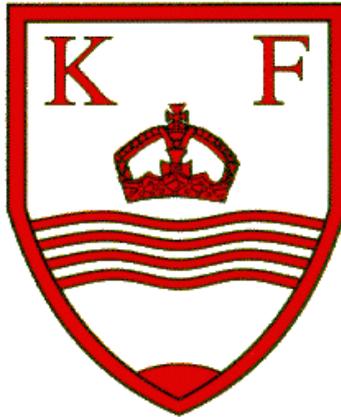


Speech, Language and Communication Policy

'Raising the awareness and importance of Speak and Language for ALL children'



Aims

- To encourage children to communicate confidently by providing them with purposeful language interactions and experiences.
- To create an environment which promotes active listening and learning and productive talking: a caring environment where others listen, show an interest and value what they say.
- To encourage children to communicate in a style appropriate to the audience and purpose of the task.
- To provide real situations, affording the children the opportunity to develop a range of strategies and skills which will enable them to function in society as confident well-spoken adults.
- To create opportunities for speaking and listening across all areas of the curriculum, as we believe speaking and listening is a vital part of the whole learning process and can not be developed in isolation.

Principles

- Activities for speaking and listening should reflect inter-relationships with reading and writing and recognise each enriches the development of the other.
- Speech and language activities should be differentiated for children with speech and language communication needs (SLCN) and those at the early stages of EAL.
- Communication skills underpin the basis for all future learning and are fundamental for accessing all areas of the curriculum.
- Where appropriate, all staff use basic signing and symbols to augment spoken language.
- Speaking and listening activities should include real purposes and audiences.

Approaches

The school will use a range of approaches appropriate to the needs of the pupils, they include:

- › Blank questioning
- › ‘Stop, listen and respond’
- › ‘Speak out’
- › ‘Active Listening’
- › Word, Wise Whizz
- › Visual timetables
- › Designated quiet areas
- › Sensory resources
- › Clearly labelled areas in classrooms
- › Clear visual labels around school

Communication will link closely with all areas of the curriculum and form a vital part of learning across the school.

Children receiving additional support for Speech Language and Communication will have a provision map which will identify their specific needs, how these needs are being supported and targets against which progress and attainment can be monitored and measured.

Assessment and Recording

On initial entry to school the children are assessed and any causes for concern are identified and monitored. If required additional support will be given to match the needs of the children.

National Curriculum levels and Average Point Scores (APS) are used to assess record and monitor attainment and progress.

Referral Process

If a parent or staff member has any concerns over a child’s speech and language need they will speak to either the class teacher or Special Educational Needs Co-ordinator. The SENCO will assess and if appropriate will refer to the speech and language therapy.

The school will ensure that parents are kept fully informed with proceedings and will fully engage with the Speech and Language service to ensure effective support and delivery of therapy programmes.

Equal Opportunities

We aim to differentiate activities to meet the specific needs of all children irrespective of age, gender, SEN, EAL, ethnic origin or religious belief.

Staff Development

The Eiklan trained professionals will work with staff to ensure they are supported and can confidently implement the strategies that will help children to progress. Staff will be consulted to ensure that clear and effective communication is a vital part of all subject areas.

All new members of staff will receive training on the strategies and approaches followed by the school.

A guidance booklet relating to speech and language strategies and approaches will be given to all new members of staff.

Links to other documents and policies

Special Educational Needs

Review and Monitoring

The lead Eiklan teachers and Teaching Assistants in consultation with staff and Governors will review the policy every 12 months to ensure that it stays relevant and reflects the needs of both the staff and children.

Definition of terms

Language is the ability to understand words and sentences so that we can follow what is being said to us. It involves organising our thoughts and ideas using appropriate vocabulary into grammatically correct sentences ready for talking.

Speech is the ability to combine sounds together to make words.

Communication is the ability to say the right thing, at the right time in the right way. It involves using speech and language skills to send messages we want to send to others.

Non-verbal communication is the ability to understand and use gesture, body language, facial expression and our voice to help communicate our message.

Speech, Language and Communication Need (SLCN) encompasses difficulties children may experience with all three areas of communication. Some children may only have difficulties in one area whilst others may have problems in all three.