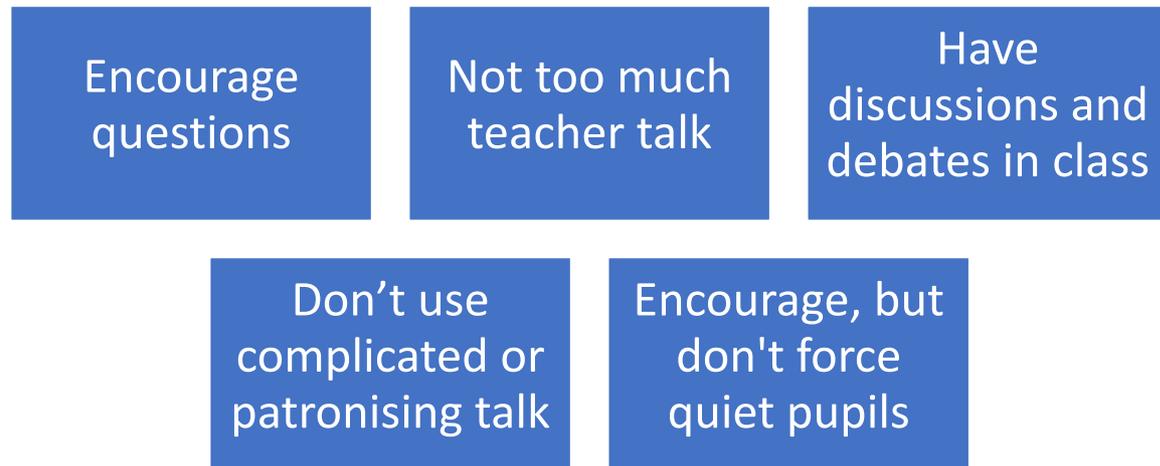


What do pupils think about support for SLCN?

Effective support for children and young people with SLCN must consider what they themselves find useful....and what they don't.

Support for all pupils

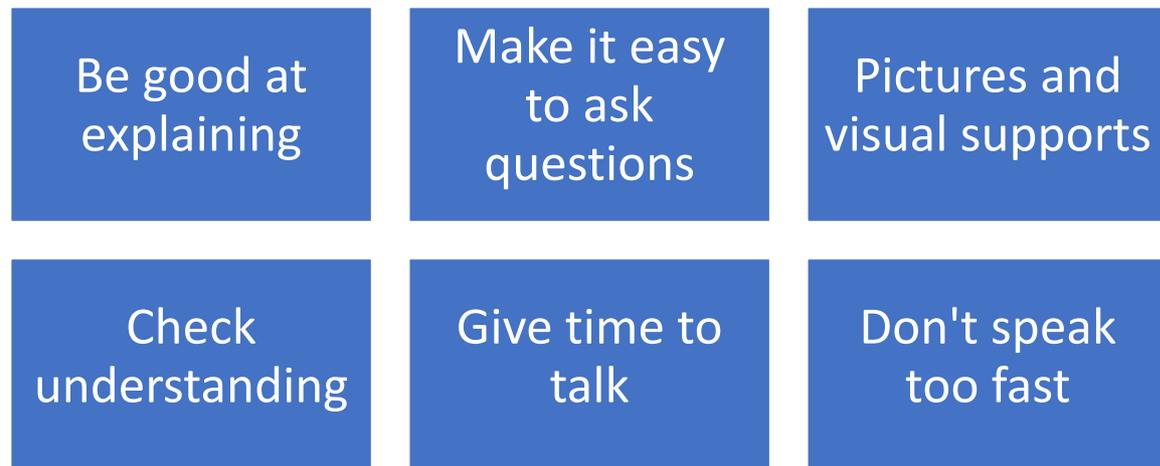
The Communication Trust consulted children and young people on ways teaching staff can help with to develop their communication skills. These included:



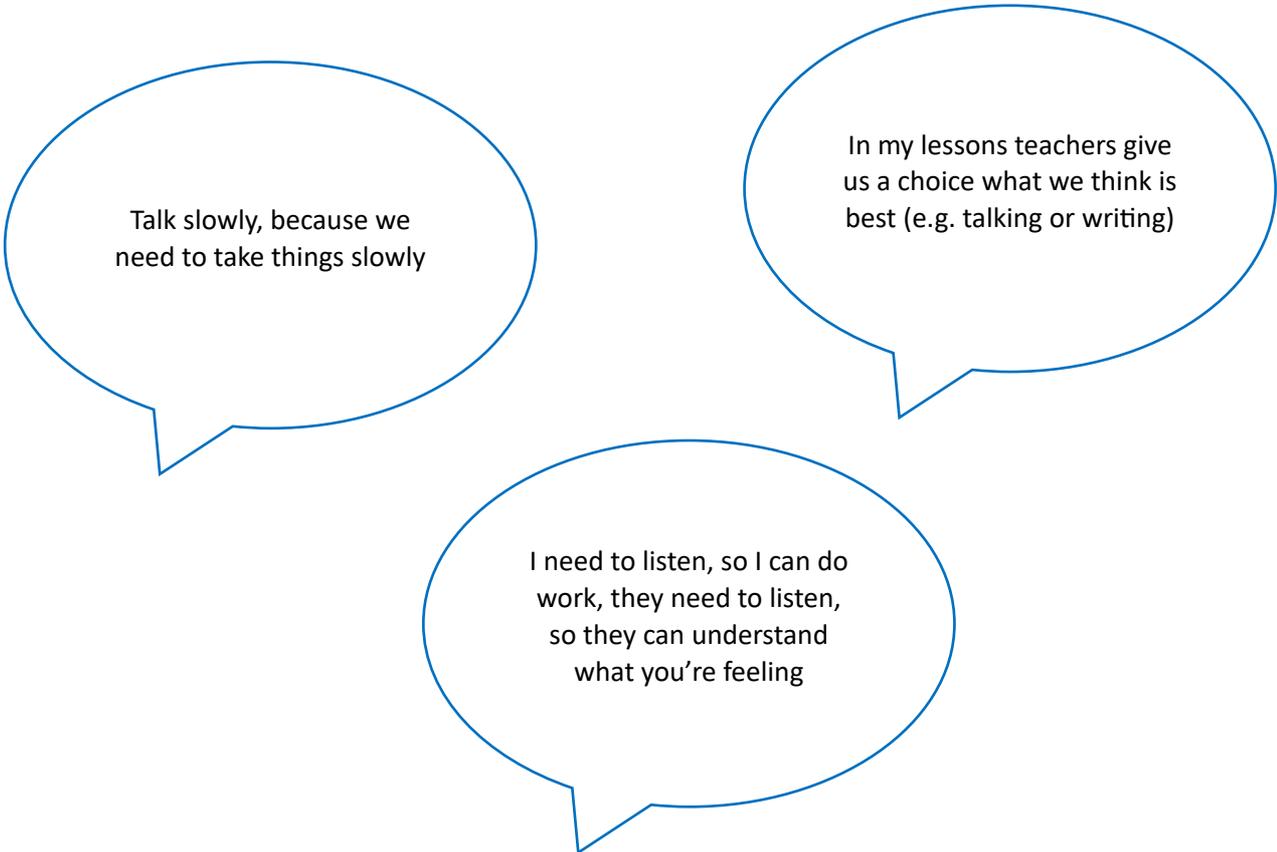
The findings are more fully summarised [in this poster](#).

Support for children with SLCN

Children and young people with SLCN can give useful insight into what they find most helpful when it comes to support for their difficulties. A recent consultation with children as part of the [Bercow: Ten Years On](#) report found that the most useful strategies identified by children were:



They said:



Talk slowly, because we need to take things slowly

In my lessons teachers give us a choice what we think is best (e.g. talking or writing)

I need to listen, so I can do work, they need to listen, so they can understand what you're feeling

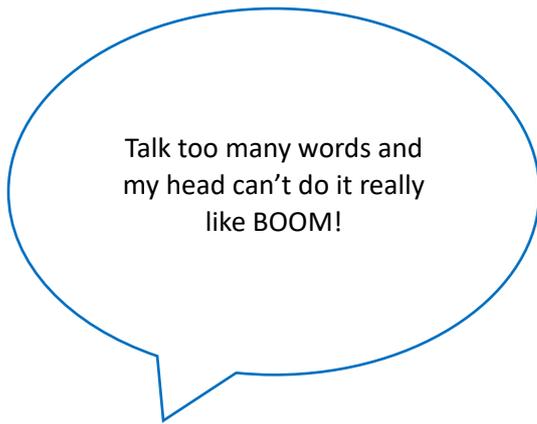
Children were also clear about what does not help:

Working in silence

Lots of writing

People talking too much

Teacher's shouting



Want to know more?

The full Children and Young People consultation report as part of Bercow: Ten Years On can be [read here](#).

[One student](#) explains his difficulties and how finding his strengths was crucial in his support.

Schools can use the best practice ideas in this [guidance](#) to consult with children and young people in their setting to find out about the support they like.