**Speech, Language and Communication Needs High Quality Universal Provision**

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| **How will you keep my child safe and cared for?**   * Setting to collect clear and concise information about individual children prior to admission, including specific questions about parental concerns * Information on children’s needs shared with all relevant staff. * Awareness of the possible impact of speech, language and communication needs (SLCN) on children and young people’s self-esteem. * Policies acknowledge that differentiation may be needed to take account of the individual needs of children. * Settings will signpost families to the Local Offer. |
| **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. ‘CAN DO’, ‘ICAN’, EKLAN 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. * Appropriate, timely referral to the Language Pathway. The pathway includes Chatterboxes sessions and triage to 1:1 therapy if applicable |

**Speech, Language and Communication Needs SEN Provision**

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| **How will you keep my child safe and cared for?**   * High quality universal provision * 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 (SLT). * Specific use and modelling of appropriate vocabulary as advised by relevant agencies such as SLT. * 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. |