



TRAINING FOR ALL



www.communicate-therapy.co.uk



Booking Enquiries: 07738 967901

At COMMUNICATE, we're passionate about delivering training that is practical, enjoyable, and value for money.

We believe that professional development should not only be evidence based but also leave you feeling inspired and confident - ready to apply new skills straight away in your setting or home. Our training is designed to be accessible and realistic, without adding to your workload with extra boxes to tick or costly resources to buy.

Our aim is simple: to empower educators and families with the tools they need to make a real difference for children with speech, language and communication needs.



CORE TRAINING

With the growing recognition of the need for targeted speech and language support in schools, our Loving Language courses equip staff to identify early signs of SLCN, implement practical strategies, and foster communication-friendly learning environments.

MAKATON

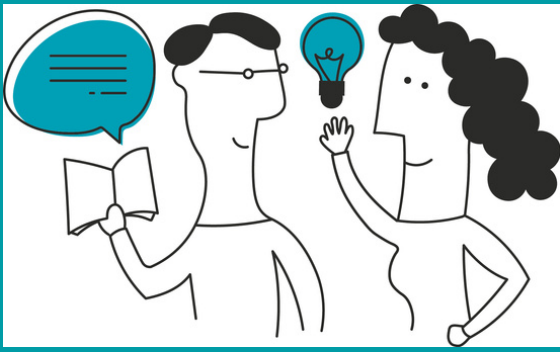
Offered as scheduled sessions or as whole-setting training, both online and in person, our accredited Makaton training introduces a system of signs and symbols used alongside speech to support a total communication approach.

PICK 'N' MIX

Providing flexible solutions, from standalone two-hour sessions to fully tailored packages focused on specific areas of Speech, Language, and Communication Needs (SLCN), our Pick 'n' Mix training is all designed to meet the unique needs of each setting.

TRULY BESPOKE FOR YOU

If you're unsure what training you need or can't find a session that covers your topic in enough depth, our bespoke training allows you to work closely with our experienced therapists to design a customised programme that meets the unique needs of your staff and setting.



CORE TRAINING

Overview

Our “**Loving Language**” courses are designed to make sure all delegates have a secure working knowledge of how to identify and support children with Speech, Language and Communication Needs (SLCN) within their setting. This set of courses has been created from years of working in education settings, with education staff. They have been carefully put together to support parents and professionals across a range of age groups and are designed to give, what we feel are the essential pieces of SLT theory, some tangible context.

This training is provided as requested by settings. We now offer this as either a full day session or 3 x 2hr twilight sessions. Full day sessions can be provided face to face at the setting of your choice. Shorter sessions can be provided either via zoom or in person.

These practical sessions enable practitioners to feel confident when supporting children with SLCN on a 1:1 and small group basis across a range of SLCN. Our main purpose for the day is for delegates to have the skills in order to enable children with SLCN to develop their independent learning skills as well as their confidence in class based participation. They will learn to recognise the links between language and learning to see how small changes in the way you present activities to children can make all the difference to their understanding, progress and motivation. Loving Language comes in three different editions: Pre-school, Primary and Secondary. This ensures that case studies, exercises and advice can be tailored accordingly. We do have the option of twilight sessions being provided in the evening for flexibility and staffing logistics.

CORE TRAINING

'Loving Language' Options

Loving Language - Pre-school Edition

The same underpinning goals with specific focus on being able to:

- Identify and understand the complex skills that work together to facilitate the development of communication
- Focus on fundamental pre-linguistic skills such as play and listening in order to form the basis of robust language development
- Understand how SLCN can manifest in young children by studying and discussing “real” examples.
- Identify core strategies that work across all aspects of SLCN
- Plan specific intervention activities for three studied children with SLCN so that you have practical ideas to draw upon.

Loving Language - Primary Edition

The same underpinning goals with specific focus on being able to:

- Identify and understand the complex skills that work together to facilitate the development of robust communication.
- Understand how SLCN can manifest across year groups by studying and discussing “real” children Identify core strategies that work across all aspects of SLCN
- Plan specific intervention activities for three studied children with SLCN so that you have practical ideas to draw upon.
- Identify and write targets for one plans and/or IEPs.

Loving Language - Secondary Edition

The same underpinning goals with specific focus on being able to:

- Identify and understand the complex skills that work together to facilitate the development of robust language skills
- Understand the links between SLCN, behaviour and mental health
- Identify core strategies that work across all aspects of SLCN
- Understand how different aspects of SLCN can present in different ways and plan support for three “real” students.

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MAKATON

Overview

With a wealth of knowledge and expertise, our accredited Makaton tutor Bethan delivers the full range of training courses for organisations, from Levels 1–4 of the Makaton Core Vocabulary. These sessions build on the level before them and therefore must be completed in order. You do not however have to do them all and your choice to do so is dependent on your requirements.

In addition to this we also offer bookable courses throughout the year, with flexible scheduling, including daytime and evening options, making them accessible for both professionals and families. Just check our website for availability and options.

Makaton courses can be provided face to face or via zoom and purchased by trusts and settings as a:

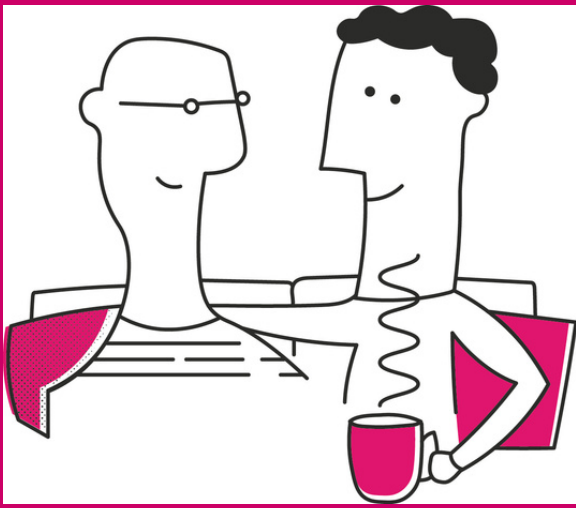
Full day session

Two half day sessions: 3 $\frac{3}{4}$ hours per session

Four twilight sessions: 2 hours per session

Prices are set by Makaton and therefore at a per person rate.

Settings can also choose tailored Makaton Taster Sessions, which can be adapted to include setting-specific vocabulary. Makaton Taster Sessions last between 1.5 and 2.0 hours.



PICK 'N' MIX

Overview

Pick 'n' Mix Training offers the flexibility to choose from a catalogue of existing training sessions tailored to the specific needs of individual settings and schools.

Options range from selecting a single two-hour session that fits neatly into a staff meeting, to building an individualised package focused on particular aspects of Speech, Language, and Communication Needs (SLCN).

Within our Pick 'n' Mix programme, we offer specialist courses tailored to specific age groups, such as the Early Years Foundation Stage (EYFS), alongside courses that address current issues widely discussed on social media, while also examining the challenges associated with misinformation.

Our Pick 'n' Mix Classes have been organised by type, and modules can be combined to meet the needs of your setting in terms of preferred length and focus. Settings can also choose to build a package and then spread this over more than one session.

Session Options:

Twilight Option: One 2-hour session

Half Day Option 1: One 3 ½ session

Half Day Option 2: Two 2-hour sessions

Full Day Option 1: One 3 ½ hour session + one 2-hour session

Full Day Option 2: Three 2-hour sessions

PICK 'N' MIX

Module: Let's Talk About ADHD

Area: Attention and Listening

Length: 2 hours

Age Focus: Inclusive of all ages

Overview

With an increase of late ADHD diagnoses, there is a higher prevalence of advice available to parents and professionals on social media on what to look out for. However, it is difficult to work through and compare the characteristics of children who are delayed with their listening and attention, those that have other areas of need and those that require a referral for further medical investigation. This is coupled with the frustrations of complex referral criteria and long waits for assessments. This session offers the opportunity to look at the latest evidence and understand the latest research into ADHD so that support strategies can be developed both for educational and home settings.

Outcomes

- **Definitions:** Have a shared understanding of what we mean by ADHD.
- **Fact v Opinion:** Share experience of what we have learned from social media. How does this compare to the evidence and research?
- **Compare and Contrast:** Expectations for children to be able to sit and listen for long periods of time can be high. What is developmentally expected and when should we worry?
- **Applications at Home and at School:** How does what we know impact on how children may present at home and school?
- **What should we Expect?** What could be the knock-on impacts on other aspects of development?
- **Support:** Delve into the tools and ideas that are already available and discuss how these might work for children.

PICK 'N' MIX

Module: Memory and Information Carrying words

Area: Understanding and Using Language

Length: 2 hours

Age Focus: Primary Focus

Overview

Memory is composed of three main components – encoding, storing and retrieval.

In this session, learners will explore how memory and the understanding of instructions are closely linked. We will examine how challenges in the memory process, especially for young children, can affect their ability to follow directions and engage with the curriculum. Understanding these links can help educators better support children in building both memory skills and comprehension.

Outcomes

- To understand what we mean by memory and how these fit into language learning.
- To understand the developmental expectations and the impact of memory on children's ability to follow instructions.
- Feel confident in understanding Information Carrying Words and how this affects a child's ability to process instructions.
- Be more confident in providing a teaching environment that promotes retention and recall.
- To be able to support children to develop their own memory and comprehension skills.

PICK 'N' MIX

Module: Memory and Processing Language

Area: Understanding and Using Language

Length: 2 hours

Age Focus: Secondary Focus

Overview

In this session, learners will explore the close relationship between memory and the ability to understand and follow instructions. We will examine how certain medical diagnoses, such as ADHD, Autism, and Dyslexia, can significantly impact memory, information processing, and comprehension.

This session will also emphasise the importance of supporting young people in developing their own strategies to aid understanding and retention. By fostering these skills, we can help promote greater independence and access to the curriculum.

Outcomes

- To understand what we mean by memory and capacity.
- To understand the links between memory and language learning.
- To develop an understanding of how medical diagnoses can impact memory, particularly in relation to the ability to process and follow instructions.
- To develop skills in providing a teaching environment that promotes retention and recall.
- To feel more confident in supporting young people to develop their own memory and comprehension skills.

PICK 'N' MIX

Module: Supporting Sentence Development in Young Children

Area: Understanding and Using language

Length: 2 hours

Age Focus: EYFS / Key Stage 1

Overview

In this practical two hour session, learners will have the opportunity to deepen their understanding and build confidence in identifying and supporting children who are using only a few words or who may be struggling to combine words and extend their sentences.

The session will focus on recognising both the communication strengths and areas of difficulty in a focus child. Using this insight, learners will then develop a communication profile that can inform both general and targeted strategies to support the language development.

Outcomes

- To understand the importance of foundation pre-verbal skills for robust communication development.
- Develop confidence to identify delays in understanding that could be impacting on sentence length.
- To be able to identify the vocabulary / words that are integral to extending sentence length.
- To be able to develop practical support strategies that can be used throughout the day within all interactions as well as targeted activities.

PICK 'N' MIX

Module: Behaviour and SLCN: Primary Focus

Area: Understanding and Using Language

Length: 2 hours

Age Focus: Primary Focus

Overview:

We know that 'behaviour is communication'. However, what many people do not consider is that children who display perceived behavioural difficulties, including those with social, emotional, and mental health (SEMH) needs, also have underlying speech, language, and communication needs (SLCN). Often, challenging behaviour is a result of difficulties in understanding instructions or in expressing thoughts, needs, and emotions through language.

In this practical two hour session, we will explore the strong links between behaviour and SLCN, with a particular focus on the Blank Levels of Questioning framework. Learners will have the opportunity to develop practical strategies to understand and support children in managing challenging situations within their own settings.

Outcomes

- To consider the definitions of behaviour and how these fit into language learning.
- To have an increased awareness and knowledge of the developmental norms for social and emotional development.
- To feel confident in understanding how language and behaviour are intrinsically linked.
- To understand BLANK Levels of Questioning and how these impact on children's behaviour and access to the curriculum.
- To develop strategies to understand and support children in day-to-day challenging situations.

PICK 'N' MIX

Module: Behaviour and SLCN: Secondary Focus

Area: Understanding and Using Language

Length: 2 hours

Age Focus: Secondary Focus

Overview:

Research highlights the strong connection between behaviour and speech, language and communication needs (SLCN):

- 57% of children with diagnosed language deficits are also identified with emotional and behavioural difficulties (EBD).
- In a study of pupils at risk of exclusion, two-thirds were found to have underlying SLCN.
- Over 60% of young people involved in youth justice services present with SLCN.

Despite these figures, many communication needs go unrecognised, as young people often develop coping strategies to mask their difficulties. In this session, learners will explore the intrinsic link between communication challenges and behaviour, including a focus on more withdrawn children and young people, whose needs may be less visible. The session will examine how communication can break down between adults and young people, particularly during challenging situations, and will provide strategies for repair, support, and relationship building.

Outcomes:

- To consider the definitions of behaviour and how these fit into language learning
- To have an increased awareness and knowledge of the developmental norms for social and emotional development.
- To feel confident in understanding how language and behaviour are intrinsically linked and how SLCN impacts on behaviour.
- To understand why things can go wrong between young people and adults or within interactions?
- To develop strategies to understand and support young people in day-to-day challenging situations.

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PICK 'N' MIX

Module: Supporting Speech Clarity in Young Children

Area: Speech

Length: 2 hours

Age Focus: EYFS / Key Stage 1

Overview:

In this practical two-hour session, learners will have the opportunity to deepen their understanding and build confidence in identifying and supporting children with speech sound difficulties.

The session will focus on recognising how speech difficulties can present and the impact of other factors including hearing difficulties can impact on speech development. Using this insight, learners will then develop skills to provide both general and targeted strategies to support speech development.

Outcomes:

- Understand that not all speech difficulties are due to a physical inability to produce one or more particular sounds.
- Understand the importance of core skills in discrimination and phonological awareness to develop speech clarity.
- Understand the importance of differentiating phonics programmes to reduce overwhelm for children with speech difficulties.
- Feel confident in using strategies to support the young child's confidence in talking and getting their needs met.
- To be able to identify key words or sound targets for individual children.

PICK 'N' MIX

Module: Identifying and Supporting Speech Skills in Young Children

Area: Speech

Length: 3.5 hours (can be offered as two shorter sessions.)

Age Focus: EYFS / Key Stage 1

Overview

Speech development is a highly complex process, so it's no surprise that many children simplify their speech as they learn. But when do these difficulties with certain sounds or words become a cause for concern? Which speech patterns are developmentally appropriate, and when should we expect a child to have a clear and robust sound system that supports effective communication?

In this in-depth session, learners will gain a deeper understanding of the complexity involved in speech sound development. We will explore the fine motor and auditory discrimination skills required for children to distinguish between subtle sound differences and sequence these accurately into words and sentences.

The session will cover:

- Typical speech development milestones by age
- Common speech patterns and when they should resolve
- The importance of phonological awareness and sound discrimination
- Practical strategies to support speech clarity and early literacy skills

Outcomes

- Understand how speech clarity fits into the broader area of SLCN.
- Develop knowledge in how speech sounds are processed and produced and what to expect developmentally in young children at different ages and stages of their development.
- Have a clearer understanding of what is a developmental simplification in contrast to an atypical production and therefore the difference between delay and disorder.
- Identify key strategies and activities that can support speech clarity, phonological skills and the impact of this on literacy development.

PICK 'N' MIX

Module: Developing Speech Sound Packages for Young Children

Area: Speech

Length: 3.5 hours (Can be offered as two shorter sessions)

Age Focus: EYFS / Key Stage 1

Overview:

Ideal as a follow-up to our “Supporting Speech Sound Difficulties in Young Children” course, or for experienced practitioners and Teaching Assistants already working with children with speech sound difficulties, this practical training session offers a deeper dive into the complexities of speech sound disorders.

While the session includes a brief theoretical overview to ground understanding, the primary focus is on practical application, equipping learners with engaging, accessible activities and tools to support children effectively on a day-to-day basis.

By the end of the session, participants will leave with increased confidence, ready-to-use strategies, and a toolkit to support children’s progress in speech clarity and communication.

Outcomes:

- Revisit and understand the development of speech sounds in terms of ages and stages.
- Have a clear understanding of what processes are considered delayed and which are atypical.
- Develop your knowledge and confidence to identify the difference between phonological processing difficulties and articulation difficulties and the impact that this has on how we develop support packages.
- Practically analyse current intervention activities to build your confidence to develop your own support packages for children with speech sound difficulties.

PICK 'N' MIX

Module: Let's Talk about Stammering

Area: Speech and Expressive Language

Length: 2 hours

Age Focus: Inclusive of all ages.

Overview:

Dysfluent speech often described as stuttering or stammering is when there is a disruption of the timing of speech. This can be by repetition of sounds, syllables or words, sound prolongation and/or blocking on sounds. (Bloodstein and Bernstein Ratner 2008).

At times, everyone's speech can be a bit bumpy. As we pause to think about what we want to say, or trip over words when we have more complex ideas to express, our speech can lose its flow. However, for some children and adults the repetitions of sounds, increase in hesitations, or difficulty getting the ideas out, is more prominent. This session offers the opportunity to look at the latest evidence and understand the latest research into dysfluency so that support strategies can be developed both for educational and home settings.

Outcomes:

- Fact V's Opinion: Share experience of what we have learned from social media. How does this compare to the evidence and research?
- Definitions: Understand the difference (or similarity) between the terms "stammering", "stuttering" and "dysfluency".
- Compare and Contrast: How do we know what the difference is between developmental dysfluency, acquired dysfluency and word finding difficulties?
- Applications at Home and at School: How does what we know impact on how children may present at home and school?
- Cause or Effect? What could be the knock-on impacts on other aspects of development?
- Support: Discuss and share the best ways to support fluency in everyday interactions and conversations.

PICK 'N' MIX

Module: Supporting Attention and Early Communication Skills.

Area: Attention and Early Communication Skills

Length: 2 hours

Age Focus: EYFS

Overview:

In this practical two-hour session, learners will have the opportunity to deepen their understanding and build confidence in identifying and supporting children with speech sound difficulties.

The session will focus on recognising how speech difficulties can present and the impact of other factors including hearing difficulties can impact on speech development. Using this insight, learners will then develop skills to provide both general and targeted strategies to support speech development.

Outcomes:

- Understand that not all speech difficulties are due to a physical inability to produce one or more particular sounds.
- Understand the importance of core skills in discrimination and phonological awareness to develop speech clarity.
- Understand the importance of differentiating phonics programmes to reduce overwhelm for children with speech difficulties.
- Feel confident in using strategies to support the young child's confidence in talking and getting their needs met.
- To be able to identify key words or sound targets for individual children.

PICK 'N' MIX

Module: Gestalt Language Processing

Area: Social Communication

Length: 3.5 hours. (Can be offered as two shorter sessions.)

Age Focus: EYFS / Key Stage 1

Overview:

There are two main theories regarding how children acquire language: analytic language development and gestalt language development.

Across social media and within health and education, the debate around whether children with Autism are gestalt language processors, and how this changes our support, remains ongoing. Although it may appear to be a relatively new topic, the concept is not new.

In this interactive session, we explore the available research to help learners feel more confident in developing support for children who may present with scripts, delayed echolalia, and/or gestalts.

Outcomes:

- Understand the difference between analytic language development and gestalt language development, and how this applies to both neurotypical and neurodiverse children.
- Feel confident about what is meant by gestalt language processing.
- Develop an understanding of how 'gestalts' and/or echolalia can form part of communication development, and how best to support this.

PICK 'N' MIX

Module: Let's Talk about PDA

Area: Social Communication

Length: 2 hours

Age Focus: Inclusive of all ages

Overview:

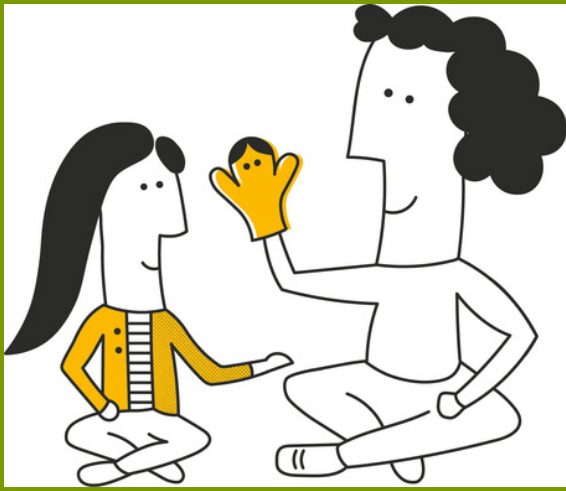
Pathological Demand Avoidance (PDA) has recently gained more attention as a profile of Autism. The National Autistic Society describes PDA as: "A persistent and marked resistance to demands." However, there is still controversy around its validity and a lack of large-scale research. Despite this, many children show characteristics where familiar Autism strategies, such as visual timetables and structured daily plans, can increase anxiety and dysregulation.

This session looks at the latest evidence and research, with a focus on practical strategies for supporting children who may present with a PDA profile at home and in school settings.

Outcomes:

- **Definitions:** Gain a shared understanding of what is meant by PDA.
- **Fact vs Opinion:** Explore information from social media and compare it to research evidence.
- **Compare and Contrast:** Consider existing Autism strategies and how these influence our understanding of PDA.
- **Applications at Home and at School:** Explore how PDA can present in different environments.
- **Expectations:** Discuss potential knock-on impacts on wider development.

Support: Review tools and strategies that may help support children presenting with a PDA profile.



TRULY BESPOKE FOR YOU

Overview

Although COMMUNICATE offers a wide range of training options and packages, we understand that sometimes these may not fully meet the specific needs of a setting or organisation. That's why we also offer fully customised training, developed in close collaboration with our partners.

We have extensive experience working with organisations such as Norfolk County Council and the Virtual Schools team in Norfolk, developing training that meets detailed and specific briefs. In addition, we have designed training to support professionals in complementary fields, including Music Therapists and Dentists.

If you are not sure what you need or what we have to offer, please feel free to send us an email. We can also provide a no obligation free of charge meeting at your setting, chat online or plan a phone call at a time that works for you.



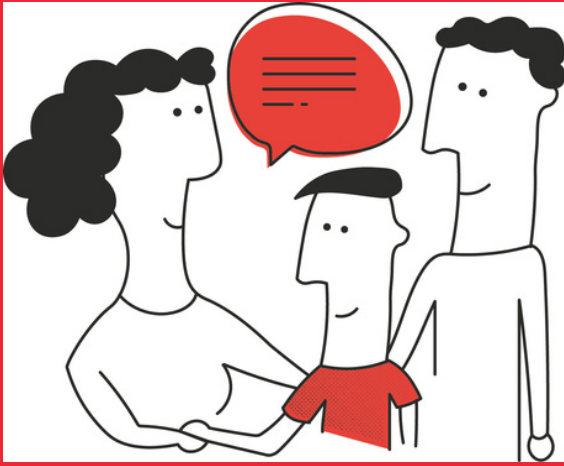
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PRICING

Overview

At COMMUNICATE, we are committed to providing clear, transparent pricing that's easy to understand and calculate.

All of our training courses, excluding Makaton, are offered at a foundation rate, which covers up to ten learners. Additional participants can be included for an extra per-person fee. There is a maximum number of twenty learners for online sessions unless otherwise discussed.

*Please note: All listed prices apply to our online training packages. Face-to-face delivery may incur additional charges to cover travel time and mileage

There is a maximum number of twenty five learners for face to face training unless otherwise agreed.

PRICING

Details

Core Training: Loving Language - All Editions

Length of Course	Foundation rate for 10 learners	Price per Additional Learner
One full day	*£700	£24
Two half days	*£700	£24

Makaton Levels 1-4

Length of Course	Minimum number of learners	**Price per Learner
One full day	8 (up to 15)	£91
Two half days: 3 ¾ hours per session	8 (up to 15)	£91
Four twilight sessions: 2 hours per session	8 (up to 15)	£91

****Prices include a completion certificate and copy of the Makaton Manual posted to your place of choice.**

PRICING

Details

Pick 'n' Mix

Length of Course	Foundation rate for 10 learners	Price per Additional Learner
Twilight - 2 hours	*£300	£10
Half Day: Option 1 - 1 x half day course	*£500	£17
Half day: Option 2 - 2 x Twilights	*£525	£17.50
Full Day: Option 1 - Half Day + Twilight	*£700	£24
Full Day Option 2 - 3 x Twilights	£725	£25

Truly Bespoke For You

Length of Course	Foundation rate for 10 learners	Price per Additional Learner
Twilight - 2 hours	*£400	£14
Half Day	*£700	£24
Full Day	*£1000	£35