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Session 3.1

Whole setting change

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This slide features a red-tinted background image of a diverse group of children in a classroom setting. The Communication Trust logo is in the top right, and the Norwich Opportunity Area and 'communicate' logos are in the bottom right.



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Session aims

- Be familiar with the Assess, Plan, Do, Review approach
- Learn about training and resources available, including:
 - The Early Years Communication Commitment resource
 - The Communication Trust Online Short Course
- Plan how we are going to affect and evaluate change in our setting

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This slide has a white background with a red header. It lists the session aims in a bulleted format. Logos for Norwich Opportunity Area and 'communicate' are at the bottom left.



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Training and resources available

AN INTRODUCTION TO SPECIAL LANGUAGE AND COMMUNICATION CPD Short Course

Universally Speaking

WellComm


EARLY YEARS COMMITMENT

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This slide features a collage of educational resources. It includes a 'CPD Short Course' document, a 'Universally Speaking' book cover, a 'WellComm' logo, and the 'EARLY YEARS COMMITMENT' logo. Logos for Norwich Opportunity Area and 'communicate' are at the bottom left.


Roles and Responsibilities

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Special educational needs and disability code of practice: 0 to 25 years
Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities


- 4 broad areas of need within SEND – Communication and Interaction is one of them.
- There is a chapter with a specific early years focus
- Outlines roles and responsibilities for supporting children with SEND – for children with EHCPs, and those on SEN support.



Roles and Responsibilities

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- When a child is identified as having SEN, settings should take action to remove barriers to learning, using a graduated approach – assess, plan, do, review.
- All those who work with young children should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development.
- The Code highlights the importance of early identification and ensuring effective provision has an impact on children's long term outcomes.
- It is therefore essential that EVERYONE working with children and young people is able to identify need and help to ensure that a child's needs are being met within the provision.



Assess, Plan, Do, Review Approach

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What do I do if they do need more help? Respond early.
The 2014 SEND Code of Practice says that effective support for children with special educational needs should follow a graduated approach – this involves regularly planning for, implementing and reviewing the support that you give using an 'assess-plan-do-review' process.



Review. How have things gone?
Discuss with others involved about how effective your support has been. Check back against your observations and planned outcomes. At the end of the review, any further colleagues or specialists who might be able to help, before you begin the process again.

Assess. Use your observations to:
Identify what the child is struggling with, but also make a note of their strengths – "I see that you can write but I struggle to use my words"
Begin or continue conversations with others (eg. parents, professionals, SENCO) about what you can do to help.

Plan. Have a discussion or meeting to:
Speak with parents, colleagues or any professionals who are involved to plan the support that will be put in place.
Make your plan outcome focused – what do you all want to improve for the child?

Do. Put your support in place.
Implement support in place and, continue with your observations so you can see how the child is responding to your support.

Assess, Plan, Do, Review Approach

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CRACKING THE CODE!
Use these questions at each stage of the graduated approach:

Assess:

- What are the child's strengths and what are their needs?
- What are the child's interests and what are their needs?
- What are the child's interests and what are their needs?
- What are the child's interests and what are their needs?

Plan:

- What are the child's interests and what are their needs?
- What are the child's interests and what are their needs?
- What are the child's interests and what are their needs?
- What are the child's interests and what are their needs?

Do:

- What are the child's interests and what are their needs?
- What are the child's interests and what are their needs?
- What are the child's interests and what are their needs?
- What are the child's interests and what are their needs?

Review:

- What are the child's interests and what are their needs?
- What are the child's interests and what are their needs?
- What are the child's interests and what are their needs?
- What are the child's interests and what are their needs?

www.thecommunicationtrust.org.uk/early-years

The Early Years Communication Commitment

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It's a free interactive website for early years settings and childminders

A tool and a resource that helps you to develop a whole-setting approach to supporting children's communication skills

About the Early Years Commitment

The Early Years Commitment is divided into five areas, to help you address every aspect of communication development across your early years setting. It's based on what we know works in nurseries, preschools, childminding settings and Children's Centres. The five areas are:

1. Leadership
2. Workforce Development
3. Communication-Friendly Settings
4. Supporting Children with All CUs
5. Engagement with Parents, Families and our Other Early Years Professionals

Each area has suggested activities - straightforward and achievable - to move your setting forward with early language support. You'll choose one from each area to create your own Action Plan and make your Early Years Commitment.

The Early Years Communication Commitment

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STEP 1
Planning

STEP 2
Doing & Reviewing

STEP 3
Taking it forward

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The Early Years Communication Commitment

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It focuses settings' attention on five priority areas:

- Leadership
- Workforce development
- Communication friendly settings
- Support for children with SLCN
- Engagement with parents, families and other early years professionals

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The Early Years Communication Commitment

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Priority area	Actions	R	A	G	Current activity <i>Comment here on how you currently support this area and/or whether it might be one of your chosen actions</i>
Communication friendly settings	3.1. We have at least one communication supportive strategy that is used throughout the setting, e.g. adults support small group work to enable every child to have a talking turn, adults use comments and open questions to support language, adults support interactive book sharing activities, adults provide good models for children.				
	3.2. We have at least one visual support strategy that is used throughout the setting, e.g. use of visual timetable(s) for the setting's routine(s), use of props or objects for stories or songs, use of signs and symbols.				
	3.3. Our procedures for planning ensure systematic inclusion of speaking and listening activities relevant to the session and based on good practice.				
	3.4. We support learning of new words and concepts development throughout a range of opportunities and multi-sensory activities to embed learning, including during self-choice and adult led activities, snack/meal times and when we are out and about in our community.				

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The Early Years Communication Commitment

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Early Years Commitment > Step 1 > Action Plan

Action Plan

School Leadership

Choose your action

1.1 Appoint Communication Champions	<input checked="" type="checkbox"/>
1.2 Include actions around communication in development plan.	<input type="checkbox"/>
1.3 Dedicate a leadership team meeting to communication.	<input type="checkbox"/>
1.4 Adopt a strategy for identifying children who are struggling with communication.	<input type="checkbox"/>

Who will be responsible for taking this forward?

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WE WILL:

1. _____
2. _____
3. _____
4. _____
5. _____

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Communication Champion Toolkit

What is a Communication Champion?
A Communication Champion is, unsurprisingly, a person who champions communication!

Having a member of staff who champions communication at this level will really help the Early Years Commitment to work well and have maximum impact for your setting. It's even better if you can get multiple practitioners in leadership positions to take an interest in the Early Years Commitment to ensure full support for communication across the leadership team!

A Communication Champion is someone who:

- Understands what the Early Years Commitment can do for your setting
- Leads by example – they're excited to try out new things in their own practice and inspires other people to do the same

A Communication Champion is someone who can:

- Help to lead your setting in planning and carrying out your Commitment
- Be a signpost for the importance of communication, inspiring and supporting your setting and wider community to get involved and stay involved
- Bring all of your actions together across your setting – sharing great practice and fine ideas within your community – and make things happen
- Keep an eye on the progress of your actions
- Keep communication on your agenda
- Keep a lookout for new ideas from other settings and opportunities to link and network with others

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The Early Years Communication Commitment – Pilot study

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- In the pre pilot survey, 50% of respondents described themselves as very knowledgeable about speech, language and communication development, with the other 50% describing themselves as somewhat.
- In the post pilot survey, the 'very knowledgeable' figure rose to **83%**.

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The Early Years Communication Commitment – Pilot study

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- **100%** of respondents stated that they would continue to use the Early Years Commitment
- **100%** stated that they would recommend the Early Years Commitment to a colleague/another setting.

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The Early Years Communication Commitment – Pilot study

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'Invaluable for resources and information'

'I enjoyed being part of the pilot and will continue to use the Early Years Commitment. It has been really informative to me and for me to pass information onto my parents'

'Helped parents with understanding developmental ages and expectations of their children.'

'I enjoyed it immensely it really has improved speech and language within my setting and also help me reflect on myself'

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TCT Online Short Course

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TCT CPD Online Short Course - June 2018

CPD Short Course

SHORT COURSE PATHWAY

We have designed the short course so that if you work across more than one educational phase, you will only need to complete the phase which you predominantly work in as much of the content will be similar.

Please click on the most appropriate phase for you.


EARLY YEARS PRIMARY

SECONDARY FURTHER EDUCATION


AN INTRODUCTION TO SPEECH, LANGUAGE AND COMMUNICATION

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TCT Online Short Course




- The course is made up of 4 parts:
 - What do we mean by speech, language and communication and why are they such important skills?
 - Understanding typical speech, language and communication development in young children
 - Strategies for supporting speech, language and communication
 - Understanding and supporting children with SLCN



Wellcomm



A Speech and Language Toolkit for Screening and Intervention in the Early Years: Revised Edition.



Working with parents/families



Affecting change in our setting

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Inputs Activities Outputs Immediate outcomes Long-term outcomes

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Evaluating change

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- How can you evaluate whether you have achieved your short and long term outcomes?
- What evaluation measures could you put in place?
 - SLCF
 - Surveys
 - Child data
 - Qualitative information and data – e.g. child wellbeing, practitioner confidence, practitioner engaging in more discussions with parents....

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Reflections and actions

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- Think about whether any resources shared today would be helpful in our setting.
- Make a list of actions to implement going forward.

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