



LEEDS EAST PRIMARY PARTNERSHIP

Speech, Language and Communication Policy

1. MISSION STATEMENT

Leeds East Primary Partnership recognises 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.

2. AIMS

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

3. PROVISION

Speech, language and communication support at Leeds East Primary Partnership is a highly collaborative integrated model which is focused on enabling pupils to access the class-based curriculum and to communicate effectively. Leeds East Primary Partnership seeks to continually increase staff knowledge of speech, language and communication in order to enhance provision.

Each school within Leeds East Primary Partnership has participated in ELKLAN Communication Friendly School training comprising: Level 4 accreditation for two teachers (including the SENCO); Level 3 accreditation for at least two teaching assistants; training for all teaching and support staff; and the embedding of key strategies designed to enhance speech, language and communication skills among pupils (Appendix 1). Our teaching staff also regularly engage in training courses delivered by other agencies including Leeds Community Healthcare NHS Trust Children's Speech and

Language Therapy Service, Educational Psychology, STARS Autism Support Team, Special Educational Needs Inclusion Team.

Support for developing children's speech, language and communication is conceptualised at three levels: *universal* provision for all children (wave 1); *targeted* provision for children requiring additional support within the mainstream setting (wave 2); and *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 (wave 3).

3.1 Universal Provision

Every child acquiring and using speech, language and communication skills benefits from good communication environments to facilitate development. All staff at Leeds East Primary Partnership are dedicated to providing a communication-friendly environment based upon three primary principles:

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

3.1.1 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 teacher-talk.
- ✓ A quiet, low-distraction area is available for pupils who need support to attend to individual tasks or activities or benefit from 'down time'. These spaces also enable differentiated work to be more easily delivered.
- ✓ Learning outcomes and success criteria are clearly displayed with related vocabulary and questions.
- ✓ Visual supports including consistent use of visual timetables are used in all classrooms to support comprehension, develop vocabulary and concept knowledge, promote independence and reduce anxiety.
- ✓ Equipment is well organised and labelled using pictures as well as words to support children with literacy difficulties. 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 relevant to teaching in different subject areas include items that invite pupil comments and key vocabulary with pictorial support which is used interactively to support comprehension and aid learning.
- ✓ A consistent colour-coded system is used across the school to support grammar and language development.

3.1.2 Opportunities

- ✓ Opportunities for talk are specifically included in curriculum delivery in each classroom. Speaking and listening aims, taken from the *Leeds East Primary Partnership Progress of Skills: Spoken English* framework, are included in lesson planning.
- ✓ Kagan 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.

3.1.3 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.

3.2 Targeted Provision

Targeted provision (wave 2) 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 (wave 2) at Leeds East Primary Partnership comprises:

- '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.

3.3 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 (wave 3) at Leeds East Primary Partnership comprises:

- 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 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.

The effectiveness of support is evaluated on a termly basis in terms of pupil progress and cost effectiveness.

4. ASSESSMENT AND REFERRAL

Prior to school entry, parents/carers are asked to complete a communication questionnaire including questions regarding speech, language and communication development. On entry into school, all pupils' speech and language skills are assessed. Where concerns are raised, the pupil is referred to the SENCO 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 SENCO refers to Leeds Community Healthcare NHS Trust 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 Leeds Community Healthcare NHS Trust Children's Speech and Language Therapy Service can be found below:

Tina Ford, SLT Business Support and Admin Manager

Speech and Language Therapy Service

St Mary's Hospital, First Floor Admin Block, Green Hill Road, Armley, Leeds LS12 3QE

Tel: 0113 305 5101

Email: tina.ford01@nhs.net

5. ROLES AND RESPONSIBILITIES

White Laith Primary School's governor with responsibility for speech, language and communication within the school is: Ania Briggs

White Laith Primary School's Speech and Language Therapist is: Rebecca Babbs and Julie Carr while Rebecca Babbs is on maternity leave

White Laith Primary School's SENCO is: Janice Turvey

GOVERNORS and members of 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/SENCO
- Develop and maintain expertise in speech, language and communication by facilitating access to training opportunities for staff.

The SENCO 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
- Provide direction, advice and assistance for pupils with an Education Healthcare Plan and/or Funding for Inclusion to help provide or organise training or discussion opportunities for teachers and teaching assistants so that significant information can be exchanged
- Maintain contacts with outside agencies with respect to inclusion provision for the school
- Provide specific support for pupils with identified inclusion needs
- Oversee, maintain and organise inclusion files, resources and records
- Maintain the school's use and implementation of the inclusion register
- 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 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 wave 1, 2 and 3 interventions
- Promote a communication-friendly environment and support all staff to achieve this
- Disseminate information and train staff in approaches and interventions
- Ensure the pupils with speech, language and communication needs are identified, that their needs are met through appropriate provision and that they are enabled to access the curriculum
- Bring specialist knowledge to the development of the curriculum as it is delivered at White Laith
- Provide detailed and accessible information about the pupils' speech, language and communication skills and recommended strategies to all involved with each pupil
- Work collaboratively with other staff to integrate speech, language and communication intervention and within the curriculum
- Work collaboratively with class teachers to ensure communication targets are incorporated into planning
- 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
- Contribute to the management of emotional and behavioural practice where appropriate.

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
- Monitor the progress of pupils receiving Wave 2 or 3 speech, language and communication 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/SENCO
- Deliver one-to-one and small group interventions with the direction and support of the class teacher/Speech and Language Therapist/SENCO.

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.

Appendix 1.

ELKLAN Strategies embedded into practice at Leeds East Primary Partnership

5 Key Principles of Interaction

- ✓ Staff provide good language models by:
 - Repeating: repeating clearly what the child says with correct grammar
 - Extending: extending what the child has said by adding a word or two
 - Expanding: giving more information about a word.
- ✓ Staff reinforce their spoken language with symbols, pictures and objects as well as non-verbal communication (e.g. natural gesture, key word signing, facial expressions etc.).
- ✓ Staff pause expectantly and frequently for 10 seconds during interactions to allow pupils to process verbal information and formulate a response.
- ✓ Staff follow 'The Hand Rule': they ask one question for every four comments.
- ✓ 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 and provide forced alternatives to questions which pupils find difficult to answer. E.g. 'How do you know the boy is sad?' 'I know the boy is sad because he is smiling or because he is crying?'

3 Key Strategies for Asking Questions

- ✓ Levelled Blank questions used in Foundation Stage planning to support staff to differentiate the questions they ask thereby developing pupils' thinking and reasoning skills.
- ✓ Levelled Blank questions are included in Guided Reading planning to ensure differentiated questioning and the structured development of verbal reasoning skills.
- ✓ Levelled Blank questions are available to staff on the playgrounds at break times and lunchtimes to ensure the appropriate use of language during behaviour management.

3 Key Strategies for Extending Vocabulary

- ✓ Word Maps are used to develop semantic and phonological knowledge of new vocabulary.
- ✓ Word Wise Whizz activities are used to revisit new vocabulary.
- ✓ Attribute Webs are used to develop word knowledge and to support writing.