



Use of Interpreters, Translators and Others with Special Communication Skills

Introduction

All agencies need to ensure they are able to communicate fully with adults, parents and children, particularly when they have concerns about abuse or neglect. Accredited interpreters, translators, signers or others with special communications skills **must be** considered when you are working with a child, adult or family where any communication difficulties have been identified.

How can I access these services?

All agencies will have either their own internal or commissioned interpretation, translation and other special communication skill services. In order to access these, speak to your line manager or visit your organisations intranet for more details.

Why is it important?

Effective communication is an essential part of working in partnership with families. It is essential that information is understood, **particularly where there are safeguarding** concerns and expectations are being conveyed.

Can I use a colleague as an interpreter?

This may seem like a quick and cost-effective option, however this could cause your colleague to become compromised within the community. Always use an accredited translator, interpreter or those with special communication skills when communicating with families where there are safeguarding concerns.

Who would require these services?

A child or adult:

- Someone where English is not the first language (Even if they are reasonably fluent, an interpreter/translator should be considered for sensitive matters)
- Someone with a hearing or visual impairment
- Someone with a disability that impairs speech

Can I use a family member as an interpreter?

Family members will have emotional attachments and could even be perpetrators of abuse or neglect.

Family members, **particularly children**, should not be used as interpreters **where there are safeguarding concerns**, but they can be used to arrange appointments and establish communication needs.

Who would require these services? (cont...)

- Someone who has learning difficulties, severe emotional and behavioural difficulties
- Someone with specific language or communication disorder
- Whose primary form of communication is not speech