

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







Roles and Responsibilities







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



- 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 The Con



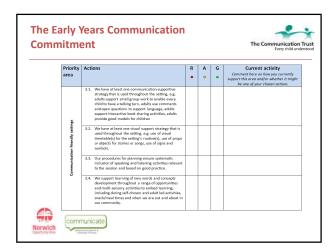








The Early Years Communication Commitment It focuses settings' attention on five priority areas: •Leadership •Workforce development •Communication friendly settings •Support for children with SLCN •Engagement with parents, families and other early years professionals









• In the pre pilot survey, 50% of

The Early Years Communication

- 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%.





The Early Years Communication Commitment – Pilot study



- 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.





The Early Years Communication Commitment – Pilot study



'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'





TCT Online Short Course







TCT Online Short Course



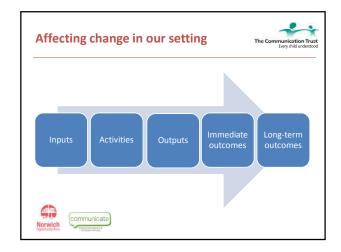
- The course is made up of 4 parts:
 - What do we mean by speech, language and communication and why are they such important skills?
 - Understanding typical speech, language and communication development in young children
 - Strategies for supporting speech, language and communication
 - Understanding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





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





Evaluating change



- 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....





Reflections and actions



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



