

Communication and Interaction Needs: Speech, Language and Communication Needs **Universal provision**

Curriculum and Teaching

- SENCO is responsible for monitoring and coordination of all specialist interventions
- Whole school curriculum emphasizes the importance of the teaching of speaking, listening and understanding
- Whole school promotion of a range of communication skills including gesture, sign and pictures
- Information on how SLCN impacts upon learning/communication needs of child or young person distributed to all relevant staff
- Key vocabulary for units of work and topics identified along with visual cues such as signs, symbols, objects
- Within the curriculum specific opportunities for teaching of vocabulary, active listening and rehearsed response
- Further differentiation of the language of the curriculum according to individual need
- Class/Year Group provision map showing all interventions
- Continuing Professional Development (CPD) for all staff relating to the needs of children and young people with SLCN e.g. the Inclusion Development Programme for SLCN
- School aware of local NHS provision for speech and language therapy as set out in the Local Offer
- Staff ensure planning of the curriculum is differentiated for children and young people with SLCN including:
 - ◊ Reducing background noise; awareness of the importance of the acoustic environment
 - ◊ Positioning of key adults in class
 - ◊ Adults modifying their language, emphasizing key points and chunking to allow time for processing
 - ◊ Allowing extra processing time for speaking and listening activities
 - ◊ Allowing time for the development of social interaction through group work
 - ◊ Developing and enhancing attention skills
 - ◊ Support for the provision of and use of ICT for access and communication. e.g. Clicker 5
 - ◊ Using natural gesture to support communication
 - ◊ Using practical activities and multi sensory approach to learning
 - ◊ Adults demonstrating/modelling learning and language
 - ◊ Creating a quiet, distraction free space for small group activities
 - ◊ Identifying and consistently reinforcing language through visual clues such as pictures, objects, photos
 - ◊ The creation of an organised and well-defined physical environment which is labeled using text and visual cues
- General advice/support from specialist support services
- Teachers adopt strategies to support language needs of all children and young people including:
 - ◊ Adults adapting communication to specific needs of children and young people e.g. differentiated questions
 - ◊ Seating children and young people appropriately in all learning situations (on carpet, at tables, in assembly, technology and science areas)
 - ◊ A range of prompts to support understanding (e.g. repetition, rephrasing, explaining, demonstration)
 - ◊ Use of peer support when grouping children and young people
 - ◊ Use of prompts and scaffolding of tasks to promote independent working
 - ◊ children and young people taught to use appropriate strategies to support their functional communication, social skills and self-esteem.

Assessment

- All staff are aware of the indicators of SLCN and are able to contribute to the early identification of children and young people with SLCN
- Staff use a range of assessment tools to assess children and young people with SLCN e.g. National Curriculum Speaking and Listening Levels, Pivats, P-Levels, APP, IDP checklist/ observations, CATS scores
- If there are indicators of autism refer to the SENCO for further advice
- Regular reviews of progress to include children and young people, parents/carers, other professionals and specialist teacher if involved as part of whole school processes

Pastoral Care

- Guidance for parents/carers in how to support the development of children and young people's speech and language
- Signs around the school include symbols/visual cues in addition to text
- An outside/indoor environment with spaces/areas for quiet activities
- All staff recognise that unusual and challenging behaviours are a form of communication. These may be an indicator of unmet SLCN and may need further assessment.
- Discussion with children and young people and parents/carers and full involvement in identification, assessment and planning
- Regular sharing of information with parents/carers
- Awareness of the possible impact of SLCN on children and young people's self-esteem
- Availability of safe havens.
- Structured playground/social support or alternative provision. e.g. lunch /break clubs

Communication and Interaction Needs: Speech, Language and Communication Needs Special Educational Needs Support

Curriculum and Teaching

- SENCO is responsible for monitoring and coordination of all specialist interventions
- Advice/support provided from specialist support services as part of their core/statutory role
- Increased differentiation of the curriculum according to individual need including:
 - ◊ Individual provision map/ identifying all 'additional to' and 'different from' provision
 - ◊ Photographs to record activities and to help child or young person (children and young people) recall vocabulary and sequence events if appropriate
 - ◊ Preview text and vocabulary to increase understanding, independence and participation in class.
 - ◊ Updated information about individual children and young people to all staff within the school e.g. profile of strengths, difficulties and planned support
- Teachers adopt strategies and targeted programmes identified by SENCO and specialist support services to support individual needs of children and young people including:
 - ◊ An individually adapted physical environment that is organised and well-defined and labelled using written and visual clues.
 - ◊ Clear and predictable daily routines, supported by a range of strategies (visual timetables, lists, task planners and verbal reinforcement)
 - ◊ Support for the provision and use of specialist ICT for access and communication
 - ◊ Regular small group or individual teaching support to address individual's speech, language and communication needs/social interaction skills
 - ◊ Implement regular individual speech and language programme following advice from SaLT
 - ◊ Extended use of prompts, task scaffolding and tools such as ICT to promote independent working
 - ◊ targeted teaching within lessons delivered by learning support staff.
- Consider the specific teaching of; vocabulary, comprehension and inference, use of language, sentence structures, the speech sound system, sequencing, active listening skills

Assessment

- Further specialist assessment where there is evidence of a lack of expected progress in the development of speech, language and communication despite high quality and time limited interventions
- Staff use a range of up to date standardized assessment tools to assess expressive and receptive language skills e.g. BPVS, WRIT
- Multi-agency meeting, such as CAF or Team Around the Child, set up, as appropriate.
- Regular reviews of progress to include children and young people, parents/carers, specialist support services and outside agencies where appropriate

Pastoral Care

- Strategies to facilitate transitions during the school day (transition from one teacher to another/ one subject class to another/from classrooms to outside areas/ dining room) e.g. visual timetable/buddy
- Regular sharing of information between children and young people, parents/carers and other agencies
- Enhanced support for social engagement, making friendships, developing relationships and raising self-esteem
- Mentoring/counselling available to address self-esteem where appropriate