



Evelyn Street Primary School

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Head teacher:
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Policy Title	Speech, Language and Communication Policy
School/WBC (Adopted date)	School
This policy complies with Warrington LA guidance	Yes
Linked Polices:	Curriculum statement and guidance Safeguarding policies SEND Policy
Written By	School
Staff Approval Date	May 2019
FGB Ratification Date	July 2019
Signed by Chair of Governors	N Spencer May 2019
Review Date	September 2022

Aim

At Evelyn Street Primary School, we recognise that language and communication underpin all aspects of learning. We are committed to maximising the communication potential of all our pupils by providing a communication-friendly environment where children are encouraged to develop and practise their speech, language and communication skills. We seek to celebrate each child's communication strengths and meet their individual needs through a child-centred approach.

Our mission is that no child should be left out or left behind because of a speech, language or communication need.

To be successful, we will:

- ensure that all pupils make progress to the maximum of their communication potential;
- establish the early and accurate identification of pupils with speech, language and communication needs;
- ensure accessibility to the curriculum for all pupils through effective differentiation and planning;
- develop and maintain a positive working partnership with parents and outside agencies.

Provision

Speech, language and communication support at Evelyn Street Primary School is a highly collaborative integrated model which is focused on enabling pupils to access the class-based curriculum and to communicate effectively. We seek to continually increase staff knowledge of speech, language and communication in order to enhance provision. Our teaching staff regularly attend training courses delivered by Warrington Children's Speech and Language Therapy (SLT) Department.

Our Nursery Teacher, Mrs Tobin, is trained in Makaton and teaches this to the children within her setting.

Support for developing children's speech, language and communication is conceptualised at three levels:

1. *universal provision* for all children;
2. *targeted provision* for children requiring additional support within the mainstream setting;
3. *specialist support* within the mainstream setting with a high level of direct intervention or frequent and sustained consultation by a Speech and Language Therapist with teachers and teaching assistants.

1. Universal Provision

Every child acquiring and using speech, language and communication skills benefits from good communication environments to facilitate development. All staff are dedicated to providing a communication-friendly environment 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.
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- ❖ Environment
 - ✓ All classrooms are organised to support effective speaking and listening.
 - ✓ All pupils are able to see the teacher easily from their desks and 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 labeled. 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 classroom.
- ✓ 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

- ✓ Opportunities for talk are specifically included in curriculum delivery in each classroom. Speaking and listening aims, taken from 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

- ✓ Staff respond to all of the pupils' communication attempts.
- ✓ Staff get down to the pupils' level during interactions.
- ✓ Staff use the pupils' names to gain their attention.
- ✓ Staff explicitly teach and model 'good listening'.
- ✓ Staff provide good language models and encourage pupils to reflect on their own speech/grammar in a positive manner.
- ✓ Staff repeat, extend and expand on what pupils say to develop their knowledge and language skills.
- ✓ Staff comment on what pupils are doing.
- ✓ Staff provide pupils with choices and encourage them to explain their choice.
- ✓ Staff reinforce their spoken language with non-verbal communication.
- ✓ Staff emphasise key words when speaking and explain new vocabulary.
- ✓ Staff encourage turn-taking.
- ✓ Staff monitor comprehension, encourage pupils to monitor their own understanding and break down instructions into short, simple chunks where necessary.
- ✓ Staff pause frequently during interactions to allow pupils to process verbal information and

formulate a response.

- ✓ Staff 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.
- ✓ Staff scaffold responses to questions which pupils find difficult to answer.
- ✓ Staff encourage pupils to respond in full sentences.

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 needs and where there is a risk of educational, emotional or other difficulties arising as a result of their speech, language and communication need.

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.

3. Specialist Provision

Specialist level intervention brings the most intensive specialist knowledge and skills to bear on the child's speech, language and communication needs. It is aimed at pupils with complex speech, language and communication needs or those who do not respond to universal and/or targeted provisions. Specialist support is most commonly provided in episodes – the pupil works with the Speech and Language Therapist individually, or in groups, then has a period of targeted work delivered by the teaching assistants.

Specialist support comprises of:

- Direct intervention, for example the Speech and Language Therapist works directly with pupils either individually or in groups.
- 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 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.

Assessment and Referral

On entry into school, all pupils' speech and language skills are assessed using a programme called 'WellComm' for Early Years and Foundation Stage, and Language Link for children in Key Stage 1 and 2.

Where concerns are raised, the pupil is referred to the SENDCo 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 SENDCo refers to Bridgewater Community Healthcare NHS Foundation Trust – Warrington Children’s Speech and Language Therapy Service. 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.

Contact details for Bridgewater Community Healthcare NHS Foundation Trust – Warrington Children’s Speech and Language Therapy Service are as follows:

Children’s Speech and Language Therapy
Health Services at Wolves
Martin Dawes Stand
Winwick Road
Warrington
WA2 7NE

Tel: 01925 251389

www.bridgewater.nhs.uk/warrington/paediatricspeechandlanguagetherapy/

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 Therapist/SENDCo
- Develop and maintain expertise in speech, language and communication by facilitating access to training opportunities for staff.

The SENDCo has 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 school's SENDCo is: Miss Staci Cooper

The Speech and Language Therapist 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 school's designated Speech and Language Therapists are: Gaynor Dixon and Kerry Moorehouse

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.