



The Communication Trust  
Every child understood

# Session 3.1

## Whole setting change



Norwich  
Opportunity Area

communicate

Independent Speech &  
Language Therapy

# Session aims

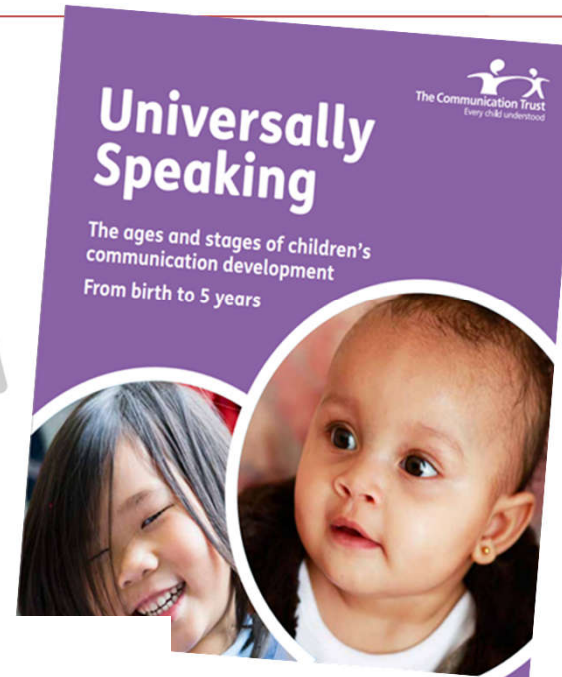
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- Be familiar with the Assess, Plan, Do, Review approach
- Learn about training and resources available, including:
  - The Early Years Communication Commitment resource
  - The Communication Trust Online Short Course
- Plan how we are going to affect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

# Training and resources available



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**AN EARLY IDENTIFICATION FRAMEWORK FOR SPEECH, LANGUAGE AND COMMUNICATION NEEDS**

*Explained!*

"The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children...all early years providers are required to have arrangements in place to identify and support children with SEN or disabilities" (SEND Code of Practice 2014)

This resource provides more detail about the information in the framework. It looks at extra materials that you can use to help you identify children who are struggling as early as possible, and how to use these materials in your everyday practice.

**Step 1** Some more information about what to look out for in all children

**Step 2** How to check it out – some materials and information to help you to check out a child's speech, language and communication development

**Step 3** Early action – what to do once you've identified a child who's struggling

**An Early Identification Framework for Speech, Language and Communication Needs: A 3-Step Approach**

**STEP 1: BE ALERT**  
For every child in your setting, be alert to potential speech, language and communication difficulties. Be alert to any children who are struggling to communicate.

**STEP 2: CHECK IT OUT**  
If you have concerns, talk to the child's speech, language and communication development in your setting. Check it out using materials that outline typical developmental ages and stages.

**STEP 3: EARLY ACTION**  
Share your concerns and gather information from the child's parents, your SEND professional and other staff. Plan a range of early actions to support the child's speech, language and communication development. Consider resources to help you and the child.



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



# 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.

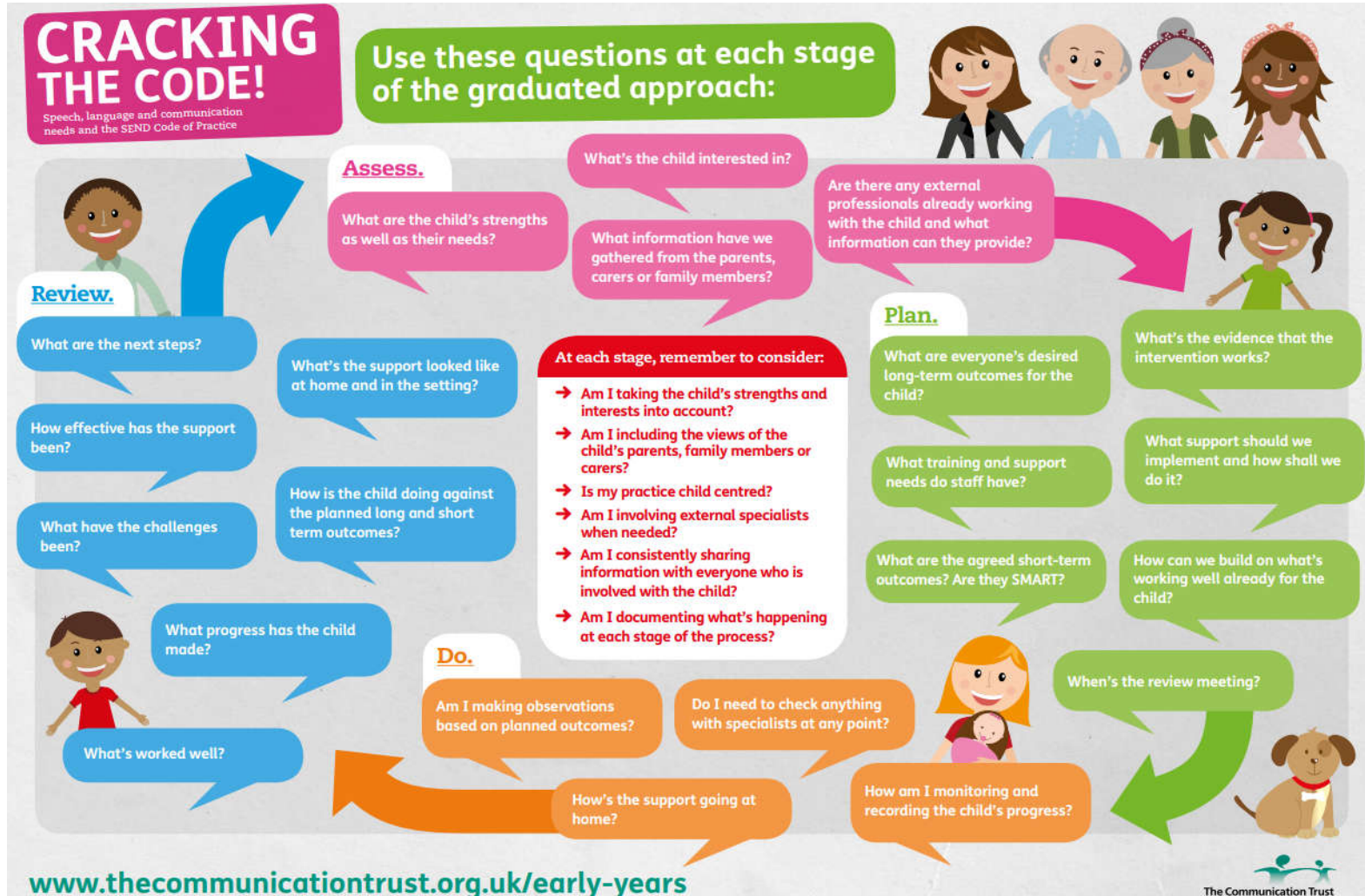
# Roles and Responsibilities

- 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



# Assess, Plan, Do, Review Approach



# The Early Years Communication Commitment



## 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, pre-schools, childminding settings and Children's Centres. The five areas are:

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

Each area has suggested actions – 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.

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



# The Early Years Communication Commitment



# 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**

# The Early Years Communication Commitment



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-chosen and adult led activities, snack/meal times and when we are out and about in our community.				



# The Early Years Communication Commitment

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?

# The Early Years Communication Commitment



**EARLY YEARS COMMITMENT**

**IS COMMITTING TO COMMUNICATION!**

**WE WILL:**

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

[www.thecommunicationtrust.org.uk/earlyyearscommitment](http://www.thecommunicationtrust.org.uk/earlyyearscommitment)

# The Early Years Communication Commitment



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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 figurehead 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%**.

# 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.



# 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’*



# TCT Online Short Course

TCT CPD Online Short Course - June 2018



Speech, Language and Communication  
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 predominately work in as much of the content will be similar.

Please click on the most appropriate phase for you.

<a href="#">EARLY YEARS</a>	<a href="#">PRIMARY</a>
<a href="#">SECONDARY</a>	<a href="#">FURTHER EDUCATION</a>

**AN INTRODUCTION TO  
SPEECH, LANGUAGE AND COMMUNICATION**

# 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



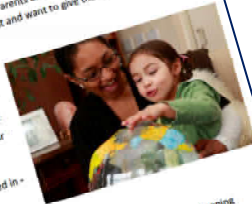
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## Talking to parents about talk

Babies listen to and can recognise voices before they're born. From birth, they learn to communicate by looking at their parents, listening and taking turns. As they develop they begin to understand what people are saying; they learn how to say words and sentences and their speech becomes clear. This process continues as they grow; the quality of talk in the home influences children and young people's outcomes throughout their educational journey. Parents are the best people to help their children learn – they know them best, they care about them most and want to give them the best start in life.

Working to help parents understand the essential role they play in developing their children's communication skills is a key part of cracking communication in your school. Below are some top-tips you can share with parents of children of any age to help them feel confident about supporting their child's communication.

- Talk to your child about the things they're interested in - this helps to get them enthusiastic about the conversation and also gives you a good opportunity to find out more about what they enjoy and why.
- Use comments and prompts to keep the conversation up. They're better than questions for keeping children involved. For example, if your child is eating an ice cream, comment, "Mmm, that looks good. I love ice cream." They can then respond with more words than if you ask, "What's that you're eating?"
- Put aside time each day for talking together but remember, this doesn't need to be time you would otherwise spend together. A trip to the supermarket, cooking dinner or a car or bus journey are all great opportunities for talking together.
- When you're talking with your child remember to DWL...



## Listening

### Go games - wait for go

Build a tower of bricks. Your child waits for you to say "Go" before they can knock it down.

Have a race - ready steady go...

Push a car to each other - ready steady go...

Dance around - ready steady go...

Roll the ball - ready steady go...



## Through the eyes of a child

2 - 3 years



## Top Talking Tips for Parents Early Years

Allow your child to take the lead when you play together - this will keep them motivated and they'll develop crucial thinking and language skills through their play.

Give your child time - they might need more time than you think to answer questions or follow instructions, so give them an extra few seconds to do this.

Younger children might find it difficult to tell you about their day at school. To support them, try giving choices like "did you point a picture or play on the swings?" or ask "tell me one good thing that happened today". You could say one good thing about your day too, just to get the conversation going.

Think about matching the language you use to

## Early Years Talk Homework

You can support your child's speech, language and communication development anytime and anywhere. Here are some ideas to get you started.

### Shop talk

- If you're going shopping with your child, play a guessing game.
- Talk about things you're buying - can your child guess what it is? E.g. for banana you could say, "It's yellow and we eat it."
- Back at home, encourage your child to help with unpacking the bags and talk about what you're unpacking and where it belongs - give some silly instructions as well as sensible ones. E.g. put the banana in the oven...can your child say why this is a bit silly?



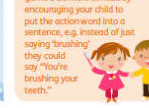
### Listen and Do

- Play this game to develop your child's listening and understanding.
- Give your child simple instructions and see how many things they can remember! It could range from only one thing, e.g. "Find a plate", to lots of things, like "Find a plate, a spoon, a cup and a fork."
- You can also help your child to develop their talking by seeing if they can give you instructions to follow.



### Action charades

- Your child will be learning lots of new vocabulary, particularly action words.
- Start by acting out an action for your child to guess (running, jumping, laughing, walking, hopping, skipping). Can they guess what you're doing?
- Then see if they can take a turn to do the action while you guess what the word is. If they find this difficult, you could give them a word to act out.
- You can make this game a bit more difficult by encouraging your child to put the action word into a sentence, e.g. instead of just saying "laughing" they could say "You're brushing your teeth."



### Story time talking

- Does your child have a favourite story that they know really well?
- See if they can tell you all about their favourite book or story. You can give them some clues to help if needed, like:
  - Who is in the story?
  - Where does it happen?
  - What happens?
  - How does it all end up?
- Or you could tell the story, but make some mistakes - can they spot where you go wrong...?

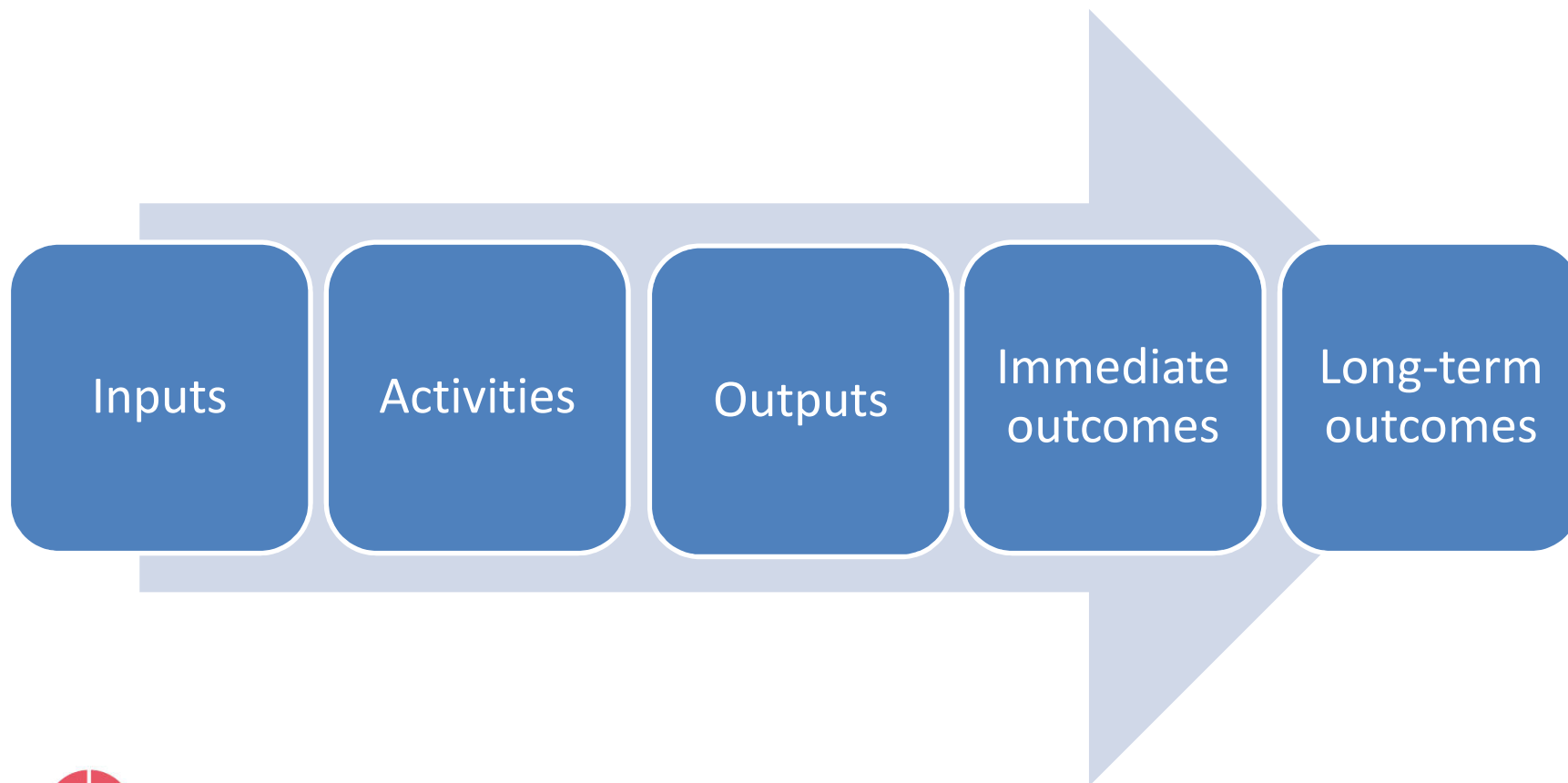


## Small Talk

How children learn to talk from birth to age 5

The screenshot shows the 'Words for Life' website with a navigation bar for different age groups: Home, Baby to 3, Age 3 to 5, Age 5 to 7, and Age 7 to 11. The main content area includes sections for '3 to 5 Tips and info', 'Top tips from Angelina Ballerina author', 'Common questions', 'Specialist advice', and 'Joining the library'. There are also video thumbnails and links to resources like 'Using tablets to support communication, language and literacy' and 'Tips for reading bedtime stories'.

# Affecting change in our setting



# 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.