

Hudson Road Primary School

Policy for Speech, Language and Communication

Intent

At Hudson Road Primary School, we recognise that Speech, Language and Communication (SLC) underpins all aspects of learning and development. We are committed to maximising the potential for all our children to become clear communicators, and provide a communication friendly environment, that allows our children to practice their skills in SLC, from Early Years to Year 6.

Aims

- Ensure all pupils make progress to the maximum of their SLC potential.
- Ensure all staff are capable in the process of early and accurate identification of pupils with Speech, Language and Communication Needs (SLCN).
- Ensure accessibility to our curriculum for all pupils through differentiation and planning.
- Develop and maintain a positive and collaborative partnership with parents and other professionals.
- Support pupils to understand how to take turns, and when and how to participate constructively in conversations.
- Ensure all staff increase pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and wide range of topics, and to enhance their knowledge about language as a whole.
- Pupils receive constructive oral feedback on their spoken language and listening.

Our School

Speech, Language and Communication at Hudson Road Primary School is a highly collaborative and integrated model, which is focused on enabling pupils to access the class-based curriculum and to communicate effectively. From our youngest children in Nursery, to our oldest in Year 6, every child is given the opportunity to have their voice heard, to develop new vocabulary and to use their SLC in a developmentally appropriate way.

We seek to continually increase staff knowledge of Speech, Language and Communication to enhance provision. Our teaching staff have access to training courses both in-house and outside of school. Our school has an appointed Speech & Language Lead, Louise Noble, who co-ordinates SLC provision with the SENCOs, Paula Platten and Rachel Golding.

Our support for developing children's Speech, Language and Communication is devised into three areas (using the same process as identified in the SEND policy):

1. Range 1: Universal provision for all children, using our Oracy Programme of Study.
2. Range 2: Targeted provision for children requiring additional support within the mainstream setting.
3. Range 3 - Specialist provision within the mainstream setting with a high level of direct intervention and/or frequent consultation by a Speech and Language Therapist with school staff.

Range 1: Universal provision

Every child acquiring and using Speech, Language and Communication skills, benefits from stimulating and effective environments to encourage development. All staff are dedicated to providing communication-friendly environments based upon these primary principles:

- *Environment*: the environment is conducive to effective communication.
- *Opportunities*: everyone has the opportunity to talk, listen, understand and participate.
- *Interactions*: every adult-child interaction promotes and supports effective speech, language and communication skills.

Environment

- All classrooms are organised to support effective speaking and listening.
- All pupils are able to see the teacher easily from their desks and those pupils with Speech, Language and Communication needs sit near the teacher or an additional adult during periods of discussion.
- A quiet, low-distraction area is available for pupils who need support to attend to individual tasks or activities.
- Learning outcomes are clearly displayed with related vocabulary and questions.
- Visual supports are used in all classrooms to support comprehension, develop vocabulary and concept knowledge, promote independence and reduce anxiety.
- Equipment is well organised and labelled. Consideration is given to how resources and equipment are stored (e.g. by category) to aid pupils with poor organisational skills and to promote independent learning and categorisation skills.
- Learning areas are clearly defined throughout the classrooms.
- Wall displays are relevant to teaching in different subject areas and include items that invite pupil comments and key vocabulary which is used interactively to support comprehension and aid learning.

Opportunities

- Time is given to all pupils to think, respond and converse in an age appropriate way.
- Opportunities for talk are specifically included in curriculum delivery in each classroom. Speaking and listening criteria, taken from the Early Years Development Matters Framework, and the Primary Curriculum are considered when lesson planning. Structures are embedded in curriculum delivery to engage everyone and enable pupils to rehearse answers, recap information and recount activities.
- Pupils have opportunities to engage in interactive story telling facilitated by an adult. Staff ensure an interactive experience by asking appropriate questions, encouraging children to join in, using props etc.

- Pupils have opportunities to engage in structured conversations with adults.
- Key vocabulary is taught using a multisensory approach, displayed in the classroom and repeated in many different contexts. Regular opportunities are provided for pupils to practise using new vocabulary.
- Opportunities are provided for pupils to discuss ways of tackling a problem/task.
- Pupils are encouraged to contribute and explore their ideas through talk with an adult, with peer talk partners, in small groups and in whole class contexts.
- Opportunities are provided for pupils to present, explain and justify their ideas/methods to adults and peers.
- Staff ask questions which encourage the participation of all pupils and pitch questions to challenge pupils of all abilities.
- Open-ended questions are used to encourage pupils to think, reason and speculate.
- Opportunities are provided for specific teaching of social communication skills.

Interactions

Our staff:

- respond to all of the pupils' communication attempts.
- get down to the pupils' level during interactions (appropriate to age).
- use the pupils' names to gain their attention.
- explicitly teach and model 'good listening'.
- provide good language models and encourage pupils to reflect on their own speech/grammar in a positive manner.
- repeat, extend and expand on what pupils say to develop their knowledge and language skills. Staff comment on what pupils are doing.
- provide pupils with choices and encourage them to explain their choice.
- reinforce their spoken language with non-verbal communication.
- emphasise key words when speaking and explain new vocabulary.
- encourage turn-taking.
- monitor comprehension, encourage pupils to monitor their own understanding and break down instructions into short, simple chunks where necessary.
- pause frequently during interactions to allow pupils to process verbal information and formulate a response.
- ask a range of open-ended questions appropriate to the pupils' age and stage of development to encourage pupils to problem-solve and expand their thinking.
- scaffold responses to questions which pupils find difficult to answer.
- encourage pupils to respond in full sentences.

Range 2: Targeted provision

Targeted provision provides enhanced Speech, Language and Communication support for children with Speech, Language and Communication needs for whom universal input is not enough. It is targeted at pupils known to have a Speech, Language and Communication need and where there is a risk of educational, emotional or other difficulties developing, as a result of their SLCN.

Targeted support comprises of:

- 'skilling up' teachers, teaching assistants and/or parents/carers to develop particular aspects of a child's speech and language development.
- Supporting teachers and teaching assistants to adapt their language and teaching materials so that the pupil can fully participate in lessons.
- Delivering group intervention.

- Using Talk Boost (KS1 & Reception) and Early Talk Boost (Nursery) programmes to support the development of SLC.
- Staff use the SLCN Tracker to determine targets.

Range 3 - Specialist Provision

Specialist level intervention brings the most intensive specialist knowledge and skills together to support the child's Speech, Language and Communication needs. This provision is aimed at pupils with complex SLCN or those who do not respond to universal and/or targeted provisions. Specialist support is most commonly provided in segmented periods of time – the pupil works with the Speech and Language Therapist individually, either in school or in clinic, and will then have a period of targeted work delivered by staff.

Specialist support comprises of:

- Direct intervention, for example the Speech and Language Therapist works directly with pupils individually, in school or clinic.
- Indirect intervention through in-house training so teachers and teaching assistants can carry out specialist interventions.
- Indirect intervention through a consultation approach where the Speech and Language Therapist acts as a consultant to staff, via the Speech and Language Lead, who work directly with a pupil.

Specialist support typically involves:

- Detailed assessment.
- A child-specific programme.
- Direct (with Speech and Language Therapist) or indirect (with a trained teaching assistant or parent/carer) speech and language therapy.
- Training for school staff and parents/carers to deliver the programme.
- Monitoring and adapting the programme based on progress. Individual Speech, Language and Communication targets are incorporated into the teachers' planning, and support plans.

Assessment and Referral

On entry into school, all pupils' speech and language skills are assessed using the Speech and Language Trackers for Early Years, KS1 and KS2 (the information in the trackers are taken from *Development Matters 2020: early adopter framework & ICAN development statements from Birth to 11*)

Where concerns are raised, the pupil is referred to the Speech and Language Lead, who ensures appropriate support is accessed. This often takes the form of a targeted intervention group. If, on review, the pupil continues to present with Speech, Language and/or Communication difficulties, the Speech and Language Lead refers to Speech and Language Therapy Department at Sunderland Hospitals. Parental permission is sought before submission of the referral. Where it is suspected that a pupil has other difficulties, referral to the appropriate agencies will be made once parental permission has been sought. The SENCOs make the referral to other agencies.

The Governing Body

Regular reports are made to the governors on the progress of Speech, Language and Communication provision. This policy will be reviewed regularly to accommodate any changes to our organisation or legal requirements.

Roles and Responsibilities

The Senior Leadership Team have a responsibility to:

- Understand the impact that Speech, Language and Communication needs have on learning.
- Be aware of the language development of children learning English as an additional language.
- Support the development and implementation of a whole school communication-friendly environment.
- Identify key personnel responsible for Speech, Language and Communication across the school and curriculum.
- Establish and monitor the Speech, Language and Communication policy in conjunction with the Speech and Language Lead / SENDCo.
- Develop and maintain expertise in Speech, Language and Communication by facilitating access to training opportunities for staff.

The Speech and Language Lead has a responsibility to:

- Establish and monitor the Speech, Language and Communication policy in conjunction with the Senior Leadership Team.
- Recognise and coordinate the appropriate use of interventions.
- Promote a communication-friendly environment and support all staff to achieve this.
- Disseminate information and train staff in approaches and interventions.
- Provide detailed and accessible information about the pupils' Speech, Language and Communication skills and recommended strategies to all involved with each pupil.
- Conduct appropriate assessments.
- Review individual pupils' targets in a timely manner.
- Increase each pupil's confidence in their communication skills.
- Liaise and work with parents to monitor and review progress of pupils with Speech, Language and Communication needs.
- Ensure parents have access to information about their child's Speech, Language and Communication needs and involve them in any decisions about their child's care.
- Encourage parents/carers to play an active role in their child's Speech, Language and Communication development.
- Liaise with other agencies in order to provide an equitable service for all pupils with Speech, Language and Communication needs.
- Ensure appropriate record-keeping.

The SENDCo's have a responsibility to:

- Understand Speech, Language and Communication development and be aware of difficulties that may occur.
- Be aware of the language development of children learning English as an additional language.
- Ensure appropriate record-keeping.
- Monitor the progress of pupils receiving Speech, Language and Communication interventions.
- Provide direction, advice and assistance for pupils with an Education and Healthcare Plan to help provide or organise training or discussion opportunities for teachers and teaching assistants so that significant information can be exchanged.
- Maintain contact with the Speech and Language Therapy team.

- Liaise with teachers in previous/subsequent schools in order to exchange accurate information, including reports from external agencies about the pupil's achievements and progress at the point of transfer.

The class teachers have a responsibility to:

- Understand Speech, Language and Communication development, difficulties that may occur and the impact these may have on play and learning.
- Be aware of the language development of children learning English as an additional language.
- Provide a communication-friendly environment in the classroom setting.
- Ensure quality teaching to include a range of strategies to support Speech, Language and Communication.
- Incorporate individual pupils' Speech, Language and Communication targets into planning.
- Direct and support teaching assistants and other practitioners in their delivery of tasks and interventions.
- Ensure that Speech, Language and Communication records are handed on to new class teachers/school during transitions.
- Differentiate tasks and outcomes in order that pupils' individual Speech, Language and Communication needs are met.
- Consider the Speech, Language and Communication needs at all points in the planning process.

The teaching assistants/other practitioners have a responsibility to:

- Understand the impact that Speech, Language and Communication needs have on play and learning.
- Be aware of the language development of children learning English as an additional language.
- Provide a communication-friendly environment at all times.
- Be familiar with and use a range of strategies to support Speech, Language and Communication.
- Record relevant information regarding progress within an intervention group and liaise with the class teacher/Speech and Language Therapist/SENDCo.
- Deliver one-to-one and small group interventions with the direction and support of the class teacher/Speech and Language Therapist/SENDCo.

The parents/carers have a responsibility to:

- Take part in decisions about their child's Speech, Language and Communication intervention.
- Share information about their child's Speech, Language and Communication development with school staff as part of the assessment process.
- Support their child with their Speech, Language and Communication needs at home.
- Access support where necessary.