

# Holy Family RC Primary School

## Communication Policy

### **Introduction**

This document is a statement of our aims, principles and strategies for the educational provision of children's Speech Language and Communication. This policy supports the school's ethos of high expectations for all children. It has been written in accordance with the SEN Code of Practice and is also informed by our Behaviour Policy, our Planning and Assessment Policy, our Foundation Stage Policy and our understanding of Equal Opportunities and Inclusion.

To ensure that Communication is a high priority through the school we aim:

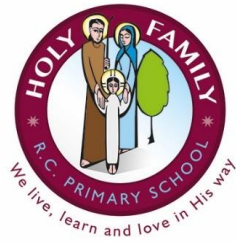
- To develop children's listening skills through a range of contexts and situations.
- To develop children's speaking skills through a wide range of opportunities.
- To develop children's vocabulary through carefully planned activities and opportunities
- To value children's contributions made in discussions
- To encourage children to listen, value and respond to others opinions and viewpoints.
- To involve parents at every stage of their child's development
- To support children who have EAL
- To ensure all staff have ELKLAN training.
- To share information about Speech, Language & Communication at key transition points

All members of staff have a responsibility to identify children with possible SCLN and share relevant information with the SENDCO. Class Teachers are responsible for the development of Speech Language and Communication for every child in their class.

Class teachers must share information about a child's SLCN with parents and other key members of staff who have contact with the child e.g. Midday Supervisors.

### **Foundation Stage**

In our school Nursery and Reception classes, we follow the EYFS curriculum based on the Prime and Specific areas of learning outlined in the Statutory EYFS Framework. Through this



we aim to develop the children's skills in Listening and Attention, Speaking and Understanding. The curriculum is delivered through:

- Carefully planned play activities which offer opportunities for quality interaction
- Daily rhymes and rhyming activities
- Exposure to a wide range of carefully selected high quality stories which are age appropriate
- Adult modelling to encourage and develop talk at every opportunity
- Building the children's vocabulary by introducing new words every day
- Providing opportunities for the children to become confident speakers through small group activities
- Encouraging the children to ask questions
- Communicating with parents the importance of talking with their child
- Providing information for parents through leaflets, posters, newsletters and social media
- Inviting parents to regular events such as story time, library, workshops.

### **At Key Stage 1 and Key Stage 2**

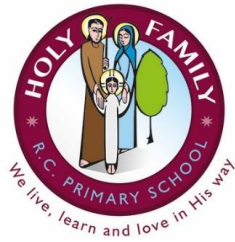
We build on pupils' prior learning in Communication and Language by:

- Developing children's ability to use language imaginatively
- Encouraging children to express their ideas and feelings when working in drama activities
- Continuing to introduce the children to new vocabulary through first hand experiences, books and photographs.
- Encouraging children to join in discussions in pairs or groups, making relevant contributions
- Promoting active listening
- Sharing taught vocabulary with parents regularly

### **Communication Strategies**

Staff are trained in communication strategies including, Interaction, improving vocabulary and questioning. These approaches are important to ensure all children are given the opportunities to build upon their communication skills. Training is carried out for all teachers, HLTAs and Level Three Teaching Assistants. Posters are displayed in all areas of the school to support all staff.

All adults are expected to implement the communication strategies in their classrooms. These include:



## EYFS

- High quality Adult-Child Interaction regularly monitored by peer observation & Learning Walks
- Language activities planned & delivered in small groups based on BLANK level of understanding.
- High quality resources available in all provision areas to promote talk
- Visual timetable using photographs
- Visuals used for routines e.g. handwashing
- Distraction-free spaces for small group language activities
- Target vocabulary displayed and shared.
- Wellcomm to be used to identify children with speech and language difficulties.
- Wellcomm to be used as a daily intervention

## KS1

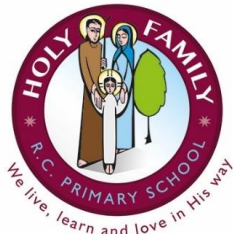
- Questions differentiated to match Blank level of understanding
- Modelling
- Visual timetable for whole class and individuals
- Language rich stories to support vocabulary development
- Range of strategies to support learning of new vocabulary

## KS2

- Differentiated questions
- Drama activities
- Language rich stories to support vocabulary development
- Active Listening
- Planned teaching of vocabulary related to subjects

## Elklan Trained staff:

Staff	Age range/ level
Samantha Needle (Lead Communication practioner)	Elklan 3-5 (level 4) / Wellcomm
Ashleigh McLaughlin	Elklan 3- 5 (level 3)/ Wellcomm
Amanda Cotton	Elklan 3- 5 (level 3) / Wellcomm



Sarah Fox	Elklan 3- 5 (level 2) / Wellcomm
Tracey McNeil	Wellcomm
Rachel Jones	Wellcomm

### **Identifying children with Speech, Language and Communication Needs**

The following will need to be taken into consideration:

#### **EYFS**

- Information from ASQ questionnaires
- Observations made by staff using Development Matters
- WellComm screening
- Information from Health Visitor
- Discussions with parents
- Information about children's level of understanding using BLANK
- Speech sound development – whether it is age appropriate

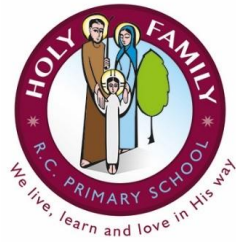
#### **KS1 & 2**

- Observations in class
- Discussions with parents
- Information from key members of staff including TAs and previous Class Teacher
- Information about children's level of understanding using BLANK
- Social skills and understanding

#### **Referrals to SALT**

- Class Teacher consultation with parents
- Discussion with SENDCO
- If the decision is made to seek advice from SALT, gather as much information as possible
- Staff to complete Speech and Language checklist provided by SENDCO
- Referral form is completed then discussed with parents.
- Parents sign to give consent for the referral and are provided with a copy of the document.

Contact details for the local Speech & Language Therapy service:



**SPEECH and LANGUAGE  
INTEGRATED CARE CENTRE  
NEW RADCLIFFE STREET  
OLDHAM OL1 1NL  
Tel: 0161 621 3666  
Fax: 0161 621 3703**

**THERAPY SERVICE**