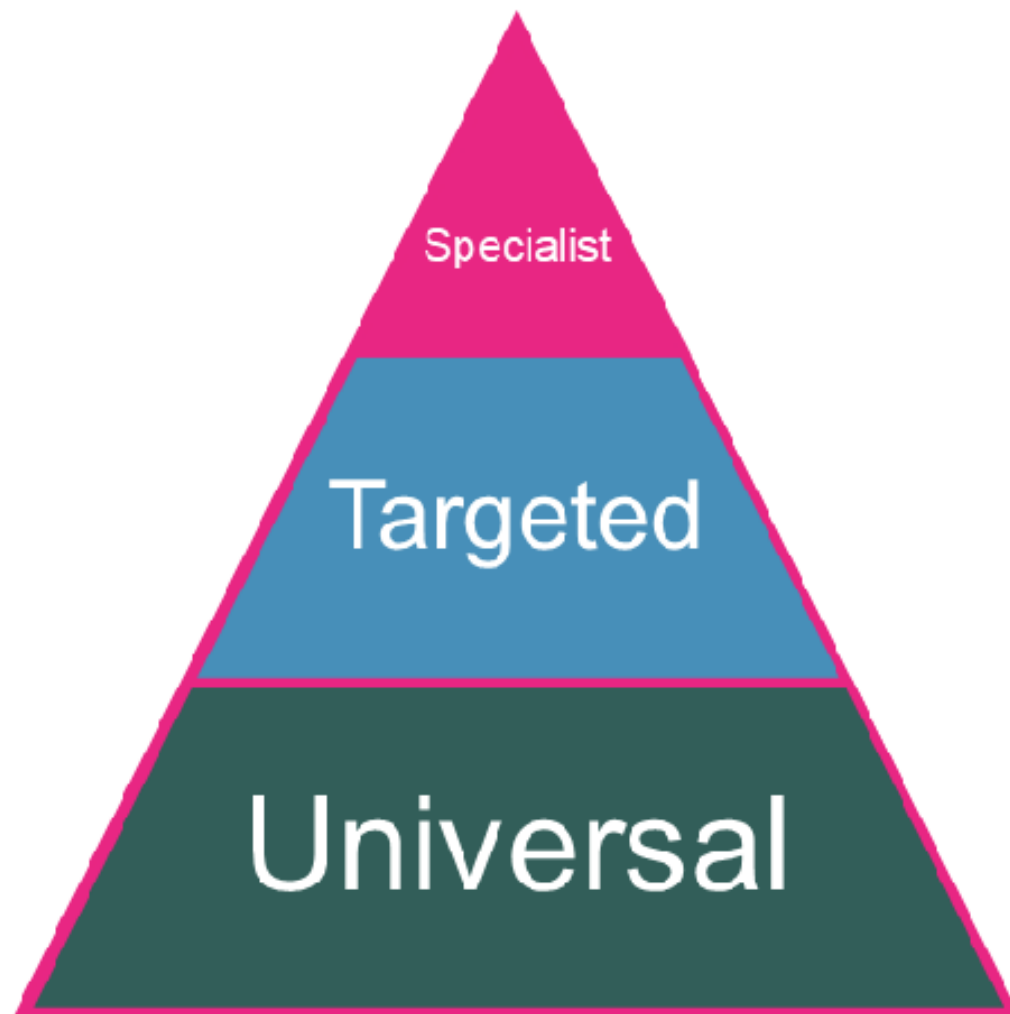


Department  
for Education



**nasen**  
Helping Everyone Achieve 

**The golden thread:  
Universal  
inclusive  
practices**



# Structure of the programme

Each session will build on learning from the previous session and include gap tasks for delegates to take away and work on before the next session.

## **Session 1: Thursday 7<sup>th</sup> October, 2-3.30pm**

*Focus: Speech, Language and Communication Needs - Andrea Richards*

## **Session 2: Tuesday 2<sup>nd</sup> November, 2-3.30pm**

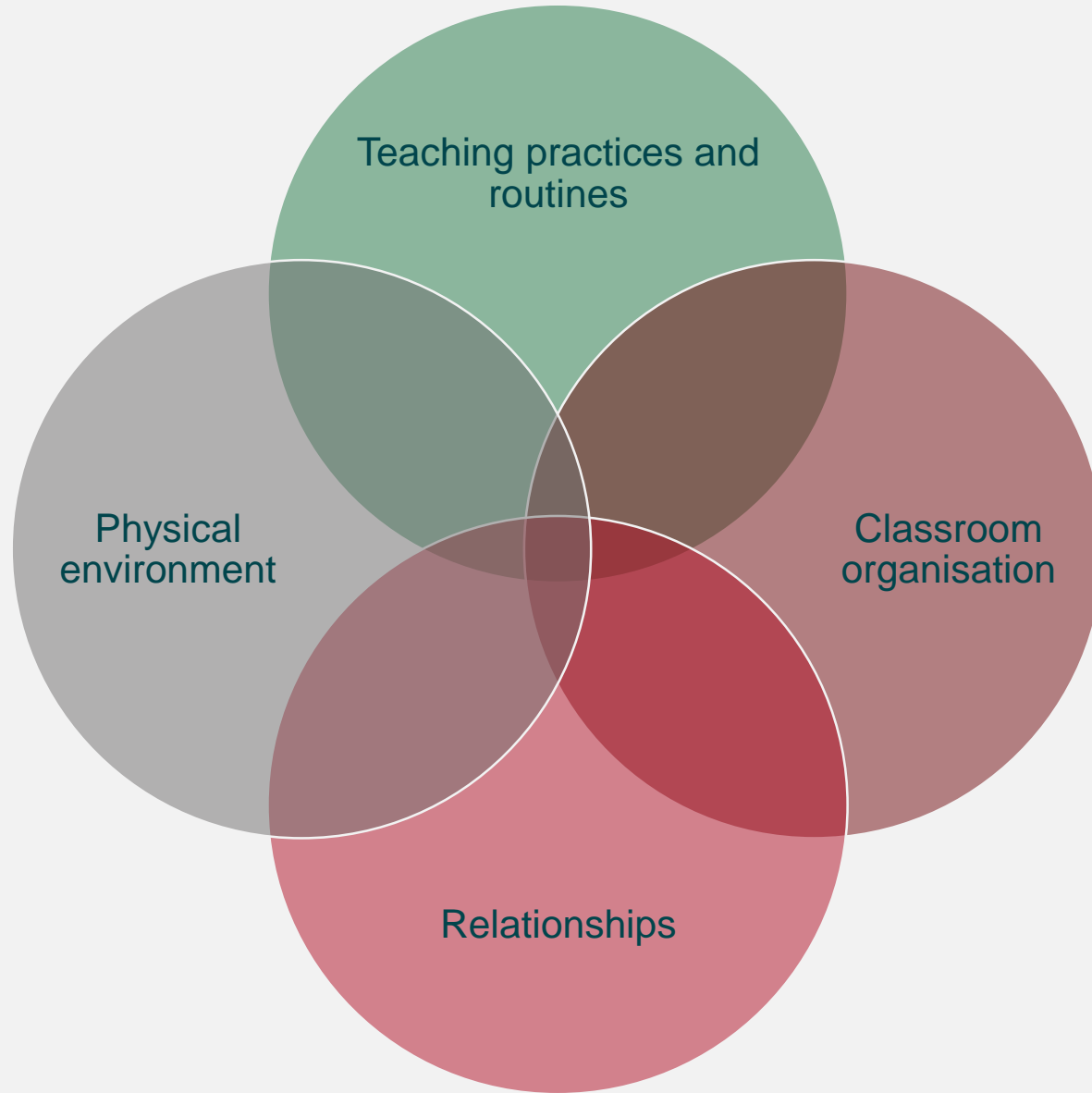
*Focus: Social, Emotional and Mental Health Needs – Dave Roberts*

## **Session 3: Thursday 25<sup>th</sup> November, 2-3.30pm**

*Focus: Sensory needs – Shaaron Powell*

What do we mean by the inclusive  
classroom?

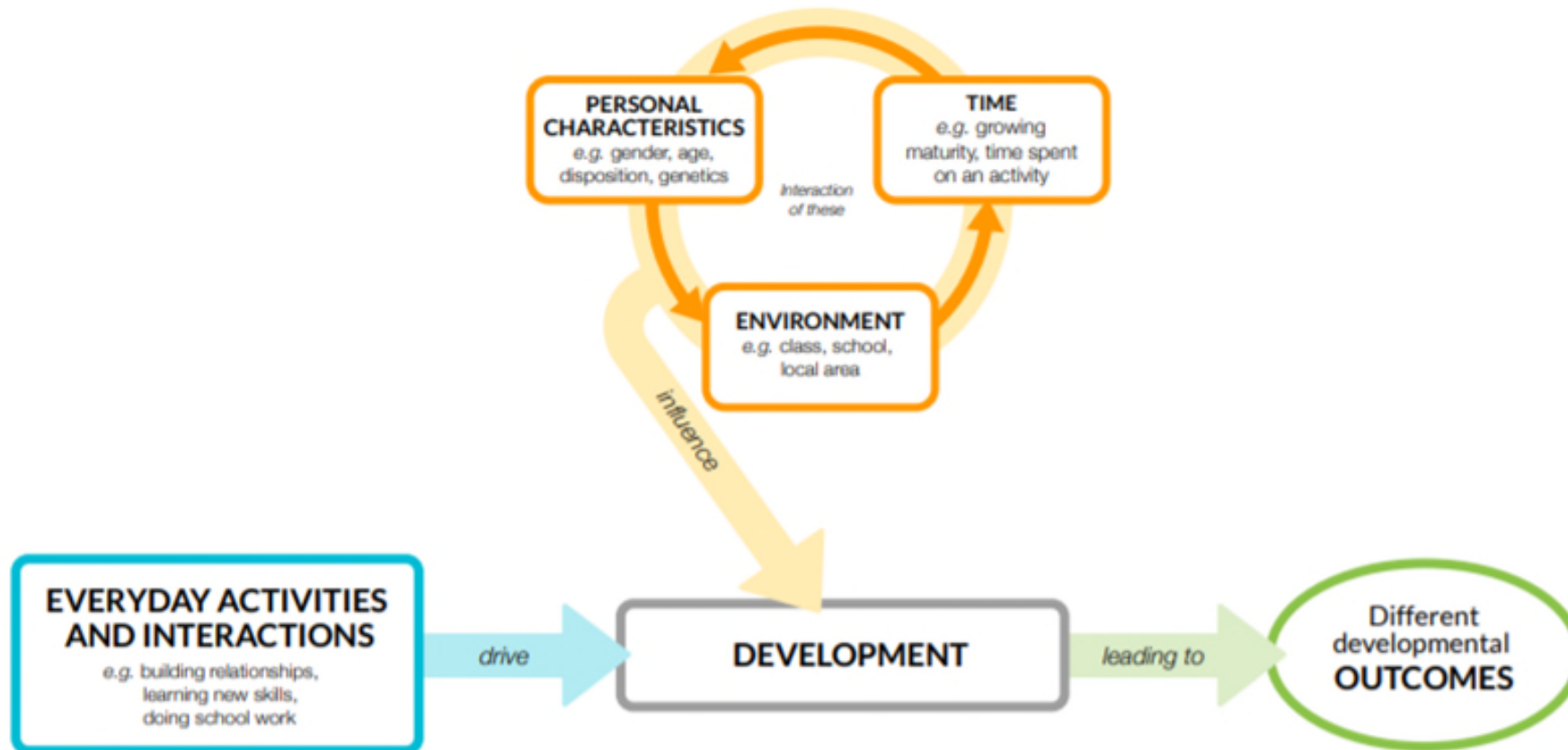
# The inclusive classroom environment



# The role of the teacher

*What is the role as the teacher in this process?*

*Where would you put the teacher in this diagram?*



Bronfenbrenner diagram

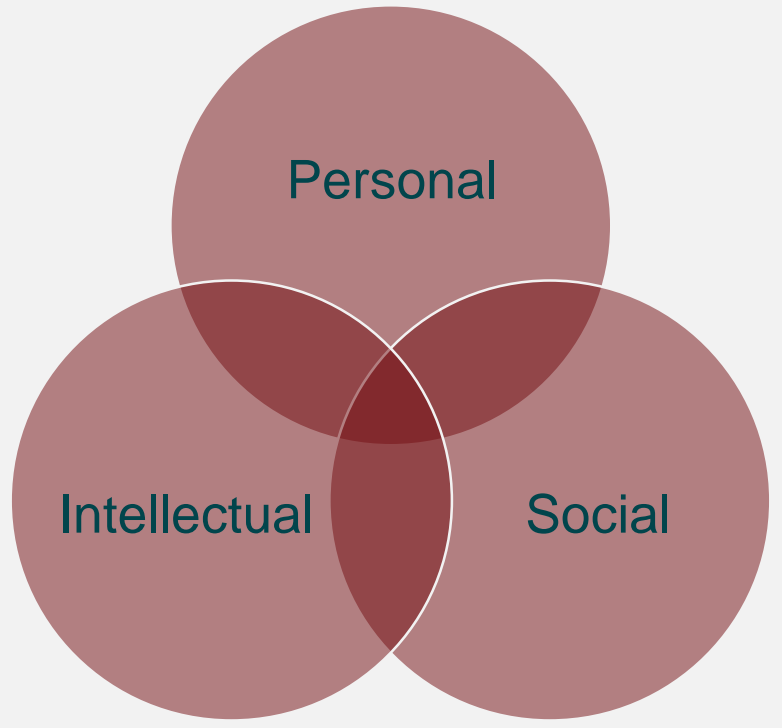
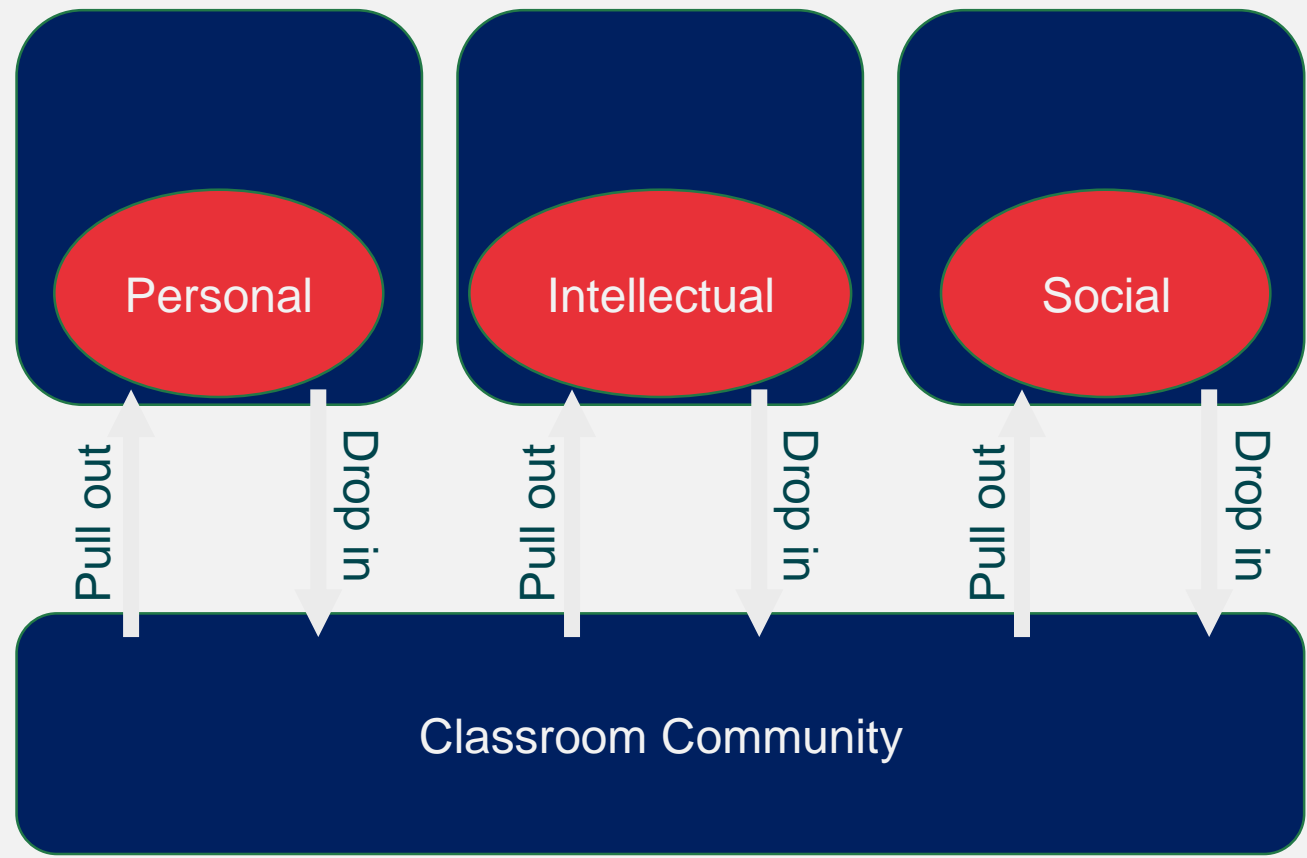


# The role of the teacher

“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

*Haim. G. Ginnett (1993) Teacher and Child*

# Built in vs bolt on approach



# SEN Provision or Quality First Teaching?

Always face the learners when presenting new information

Present new information orally and in writing together at the same time

Provide visuals and word banks

Always check that the learner has understood classroom instructions - avoid yes/ no questions

Choose your language carefully (figurative language)


Be mindful of your facial expressions

pre-teach key language

Visual system is in place for the class (such as a traffic light system) to support all learners to work within appropriate 'noise' levels

Repeat back contributions from other learners. If something funny happens on the other side of the classroom, take the time to explain what happened so that the learner does not feel they are missing out.

Always call a learner's name to gain their attention before asking a question



# The Inclusive Primary Classroom

## Whole class approaches to support speech, language and communication

Andrea Richards  
Independent Speech and Language Therapist  
[www.chatschool.org](http://www.chatschool.org)

# Whole class approaches to support speech, language and communication

## Introduction and outline

- ▶ Introduction
- ▶ Andrea Richards – independent speech and language therapist
- ▶ Speech language and communication need and Autism spectrum conditions
- ▶ Differential diagnoses - delay, disorder, EAL learners
- ▶ Areas impacted by speech, language and communication need and adaptations
- ▶ Communication Friendly Strategies for the Classroom

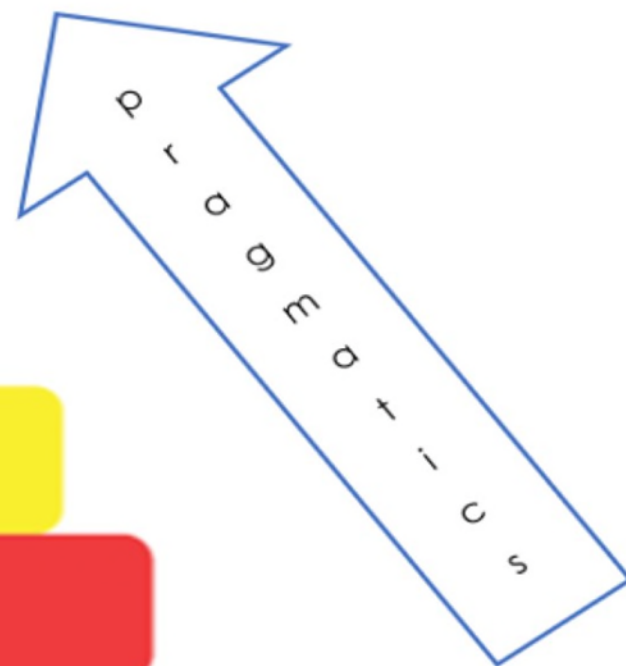
## Whole class approaches to support speech, language and communication

### Differential diagnoses

- ▶ Learners with **language delay** – their skills are consistent with those of a younger child.
- ▶ Learners acquiring **English as an Additional Language** - language acquisition skills are unimpaired, and an assessment of their first language skills will reveal them to be age-appropriate.
- ▶ Learners with **Developmental Language Disorder**, a lifelong condition characterised by difficulties with understanding and/or using spoken language.

# Whole class approaches to support speech, language and communication

Areas covered by speech language and  
communication need



# Whole class approaches to support speech, language and communication

Areas covered by speech language and communication need





# Whole class approaches to support speech, language and communication

## Support for attention and listening difficulties

Organise preferential seating, with the learner sitting within 1 metre of the teacher or supporting classroom adult. Their desk should be orientated in a forward-facing position so that they do not have to turn in their chair to see/focus on the teacher

Reduce visual, auditory and other sensory distractions

Optimise listening conditions by using appropriate volume, pacing and animation

Consider seating the learner with a strong role model peer

Build movement breaks into lessons to provide optimal state for learning

## Whole class approaches to support speech, language and communication

### Support for attention and listening difficulties

Explicitly teach active listening skills – for example, how to be aware of how one's body feels when fully focussed, how to listen to the entire speech stream, how to make links between the known and unknown to support understanding, how to support recall, how to use the new learning

Remind the learner to use the Good Listening Rules (Active Listening)

# Whole class approaches to support speech, language and communication

## Support for attention and listening difficulties

Gain the learner's attention before speaking – calling their name if necessary and waiting for them to show you they are attending

Use a whiteboard to outline a simple visual timetable in the classroom – showing the number and range of tasks to be undertaken for a particular session/lesson

The learner should be encouraged to consult the checklist, complete the task, and erase it from the board – initially with adult support, and gradually this should be faded back so that they do this with increasing independence

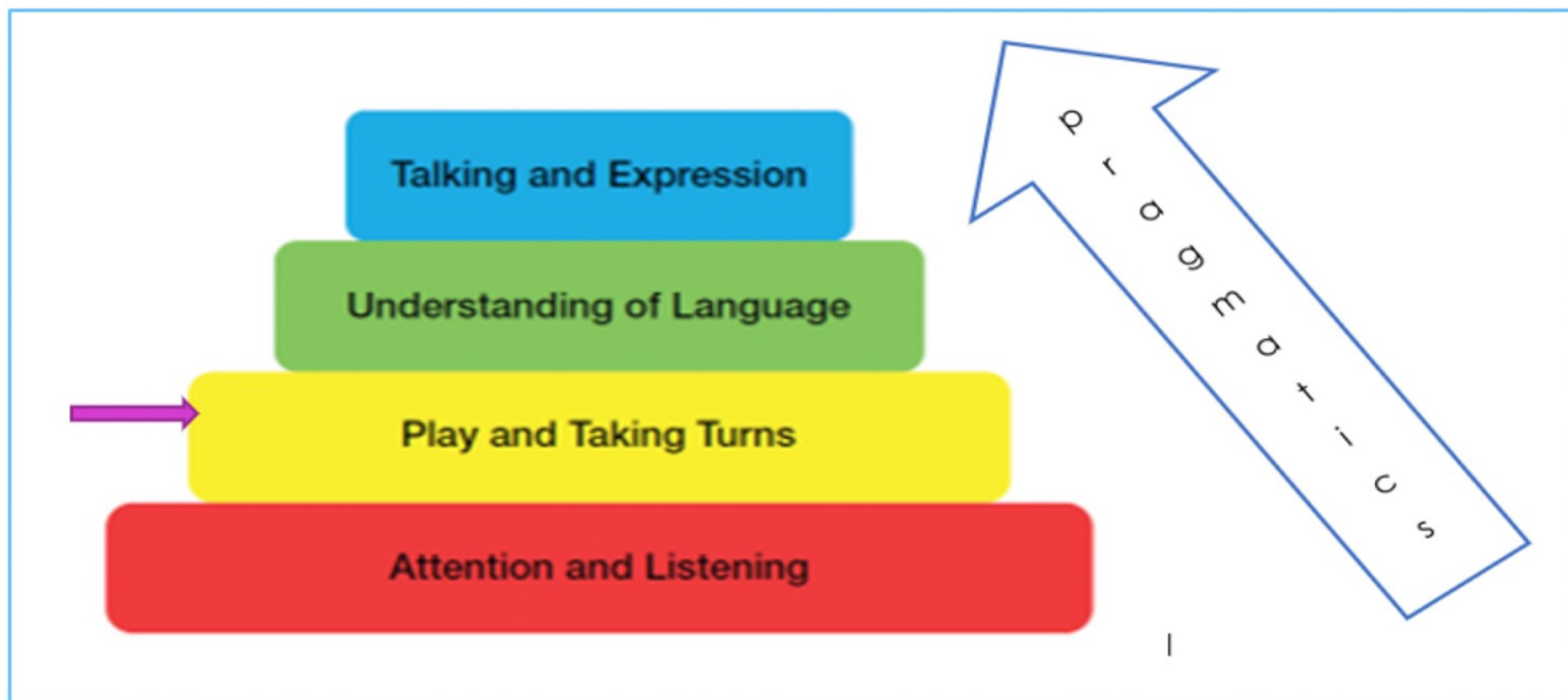
## Whole class approaches to support speech, language and communication

Support for attention and listening difficulties

Reward the learner with positive specific feedback for demonstrating active listening skills

# Whole class approaches to support speech, language and communication

Areas covered by speech language and communication need



# Whole class approaches to support speech, language and communication

Areas covered by speech language and communication need



## Whole class approaches to support speech, language and communication

### Support for understanding language (receptive skills)

Remind the learner to use the Good Listening Rules (Active Listening)

Gain their attention before speaking – calling their name if necessary and waiting for them to show you they are attending

Adults should check the learner's understanding of task instructions by asking them to say what they have to do. They should NOT be asked whether they understand as they are likely to respond 'yes'. By asking them to explain each step it will become apparent what they have retained and what is problematic.

## Whole class approaches to support speech, language and communication

### Support for understanding language (receptive skills)

Use multi-modal learning techniques; using visuals, gestures, real objects and role play in teaching are likely to be beneficial since these modes tend to be stronger than the auditory channel in learners with SLCN

Frequent repetition of key points will support the learner's understanding and recall

Recording notes or images of key points will be helpful

Teaching and encouraging the learner to create notes/images that they finds helpful will empower thir to be more self-reliant and build self-esteem



## Whole class approaches to support speech, language and communication

### Support for use of language (expressive skills)

Remind the learner to use the Good Listening Rules (Active Listening)

Give the learner additional thinking time before being expected to respond to questions

Provide a strong language model for them to imitate

## Whole class approaches to support speech, language and communication

### Support for use of language (expressive skills)

Use forced choices ('is it x or y?') to support their expressive language

Use gap fills ('so because the trip was cancelled, they were feeling.....') to support their expressive language

Provide specific, positive feedback to indicate when they have succeeded in conveying their message, or alternatively any elements which require further clarification ('I know it was Ahmed who fetched the teacher, why did he do that?')

# Whole class approaches to support speech, language and communication

Areas covered by speech language and communication need



## Whole class approaches to support speech, language and communication

### Support for social skills/pragmatics

Consider carefully the adults and peers that work with the learner to maximise the benefit provided to them

Provide opportunities for working with empathetic peers who can act as strong role models

Create opportunities during unstructured times for supported activities e.g. craft activities, structured games with clear rules

## Whole class approaches to support speech, language and communication

### Support for social skills/pragmatics

Model socially appropriate language and interaction for the learner to imitate

Provide clear but supportive feedback to the learner on their interactions

Use Comic Strip Conversations, Problem Solving techniques (with visual support) and/or Social Story approaches to support the learner's understanding and engagement in social interactions

Whole class approaches to support speech,  
language and communication

Communication Friendly Strategies for the Classroom

**Communication friendly strategies for the classroom**



# Whole class approaches to support speech, language and communication

## Communication Friendly Strategies for the Classroom

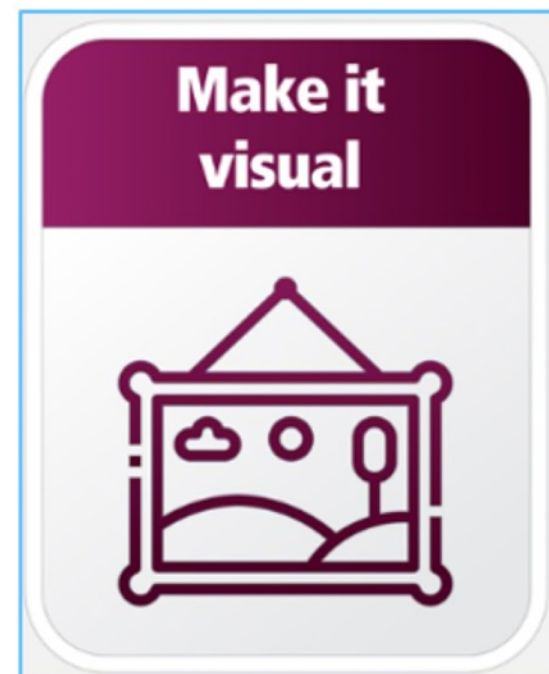
1. Use positive language  
Tell the learner what you want them to do
2. Use simple language  
It's NOT patronising – it's helpful because you are being clear, concise and communication-friendly



# Whole class approaches to support speech, language and communication

## Communication Friendly Strategies for the Classroom

Whiteboard  
Paper  
Real objects  
Video  
Laminated reminders

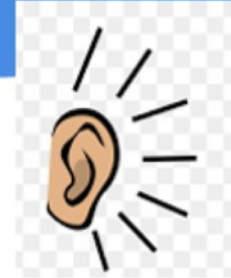




# Whole class approaches to support speech, language and communication

Ahmed

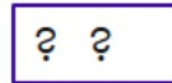
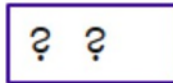
Good listening rules



Building sentences



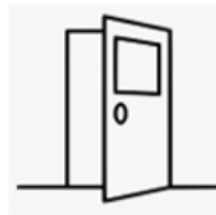
Story and questions



Game



Back to class



# Whole class approaches to support speech, language and communication

## Communication Friendly Strategies for the Classroom



Use a multi-sensory approach to support understanding and embed the learning

Whole class approaches to support speech,  
language and communication

Communication Friendly Strategies for the Classroom

**Provide  
repetition**



# Whole class approaches to support speech, language and communication

## Communication Friendly Strategies for the Classroom

Tell me what you need to do ✓

Do you understand? ✗



Checking  
for  
Understanding

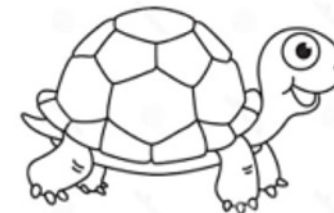
# Whole class approaches to support speech, language and communication

## Communication Friendly Strategies for the Classroom

**Allow extra  
thinking time**



Some of us are hares and  
some of us are tortoises!



# Whole class approaches to support speech, language and communication

## Communication Friendly Strategies for the Classroom

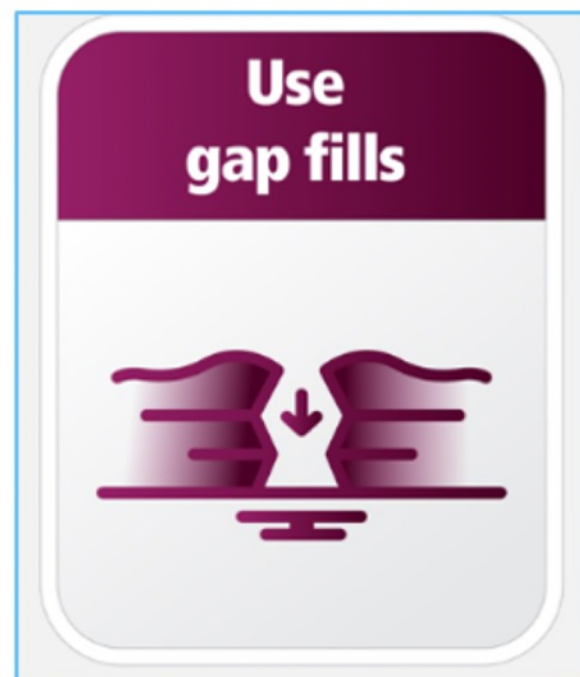
Narrow down the options



Whole class approaches to support speech,  
language and communication

## Communication Friendly Strategies for the Classroom

Helpful to use to check  
understanding



Whole class approaches to support speech,  
language and communication

## Communication Friendly Strategies for the Classroom

**Acknowledge  
attempts**

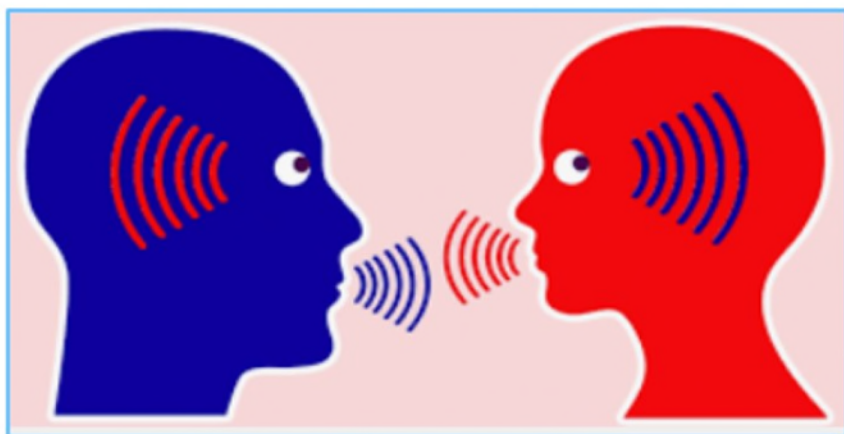


Notice what the learner is trying  
to do  
**MORE** than the  
end result



# Whole class approaches to support speech, language and communication

## Communication Friendly Strategies for the Classroom



Provide a model for the  
learner to use

Whole class approaches to support speech,  
language and communication

## Communication Friendly Strategies for the Classroom

Helps the learner to become  
aware of their learning – and  
hopefully more motivated and  
engaged



Whole class approaches to support speech,  
language and communication

Recommended resources

SLCN

<https://www.rcslt.org/learning/the-box-training>

## Whole class approaches to support speech, language and communication

### Recommended resources

#### DLD

- ▶ <https://ican.org.uk/educational-support-for-children-with-developmental-language-disorder-dld/>

Whole class approaches to support speech,  
language and communication

Recommended resources

ASC

Autism Explained

► <https://autism-explained.teachable.com/>

# Whole class approaches to support speech, language and communication

Thank you!



## Gap Task:

Reflect on your use of Communication Friendly Strategies in your practice. How could you develop these further? By employing them, who benefitted?

Read chapter 3 from the EEF guidance: special educational needs in mainstream schools – which changes will you make to your own practice?

**Next session:**  
2<sup>nd</sup> November, 2-3.30pm

# External Support Packages

- [Speech and Language Link - support for SLCN](#)
- [WellComm - GL Assessment \(gl-assessment.co.uk\)](#)
- [Ages and Stages \(ican.org.uk\)](#)



# Any further questions?



# Thank you for attending!

- Join our member community: <https://www.sendgateway.org.uk/register>
- Get in touch: [info@wholeschoolsend.com](mailto:info@wholeschoolsend.com)
- [Sendgateway.org.uk](https://Sendgateway.org.uk)
- [Nasen.org.uk](https://Nasen.org.uk)
- [@wholeschoolSEND](https://@wholeschoolSEND)
- [@nasen\\_org](https://@nasen_org)

Funded by



Department  
for Education



# Regional Contact Information

- Amelie Thompson –  
[rsl.seslon@wholeschoolsend.com](mailto:rsl.seslon@wholeschoolsend.com)
- Tina Harvey -  
[drsl.seslon@wholeschoolsend.com](mailto:drsl.seslon@wholeschoolsend.com)
- Kerry Green –  
[drsl2.seslon@wholeschoolsend.com](mailto:drsl2.seslon@wholeschoolsend.com)
- Clare Belli –  
[drsl3.seslon@wholeschoolsend.com](mailto:drsl3.seslon@wholeschoolsend.com)
- Contact us on Twitter: [Regional Twitter Handle]

# New WSS Resources and Events:

- **Classroom Teacher Handbook for SEND** – Providing guidance for Early Career Teachers on removing barriers to learning for pupils with SEND
- **ITT Resource Pack** – Exploring the Four Broad Areas of Need, as well as Neurodiversity and the co-occurrence of need
- **Guide to Developmental Language Disorder** - Produced by our Consortium Partner ICAN and accompanying a series of 8 free webinars

You can find all our resources on the SEND gateway and see all upcoming webinars on the [Events](#) section:

<https://www.sendgateway.org.uk/resources>

# Let us know how this session has informed your practice!

Whole School SEND is always looking to improve our CPD offer by evaluating how attendees have changed their practice or embedded new strategies. We welcome any feedback on the session, either through our **post-events survey** or directly via **email** to [info@wholeschoolsend.com](mailto:info@wholeschoolsend.com).

If you would like to, we are also very happy for attendees to submit copies of any post-event activities so we can see how these have been used in practice

Let us know:

- What worked? What didn't? What were the challenges in putting ideas from this session into practice? What do you need more support with? Do you feel more confident after attending this session?

# Find your region

- The WSS Regions are based on the boundaries used by the Regional Schools Commissioner areas.
- You can find out which region your local authority comes under here:

<https://www.sendgateway.org.uk/whole-school-send-regional-send-leads>

# Recordings

- You can find recordings of our past webinars with the accompanying materials on the SEND gateway:

<https://www.sendgateway.org.uk/page/wss-past-events>

- You can also subscribe to our YouTube channel to keep updated:

[www.youtube.com/c/WholeSchoolSEND](http://www.youtube.com/c/WholeSchoolSEND)



**Whole School  
SEND**

Please get in touch if you need help in locating any of our resources.

[info@wholeschoolsend.com](mailto:info@wholeschoolsend.com)





WholeSchool  
**SEND**