

Makaton approaches to safeguarding

Individuals with communication difficulties are enabled to:	Example:
Know about their <u>rights</u> and have these respected	Simple symbolled 'house rules', feedback and complaints process. Symbolled or photo board showing who to go to for help. <i>Check with individuals that this can be understood. You may need to provide different versions.</i>
Expect those around them to <u>understand</u> the ways that the person communicates	Families and staff share what is known about the person's communication, for example in a communication passport, profile, video, communication book. <i>Notice and record the way individuals communicate through their behaviour.</i>
Expect those around them to be able to <u>adapt</u> their communication appropriately	Staff and families learn how to use appropriate Alternative and Augmentative Communication (AAC) to suit the individual, including the positive use of body language and facial expression.
<u>Communicate about the whole context</u> in which the person lives; the places, activities and people, and the immediate relationships, routines and demands of their day.	Create a range of communication supports that are made for the individual: personalised visual timetables, staff photo rotas, 'all about me' books, personalised VOCA templates shared understanding of the signs and symbols that the person can use to communicate about their lives.
Have <u>opportunities to express</u> thoughts, feelings and behaviours across these contexts	Teach signs and symbols for emotions and think how these can be communicated – by signing, using a choice board, talking mats, VOCA. <i>Make the most of every opportunity for people to express themselves, in undirected time such as the start of the day, break times, after tea. Notice how people themselves already communicate about these matters and find ways of ensuring that these are intelligible and supplemented by AAC. Ask open questions such as 'tell me about', and provide signs and symbols as prompts.</i>

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<p>Be involved in <u>decision making</u></p>	<p>Create a School Council, patient or service user forum which includes ways of reflecting the views of all. Decisions should not just be about the menu: involve people in important matters such as recruitment and medical decisions affecting them. <i>Allow time for people to process information. Record evidence of the person's capacity to make decisions, this may be helpful in making judgements in future.</i></p>
<p>Have the opportunity and means to express likes and dislikes and to make <u>choices</u></p>	<p>Create resources to provide information about a range of decisions from daily choices (meals, TV) to specific issues such as which doctor to see. Build an understanding of the person's likes and dislikes over time. <i>Try not to assume that people will comply with or make familiar choices; provide unexpected or additional opportunities and allow time for the person to reflect and question.</i></p>
<p>Be able to <u>give permission</u></p>	<p>Provide information to help someone to understand the issues involved. Signs, symbol, social stories and analogies about someone else's experience may help. <i>Know and record what saying yes looks like for the person – behaviour can be an indication about how an individual feels.</i></p>
<p>Have opportunities to <u>say no</u>, and have their wishes respected</p>	<p>Try to respect a person's 'no' decision. If this is difficult, try to find out more. There may be an underlying worry or an aspect of the situation that can be resolved. They may be able to take control of some aspect of the situation. <i>Know and record what saying no looks like for the person.</i></p>
<p><u>Refer to their own selves</u>, their bodies and their wishes</p>	<p>Develop and use signs and symbols for daily personal care routines, doctors' visits, choosing clothes and encourage choice making. Encourage people to know that they are in charge of their own bodies. <i>Ask permission before doing anything for people which is of a physical nature such as assisting with dressing, personal care or first aid, and provide privacy wherever possible.</i></p>
<p>Know about <u>taking care of themselves</u> and their bodies</p>	<p>Developing confidence and skill in the routines of personal care, hygiene, grooming, sleeping, eating and drinking and in the use of drugs and alcohol are an important part of keeping safe. Choose vocabulary to communicate about routines, risks and dangers. <i>Keeping safe is about taking care of oneself.</i></p>

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<p>Have opportunities to learn about <u>good and bad touch</u></p>	<p>Use opportunities in multisensory rooms or as part of sensory integration, in cooking or craft activities. For example, a feather may feel good, but having to pull dough out of your hair may feel bad.</p> <p>The Council of Europe 'underwear rule' is an example of a simple way of communicating about appropriate touch.</p>
<p>Know how to access <u>help</u> and support</p>	<p>Create a photo / symbol resources of key people and their roles.</p> <p>Kidscape recommend making a 'hug list' particularly for children. If someone not on the list approaches them they know not to go with them. For adults, provide a schedule of carers, with photos, so that the person knows who is coming. Professionals can provide a photo on symbolled communications such as letters and emails.</p> <p>Develop and teach signs and symbols to signal a problem.</p>
<p>Have opportunities to learn about, experience and discuss <u>relationships and sex</u></p>	<p>Familiarity with discussing choices and risks in other areas of life helps people to reflect and communicate about sensitive areas such as personal relationships. People need the words, signs and symbols to communicate about sex and relationships. This will promote personal safety.</p> <p>Learning must be pro-active and is relevant for health and relationships as well as safeguarding.</p> <p><i>Stories, news items and soap operas can provide opportunities to communicate about these matters and can be linked to an individual's own situation.</i></p>
<p>Be aware of the impact of new technology</p>	<p>Create accessible policy and guidance regarding the use of pornography, sexting, social networking, aiming to protect people both from exploitation and from breaking the law.</p> <p><i>Talk and sign about these matters, thinking in advance about how to explain rules within our setting, perhaps in simple symbolled signage on computers.</i></p>