



SPEECH, LANGUAGE AND COMMUNICATION NEEDS POLICY

RATIONALE

At Derby Montessori School we are committed to meeting Speech, Language and Communication Needs (SLCN) of all children in order to raise attainment. We aim for early identification of children with SLCN through observation, assessment and planning. We believe that the Montessori approach that we use produces a workforce that is knowledgeable and skilled in providing a learning environment and learning approach that supports the SLCN of all children. We aim to work together with parents and others to support children's SLCN whether this be at Universal, Targeted or Specialist level.

IMPLEMENTATION OF THE POLICY

The Early Years Foundation Stage Curriculum (EYFS) identifies Communication and Language as a prime area. The oversight of SLCN provision in the setting to ensure that all children's needs are met is assumed by the Special Educational Needs Co-ordinator (SENCo), currently Mrs Lynne Marvill.

She meets regularly with the management team and with each child's Key Person to ensure effective day to day operation of the policy. This partnership also coordinates provision at Universal, Targeted and Specialist levels across the setting.

All staff are involved in the implementation of the policy and each child's Key Person is responsible for differentiating the curriculum and monitoring that child's SLCN and progress. All staff provide support to enable all children to reach their potential. We have now selected a Speech and Language Team to share and guide other members of staff in showing good practice; Miss Turner leads our Language and Makaton.

New members of staff, including students and volunteers, receive copies of the SLCN Policy and this is discussed with them during their induction meeting.

The SLCN Policy is made available to all parents and carers via Tapestry our on line Parent Platform.

OUR PRACTICE

Derby Montessori School is well placed to support the SLC development of all children and to identify SLCN in children at an early stage. We do this through the following levels of provision.

Universal Provision:

The rooms within Derby Montessori School are set up to create language rich and communication friendly environments. A language rich environment is one where each child has lots of opportunities to experience language in different forms (e.g. sung, spoken, written) and is actively encouraged to participate. It is an environment where each child is able to hear and use language to make sense of the world, and to make sense of his or her own thoughts and feelings. Children are naturally curious and every new experience is exciting. Members of staff talk about what they are doing, and involve each child in the everyday life of the class. This provides a wealth of opportunities for building vocabulary and helps each child to gain a greater understanding of the world. Correct vocabulary and grammar are consistently modelled by staff in order to support and extend levels of communication. Creating a communication friendly environment involves providing not only opportunities for each child to talk, but encouraging a sense of security for each child so she or he knows their attempts at communication are valued and respected.

The Montessori Method encourages each practitioner to adapt teaching methods and activities to the individual child. On entry to the setting each child is allocated a 'Key Person'. It is the responsibility of the Key Person to observe and assess the development and progress of the child. In order to do this each child is given an introductory "base line". This, together with day to day observations by the Key Person helps to highlight particular areas of strength and/or concerns. The Key Person also puts together a 'Learning Journey' file on Tapestry (an on-line EY journal) which provides supporting evidence and additional information about the child. Where a child is identified as needing additional support, whether this be temporarily or long term, this child is termed as being 'supported' and the support levels are discussed with Mrs Lynne Marvill who is also the SENCo.

Assess

This involves clearly analysing the child's needs, using assessments and knowledge of the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted.

This analysis will require regular reviews to ensure that targets, support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are effective. Where external agencies are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the interventions and support that are needed; the impact on progress, development and a clear date

for review. All those working with the child will be informed of the support that is being provided, any particular next steps, teaching strategies/approaches that are being used and the outcomes that are being sought.

Do

The interventions may involve group or one-to-one teaching in setting or a quiet room using 'I Can' additional language material (SLF1). The child's Key Person will plan and assess the impact of support and interventions and report to the Senco for ideas or further knowledge.

Review

Whether the child is making progress we can use the Development Matters to support us. A speech and language check list will be completed and the necessity for referral for speech and language support will be discussed.

When a child has English as a second language

OUTSIDE AGENCIES

The following is a list of outside agencies who are able to offer support for pupils with SLCN needs, and could be contacted as part of Speech and Language Support:

- Speech and Language Therapy
- Educational Psychology
- Clinical Psychology
- School Nurse
- STePs / Early Intervention Team
- Hearing Audio
- Independent Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Health Visitors
- Early Years Team
- Paediatricians

- New Communities Team
- Children's Centres
- Voluntary sector
- Training providers / universities and colleges
- Privately run groups, eg Baby Signing

STAFF TRAINING

The Montessori Method is a developmental approach and as such encourages an individualised approach for every child. Montessori training is supplemented with additional training for staff in specific areas as and when this is identified. Specific training may include:

- I Can Talk
- Every Child's A Talker (ECAT)
- Knowledge and expertise in identifying SLCN
- Identification of appropriate resources to support SCLN e.g. Wellcomm and Elklan toolkits
- Working together with parents to support a child with SLCN
- Disseminating information within the setting.

EVALUATION AND MONITORING OF THE POLICY

This policy will be reviewed annually and will be monitored and assessed as part of the settings Self Evaluation Process.