Spotlight on Early Years SEND

16th January 2025

Barnet Children's Integrated Therapy- Speech and Language Therapy

Presented by:
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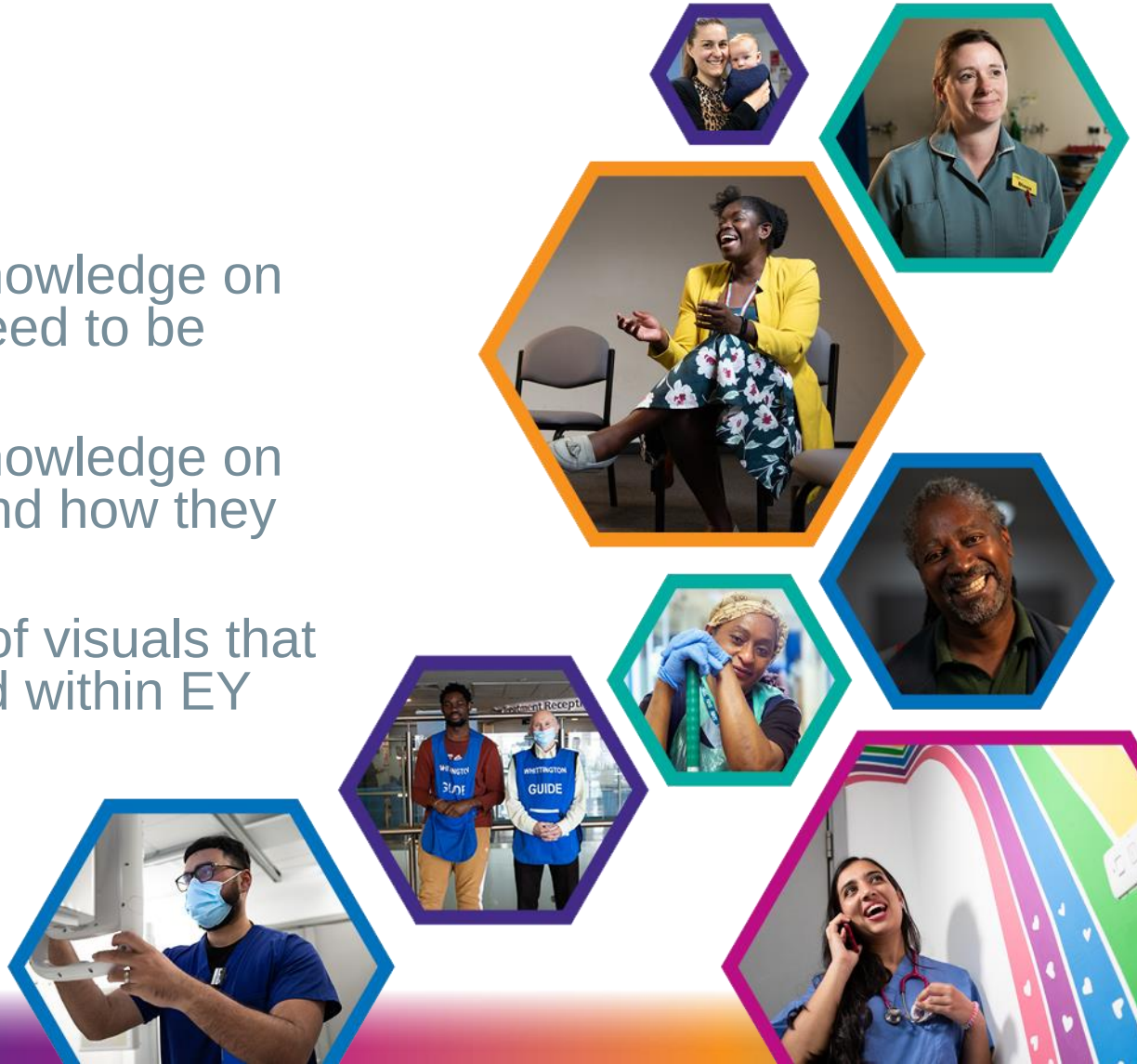
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Using Visuals to Support Communication



Aims

1) To develop your knowledge on why EY settings need to be using visuals.
2) To develop your knowledge on what visuals are and how they can be used.
3) To give examples of visuals that can be widely used within EY settings.



Questions

When we say the word 'visuals' what does that mean for you?

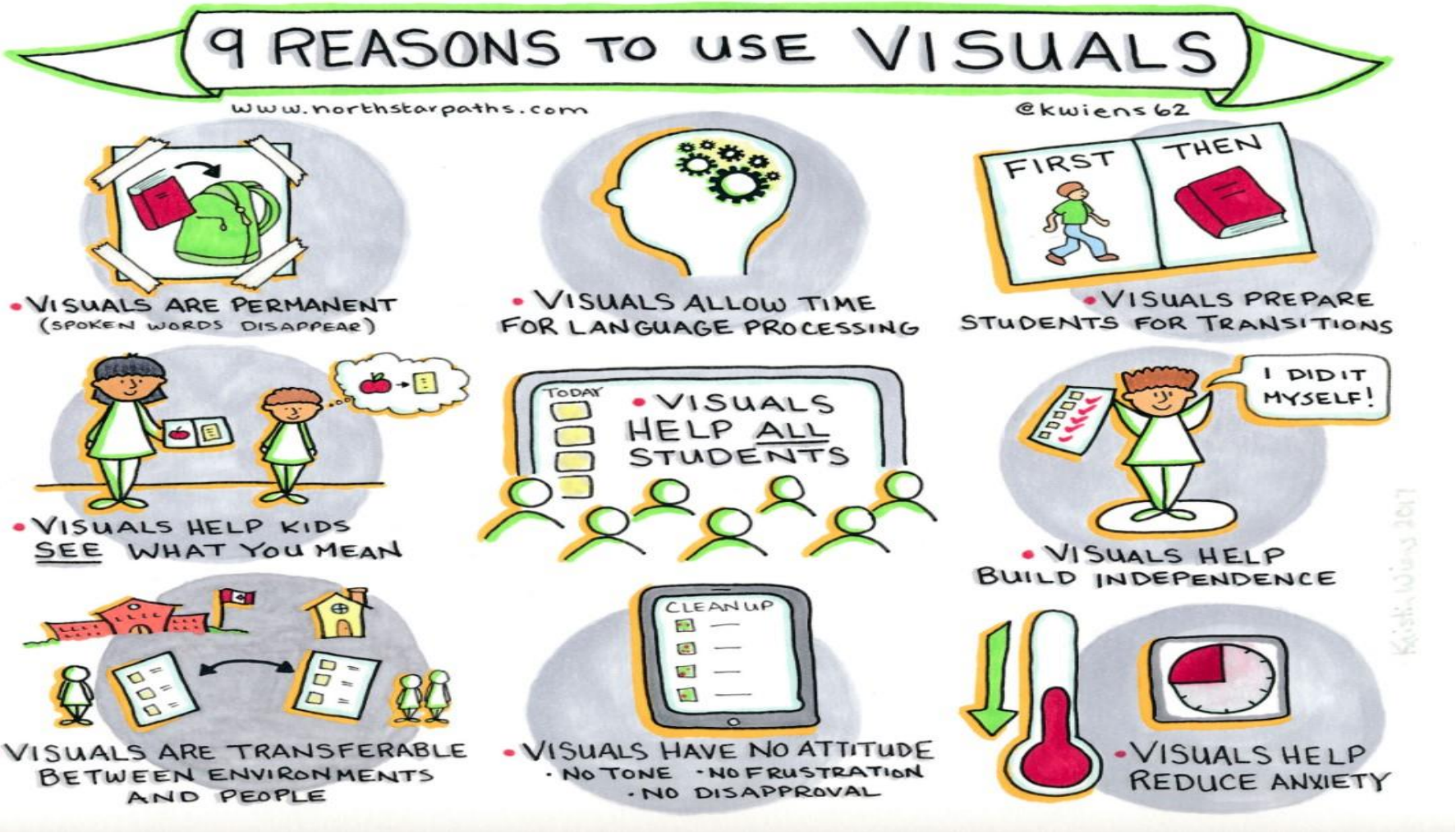
What 'visuals' do you use in your settings?

Who needs 'visuals' in your settings?

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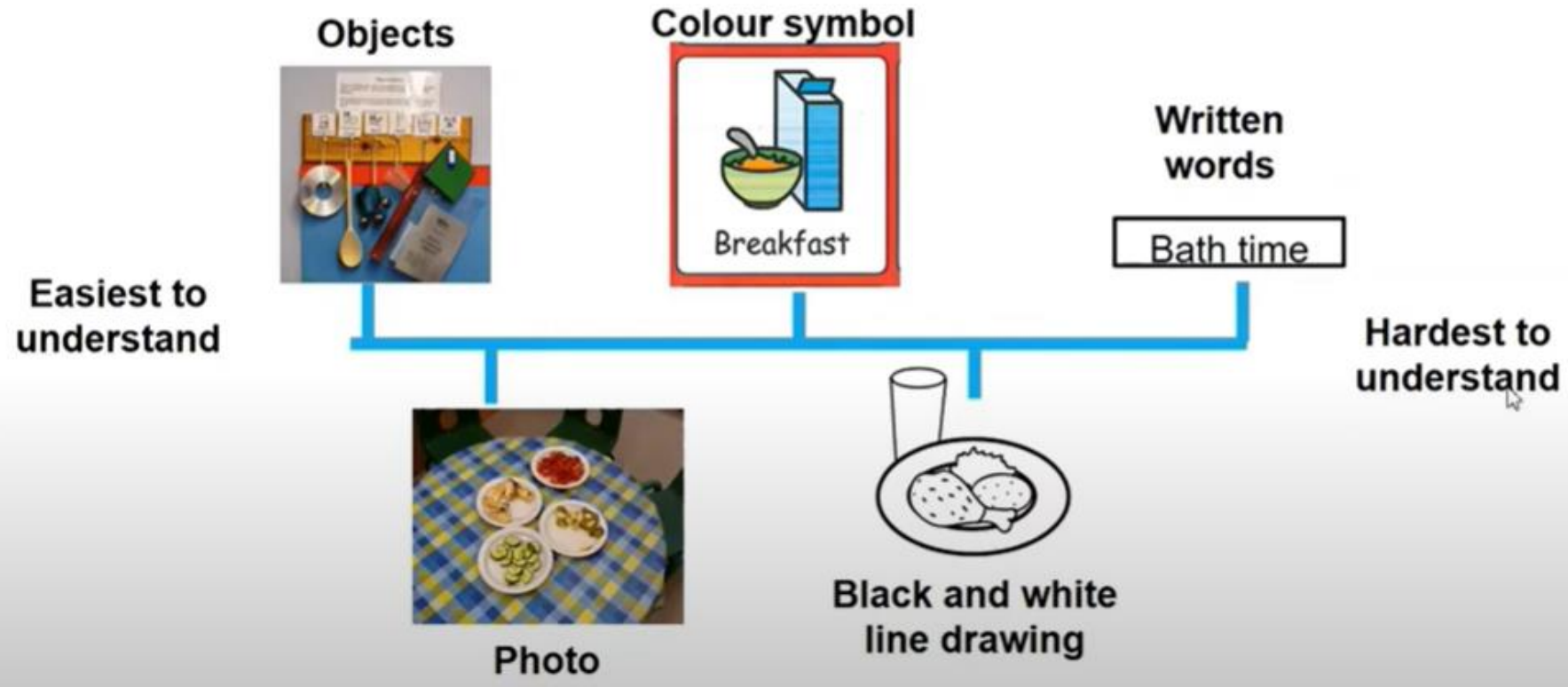
Why?



Myths Vs Facts

Myths	Facts
Only students with high support needs benefit from using visuals.	Visuals, including visual schedules can enhance independence for all students, regardless of their support needs, even if they are developing language well.
Students may become overly dependent on visuals.	Visuals can serve as tools to promote independence, similar to how individuals use diaries, planners or to-do lists. They can support with flexibility and changes in routines.
Once a student memorises the routine, they no longer need to use a visual schedule.	Visual schedules are essential for managing unexpected changes and ensuring adaptability beyond routine activities.
Visuals stop talking development.	There is well documented evidence that using visuals can actually support a child's verbal language development rather than hinder it. Using visuals can reduce the pressure on a child.
There is only one type of visual support.	There are lots of different types of visual supports and all visuals can be adapted to suit a student's needs. However, the same visual can serve different functions e.g. both for receptive and expressive language.

Different types of visual supports



Visuals to support Understanding of Language

Objects

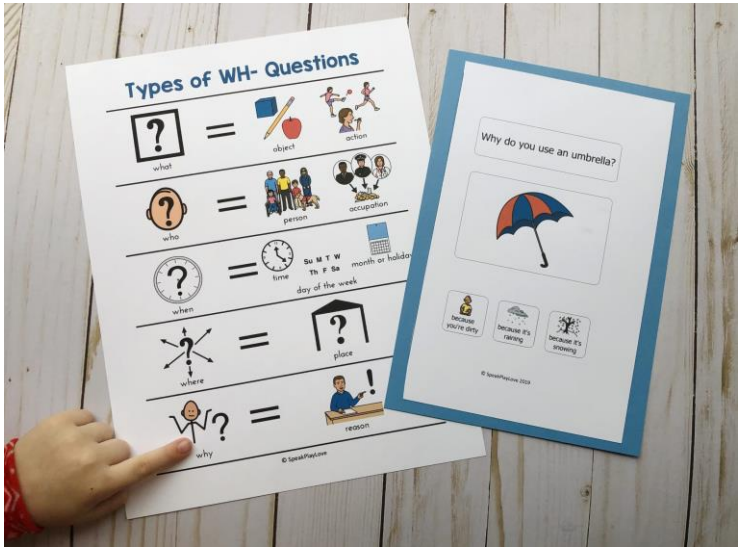




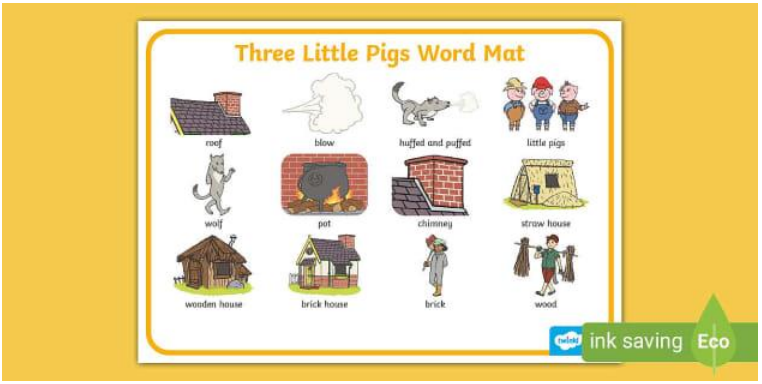


Visuals to support Understanding of Language

Pictures



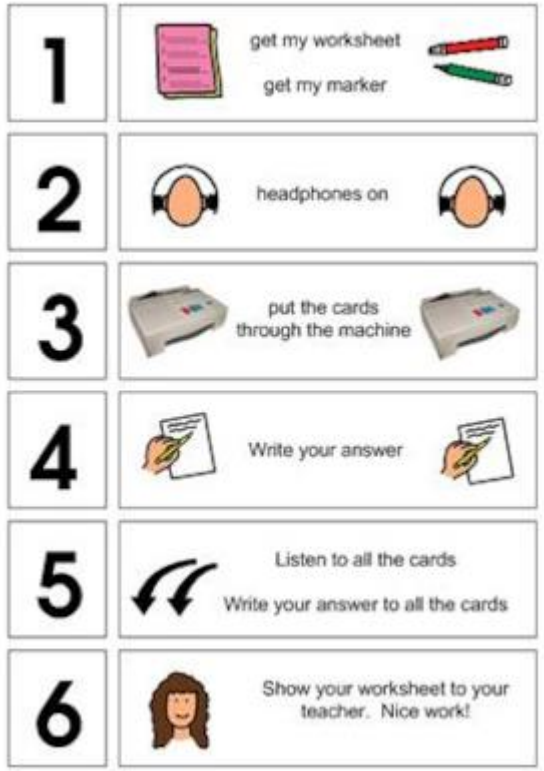


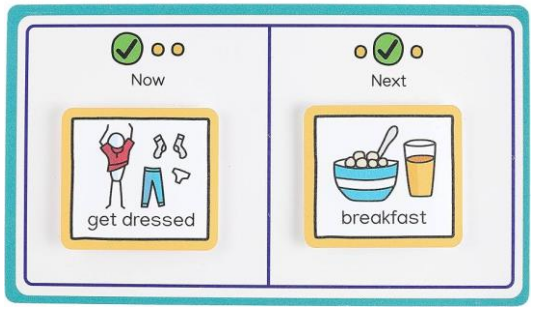


Visuals to support Understanding of Language

Symbols

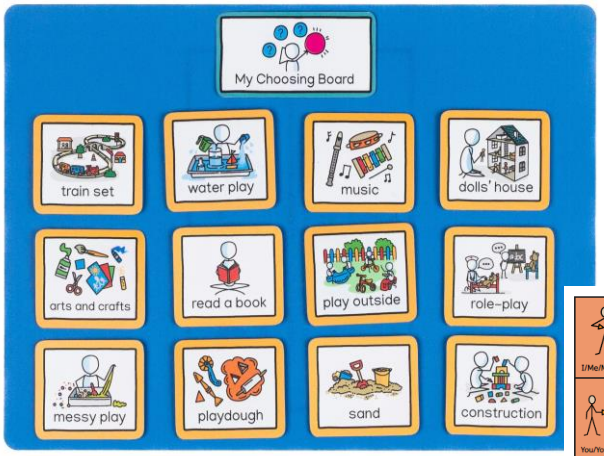




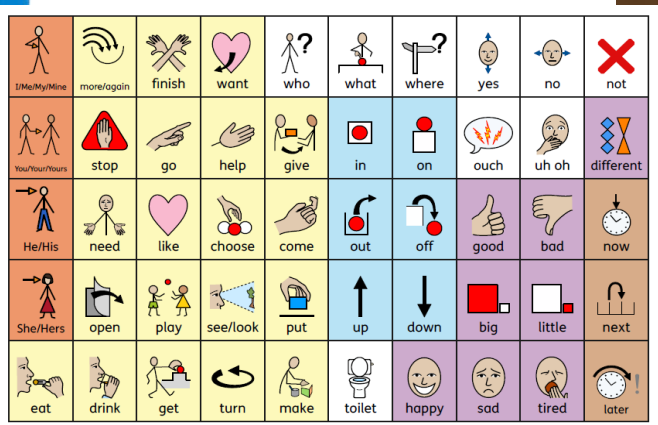




Visuals to support Use of Language







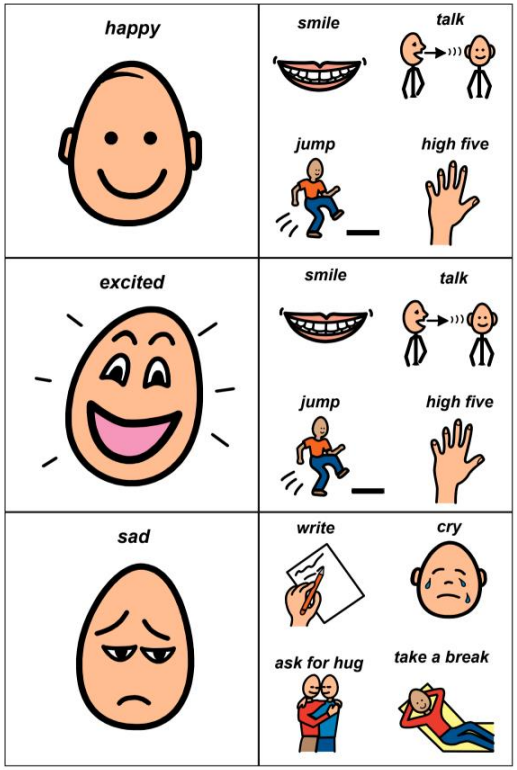


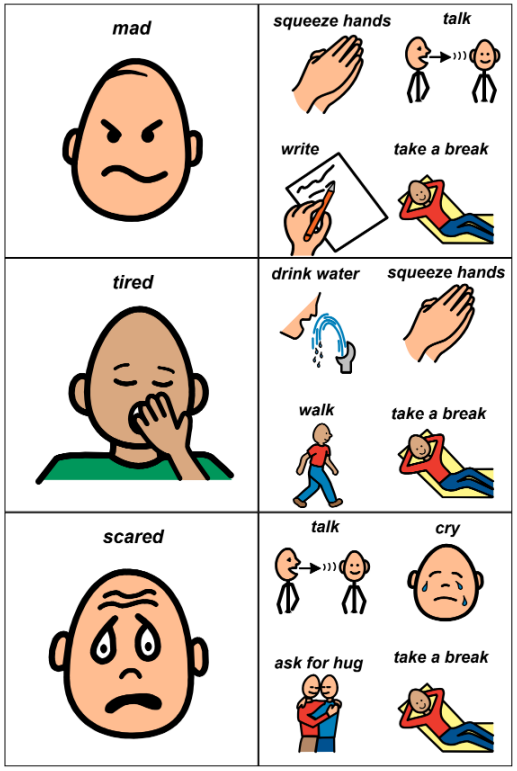


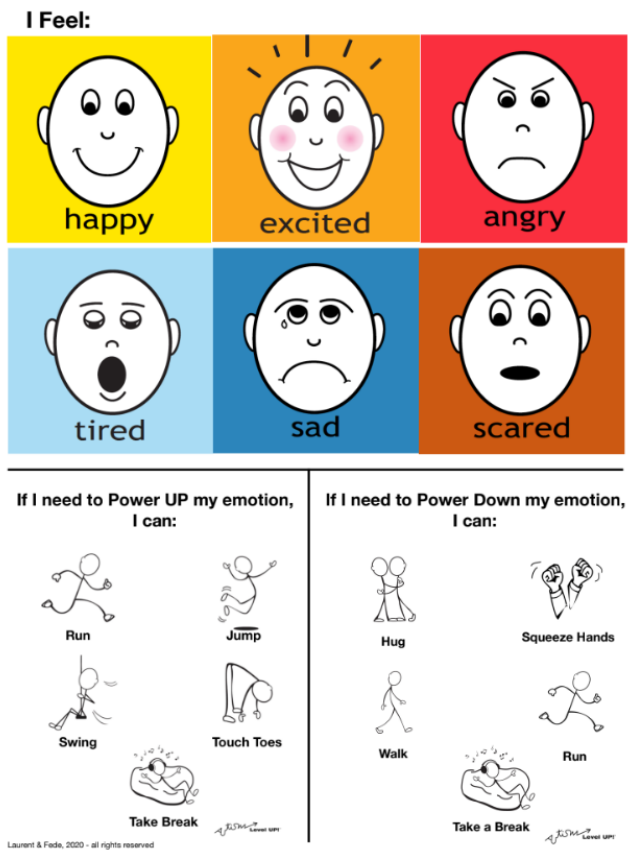
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Visuals to support Emotional Regulation







Visuals to support Transitions













Questions

When we say the word 'visuals' what does that mean for you?

What 'visuals' do you use in your settings?

Who needs 'visuals' in your settings?

Barnet CIT Universal Training

Examples of some session names:

- Supporting Early Attention Skills
- Supporting Early Communicators with language and social communication needs
- Using Colourful Semantics
- Setting up communication groups in nurseries for deaf children
- Developing the Foundations of Interaction
- Supporting the development of young children's language
- Introduction to Paper-Based AAC
- Glue Ear - how to spot it and how to support?
- All About Play
- Encouraging Confident Communicators

Barnet CIT Universal Training

Universal Training offer

- For parents, all teaching staff, nursery staff, other professionals
- A range of different topics

Book here –

Barnet Children's Integrated Therapies Universal Training offer



Barnet CIT Telephone Drop-ins

Telephone Drop-In sessions

- Telephone consultation with SLT, OT or PT
- Discuss concerns about a child
- Get advice and strategies
- For parents, all teaching staff, nursery staff, other professionals

To Book contact:

020 3316 8900 or
whh-tr.barnetcit@nhs.net



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Early Language Support for Every Child (ELSEC)

Newsletter: July 2024

What is ELSEC?

ELSEC is a **pilot programme** supporting education settings to provide **support for children with speech, language and communication needs**, with focus on **universal and targeted** provision for **children who are pre-referral, or do not meet threshold for specialist Speech and Language Therapy.**

Funding for the programme is currently in place until **August 2025.**



The children at Northside school took part in co-production session [illegible] favourite

ELSEC updates

- The ELSEC team have provided support in **three schools** this half term.
- We have recruited four **new team members**, with two more starting very soon!
- We have created and tested resources in our pilot schools, including **language screeners** for nursery to Year 6, **classroom environment checklists**, and **staff training materials**.
- The project **steering group** meets monthly to guide the project and achieve its key aims.

Thank you

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Website: Barnet Children's Integrated Therapies (CIT) (whittington.nhs.uk)

