

Speech Language and Communication Needs

Universal provision

How will you keep my child safe and cared for?

- ◇ Awareness of the possible impact of SLCN on children and young people's self-esteem.
- ◇ Availability of quiet restful spaces.

What activities, adult interactions and support will be provided to help my child learn?

- ◇ Cycle of observe, assess, plan, do and review provides differentiated opportunities for individual children's needs and specific strategies to support speech language and communication needs.
- ◇ Staff ensure planning of the curriculum is differentiated for children with SLCN including:
 - ◇ Reducing background noise; awareness of the importance of the acoustic environment
 - ◇ Positioning of key adults in the room
 - ◇ 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 small group work
 - ◇ Developing and enhancing attention skills
 - ◇ 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 labelled using text and photographs.
- ◇ Further training and development for all staff relating to children with SLCN i.e. ICAN and ECAT (Every Child A Talker) training.

How will I / you know my child is making progress?

- ◇ Whole setting awareness of the link between delayed language and behaviour.
- ◇ All staff aware of the characteristics of SLCN and able to contribute to early identification.
- ◇ All staff aware of the impact SLCN needs have on the child's development
- ◇ Regular review of progress to include children in the process.

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Special Educational needs provision

How will you keep my child safe and cared for?

- ◇ Enhanced support for social engagement, making friendships, developing relationships and raising self-esteem.

What activities, adult interactions and support will be provided to help my child learn?

- ◇ Objects of reference, photographs to record activities and to help children understand vocabulary and sequence events.
- ◇ An individually adapted physical environment that is organised and well-defined and labelled using photos and symbols.
- ◇ Clear and predictable daily routines, supported by a range of strategies (visual timetables, lists, verbal prompts and gestures).
- ◇ Implement regular individual speech and language programme following advice from Speech and Language Therapist (SALT).
- ◇ Specific use and modelling of appropriate vocabulary as advised by relevant agencies such as SALT.
- ◇ Targeted use of supported individual / groups activity within and outside the room to promote communication and social interaction.

How will I / you know my child is making progress?

- ◇ Targets relating to SLCN will be included and identified support and strategies implemented across all sessions.