

# Southfields Primary School



## Speech, Language and Communication Policy

*Believe in yourself,  
Value others,  
Be proud of your achievements,  
Smile, shine, be happy.*

**Date agreed: September 2018**

**Date for review: September 2019**

This policy, having been presented to and agreed upon by the staff and Governors, will be distributed to:

- All staff, including admin and dinner staff
- School governors

A copy will also be available in:

- the staffroom
- the Hub office and
- on the school website

This will ensure this policy is available to visiting teachers, support staff and parents

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

### **1. Introduction**

- 1.1 Speech, language and communication are a major part of our everyday lives. Communication is made up of several strands: use of language, comprehension, social interaction and expression.
- 1.2 Martin and Miller (1989) explain; Language is central to learning. It provides the main tool for teaching and learning and by experiencing language for these purposes children's language develops further. Through active participation and through interaction with people and their environment, children learn to make sense of their world. Learning, and in particular, learning through the use of language is an intellectual, emotional and social activity.
- 1.3 Therefore, we ensure our provision embeds and enriches children's speech language and communication needs, supporting both parents and children using a wide range of strategies.

### **2. Aims**

- 2.1 To provide an optimal communication environment that promotes and encourages communication throughout the whole school
- 2.2 To provide a personalised approach to teaching and learning, reflecting an understanding of a pupil's language, learning and literacy needs, social and communication difficulties and academic progress
- 2.3 To provide interventions at all levels to support children who can catch up to do so and those with longer term difficulties to communicate to the best of their ability

### **3. Whole School Strategies**

**These are supported through regular staff training and updates as coordinated by L. Barnard (HUB Manager)**

- 3.1 Around our school you will see relevant displays to inspire children and provide confidence and self-belief.
- 3.2 Every teacher is required to display key features of learning in his/her classroom
- 3.3 Visual timetables are used throughout the school, from Reception to Y6
- 3.4 A wide range of media strategies to communicate meaning to pupils – signs, symbols, text, actions, songs and verbal instructions.
- 3.5 A shared understanding across our staff of the children’s speech and language needs e.g. ‘chunking’ information/instructions, using the ‘10 second rule’.
- 3.6 A shared understanding that vocabulary needs to be explicitly taught. Pre-teaching is necessary for children with SLCN. Staff have had training into how to effectively teach, apply and review new vocabulary.
- 3.7 Differentiated questioning skills are used as appropriate to the children’s level of understanding (using both Blooms Taxonomy and Blank Levels)
- 3.8 Having a wide variety of texts available to our pupils at differentiated levels.

#### **4. In the Classroom teachers:**

- 4.1 Give children time to process information (thinking time)
- 4.2 Listen to the child
- 4.3 Visual timetables
- 4.4 Use communication in print across the school curriculum and within the organisation of the school
- 4.5 Check for shared meaning of vocabulary through pictures, communication in print, definitions and explanation webs
- 4.6 Encourage children to ask for clarification
- 4.7 Make the focus of the lesson explicit and explained the expectations
- 4.8 Check the speed of delivery – am I talking too fast?
- 4.9 Explain concepts and vocabulary
- 4.10 Use word banks and vocabulary sheets
- 4.11 Pre-teach vocabulary (where required)
- 4.12 Generate discussion
- 4.13 Provide opportunities to engage in speaking and listening tasks
- 4.14 Use talking partners to encourage conversation
- 4.15 Repeat instructions before rephrasing
- 4.16 Use displays and working walls to support learning and teaching
- 4.17 Use non-verbal cues (hand signals and body language)

#### **During Small group/ individual work**

Encourage Dictionary use and Thesaurus us  
Comment rather than question – encourage children to expand on their answers and comments  
Use mind maps to extend vocabulary  
Use word games and listening activities

## **5. Identification and assessment procedures**

- 5.1 Due to our daily interaction with the children and consistent assessment and monitoring of progress we aim to ensure that all pupils who are experiencing difficulties with aspects of speech, language and communication are identified as early in their school career as possible.
- 5.2 Teaching staff and school SaLT work collaboratively to identify and prioritise children throughout the school for evidence-based intervention which is carried out individually or in small groups by the SaLT or a teaching assistant with the support and guidance of the SaLT
- 5.3 We complete a Baseline Reception assessment, the Pupil Language Profile Assessment in the first three weeks of the Autumn Term, in order to identify those children who come into school with significantly below national expectations in speech and language. From this assessment, children with SLCN (or at risk of) are identified early on. From this identification we then use 'School Start' – an early intervention which focuses on closing the gap and accelerating progress of speech and language skills in Early Years.
- 5.4 The school's assessment and tracking procedures facilitate early identification of difficulties, whilst highlighting individual abilities. Areas of difficulty are highlighted by the teachers to the speech therapist and an appropriate intervention programme is developed by the school speech therapist.
- 5.5 These programmes may be individual, paired or small group work
- 5.6 The children are regularly assessed and monitored by the speech therapist to ensure progress is being made and that the intervention has a successful outcome
- 5.7 For highly specific speech and language assessment that can only be administered by the speech therapist, parental consent will be sought prior to the assessment taking place. This may then result in a referral to the Speech and Language Therapy Service
- 5.8 The speech therapist will liaise with the class teachers and keep them informed of the programme that the child is currently engaged in and the outcome of the intervention through a summary report at the end of the programme
- 5.9 Children who are supported through the Community Speech and Language Therapy Service will have their programmes completed regularly throughout the week by Hub teaching assistants wherever possible.
- 5.10 Children on the Hub for Speech and Language

## **6. Behaviour**

- 6.1 There is a clear acknowledgement of the impact of SLCN on the social, emotional and behavioural development of children
- 6.2 The school 'light' system has been revised and adapted to take into account Key Stage 1 with the addition of the 'Road' system, plus Blanks levels of verbal reasoning and has been symbolised using 'Communicate in Print'
- 6.3 Children whose behaviour is giving cause for concern either because they are disruptive or overly quiet, anxious and/or withdrawn are prioritised for assessment by the school SaLT

## **7. Parental Involvement**

- 7.1 Parents/Carers/Guardians are invited to attend Parents' Evenings in the Autumn and Spring Terms to discuss their child's progress including any speech, language and communication issues.
- 7.2 Parents of children who are on the Hub are offered a further meeting with the Hub Manager to discuss their child's specific speech and language difficulties, their progress and their targets and to sign and comment on their HUB Individual Educational Plan (IEP)
  - 6.3 Parents of children on the HUB are also invited to actively contribute to their child's Co-ordinated Plan which is updated bi-annually
  - 6.3 Parents of children on the Hub are also offered an opportunity to 'Meet and Greet'

their child's speech and language therapist in the Autumn term in order to build positive relationships

6.4 The children on the HUB and children who have moderate to severe speech and language difficulties are provided with Home/School communication diaries in order for there to be positive communication between home and school about the major events of the day, both at home and at school (see appendix 2)

6.5 When a child needs a specific speech and language assessment that is administered only by a speech therapist, parental consent is always sought (see appendix 3)

6.6 Parents are always welcome to make an appointment to speak with the Enhanced Resource Manager or the Speech therapist at a mutually convenient time

## **8. Staff Development**

8.1 Induction training for all new staff by the school SaLT and the HUB Manager

8.2 Regular training providing continued professional development for teachers to support their knowledge of speech, language and communication; what to expect at different ages and stages and enable them to identify those children who have SLCN

8.3 To develop an awareness of their own language use and adapt it to meet the children's needs

8.4 Training will be given annually. This may be as;

- A Professional Development day
- Twilight sessions for teachers and teaching assistants
- Specific 'new to Southfields' induction sessions
- Rolling programme for teaching assistants and lunchtime play leaders throughout the year

## **9. Local Authority commitments (see separate SLA documentation).**

Signed: ..... (Head Teacher)..... (Date)

Signed: ..... (Chair of Governors) ..... (Date)