The Communication Trust
Every child understood
Session 3.1
Whole setting change
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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

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Training and resources available

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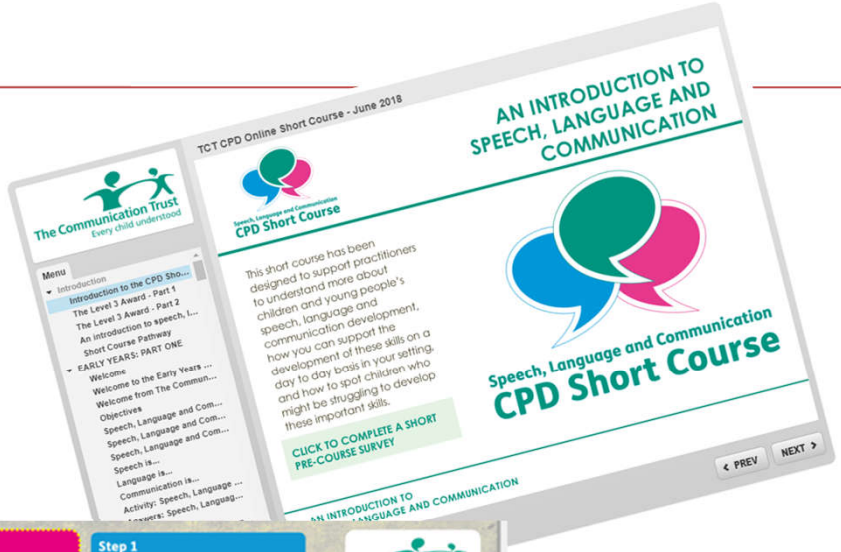

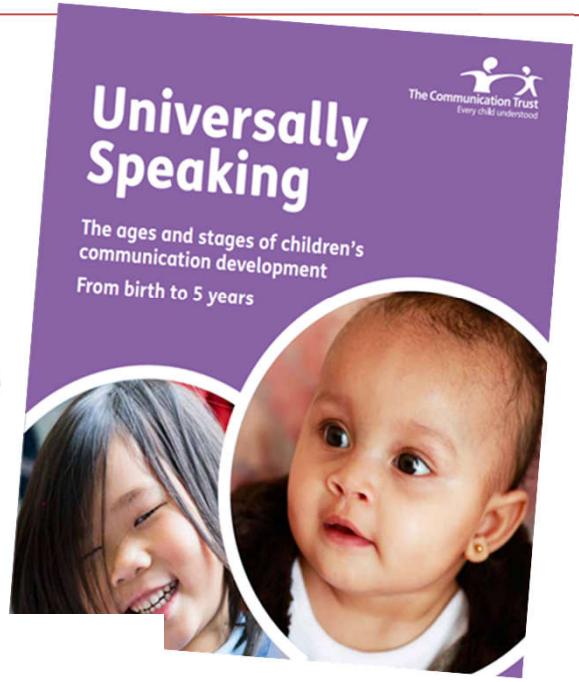

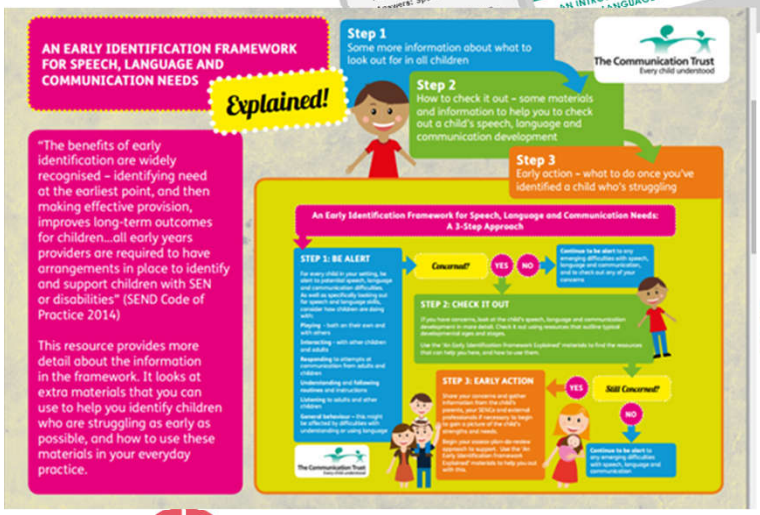

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A Speech and Language Toolkit for Screening and Intervention in the Early Years: Revised Edition.

EARLY YEARS COMMITMENT

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Roles and Responsibilities

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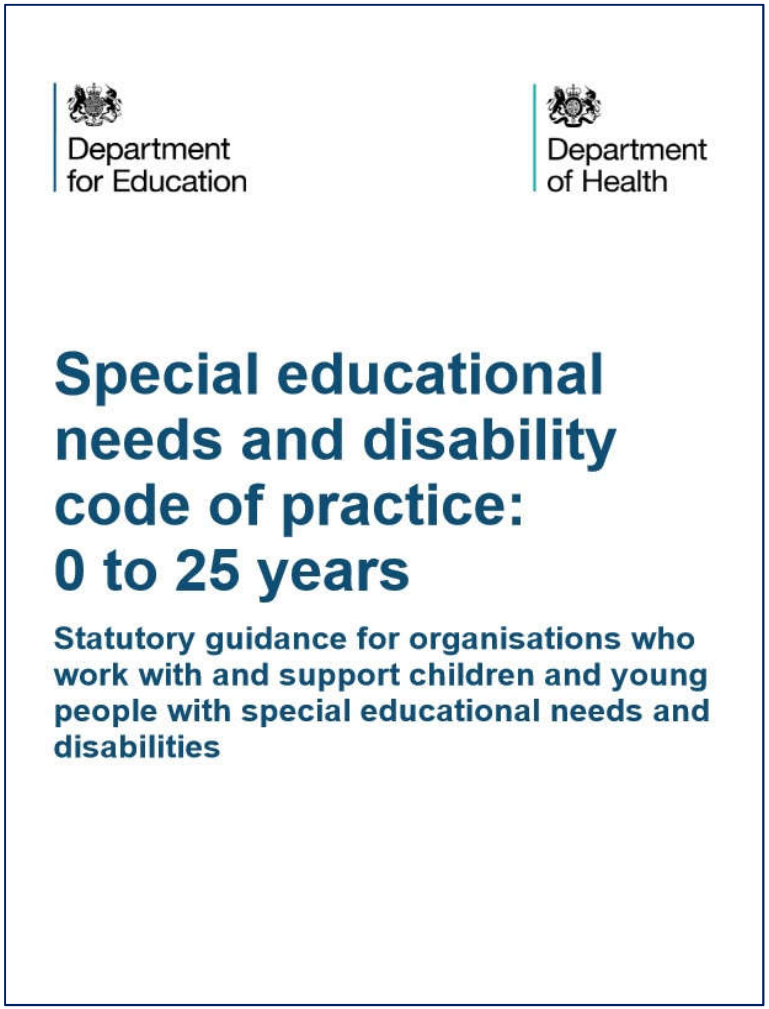

- 4 broad areas of need within SEND – Communication and Interaction is one of them.
- There is a chapter with a specific early years focus
- Outlines roles and responsibilities for supporting children with SEND – for children with EHCPs, and those on SEN support.

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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.

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Assess, Plan, Do, Review Approach

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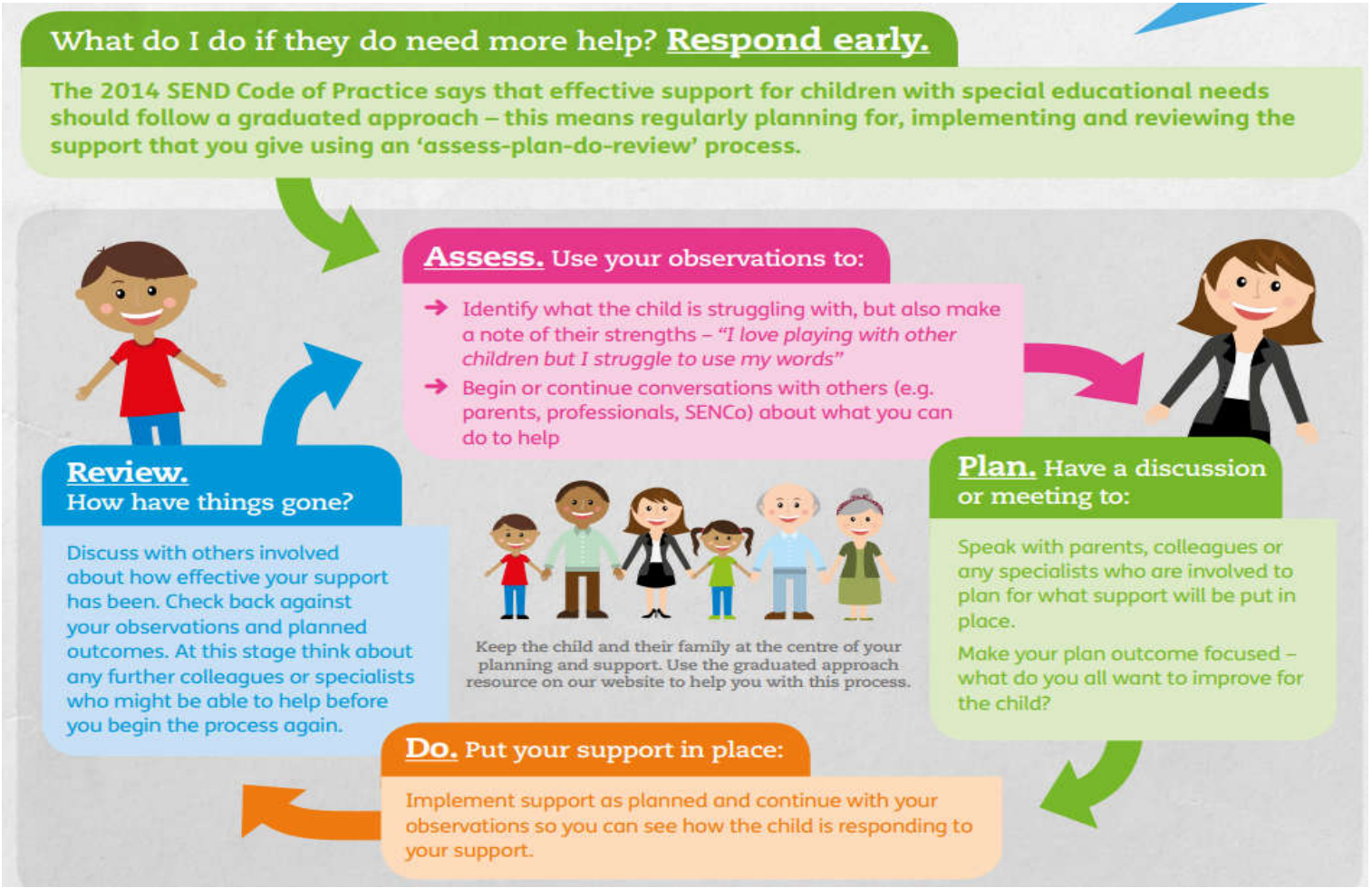

Assess, Plan, Do, Review Approach

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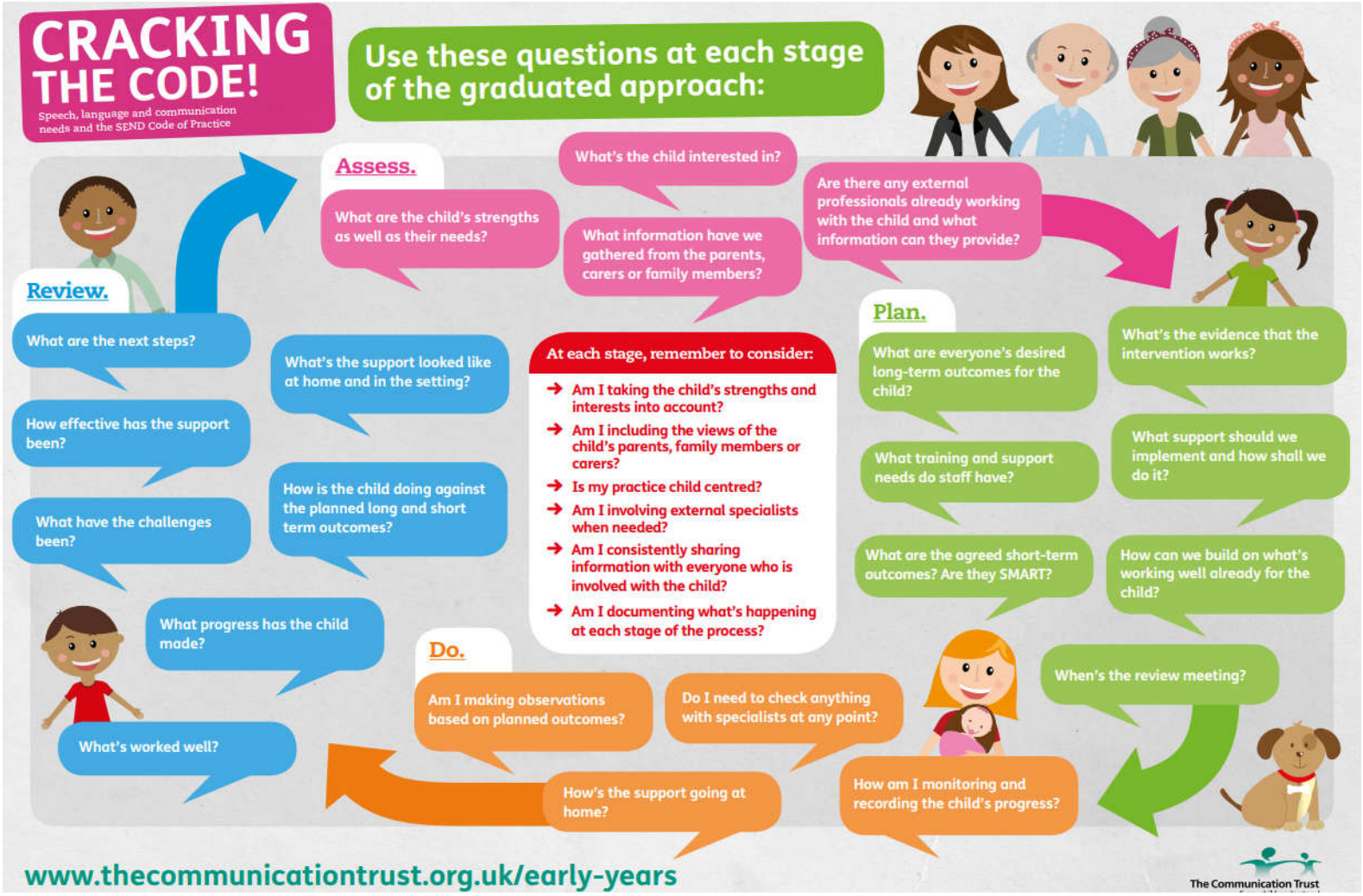

The Early Years Communication Commitment

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Early Years Commitment > About the Early Years 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

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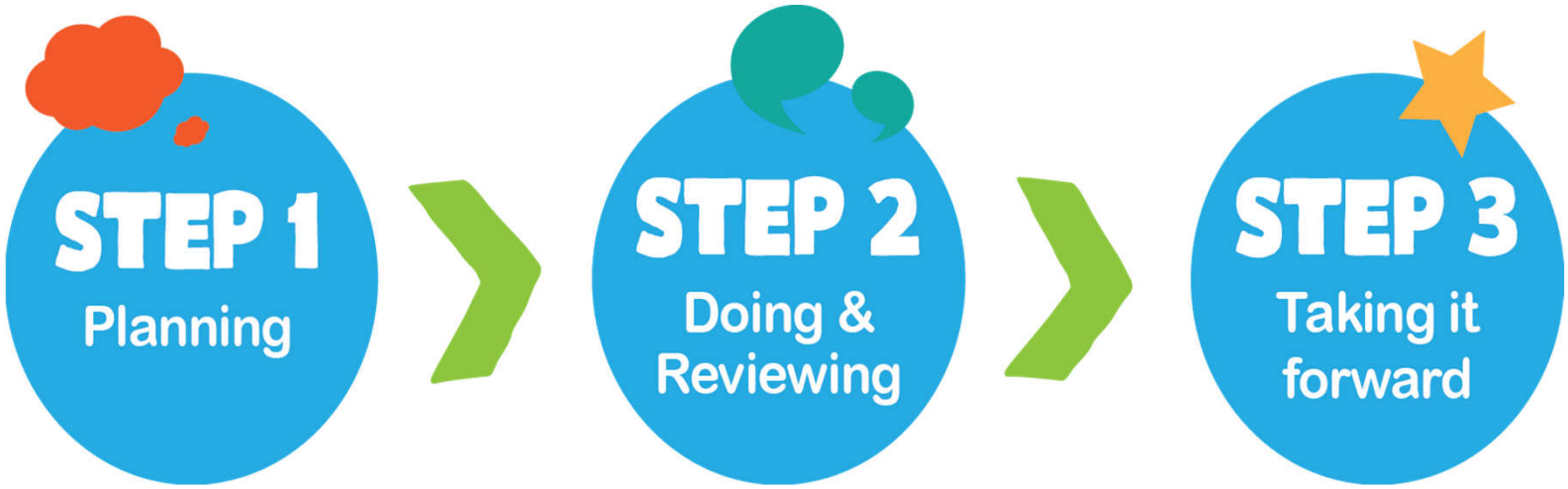

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The Early Years Communication Commitment

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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 *Comment here on how you currently support this area and/or whether it might be one of your chosen actions*
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.				

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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	☑
1.2 Include actions around communication in development plan.	☐
1.3 Dedicate a leadership team meeting to communication.	☐
1.4 Adopt a strategy for identifying children who are struggling with communication.	☐

Who will be responsible for taking this forward?

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WE WILL:

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

www.thecommunicationtrust.org.uk/earlyyearscommitment

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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%**.

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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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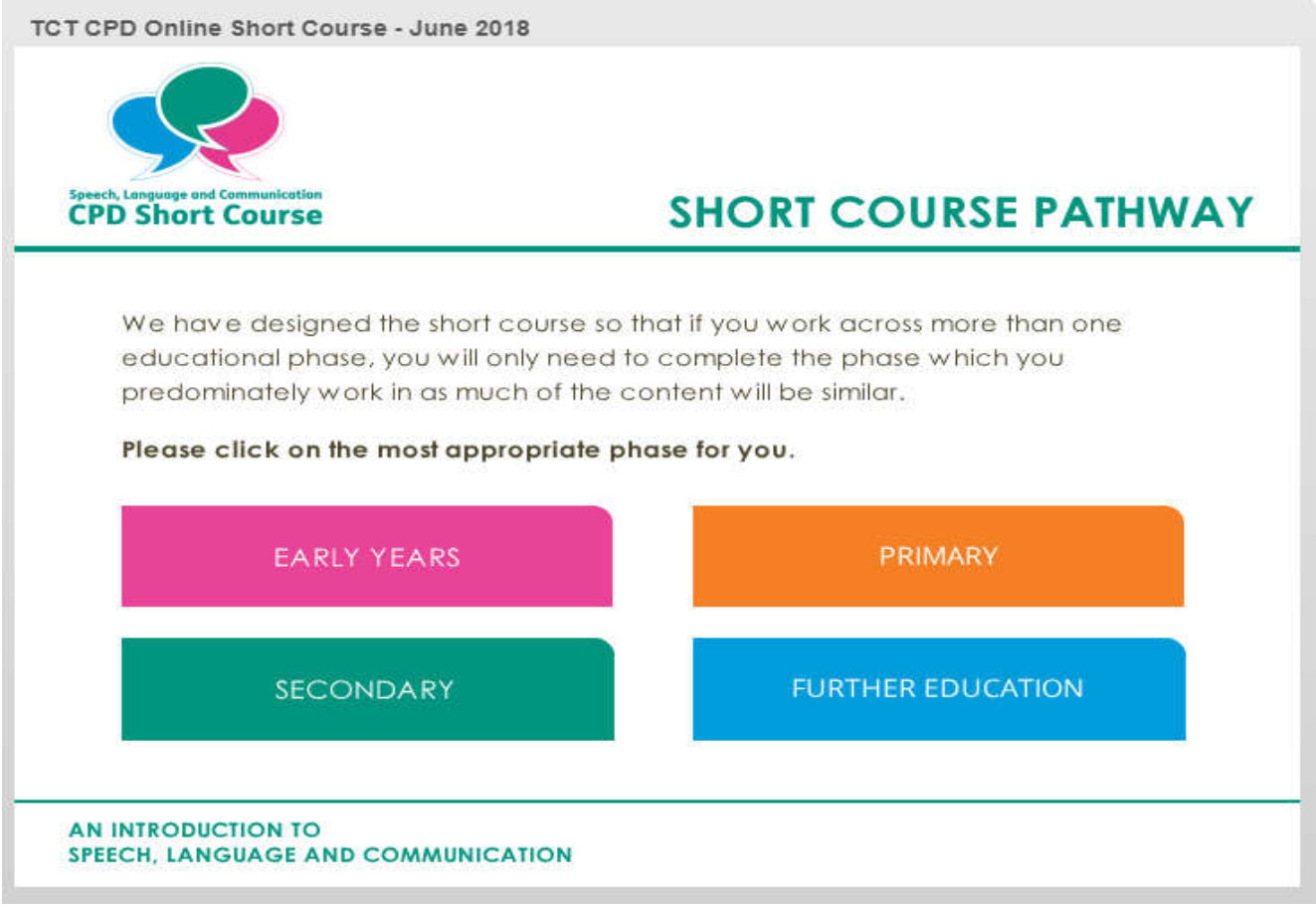

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TCT Online Short Course

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- 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

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Working with parents/families

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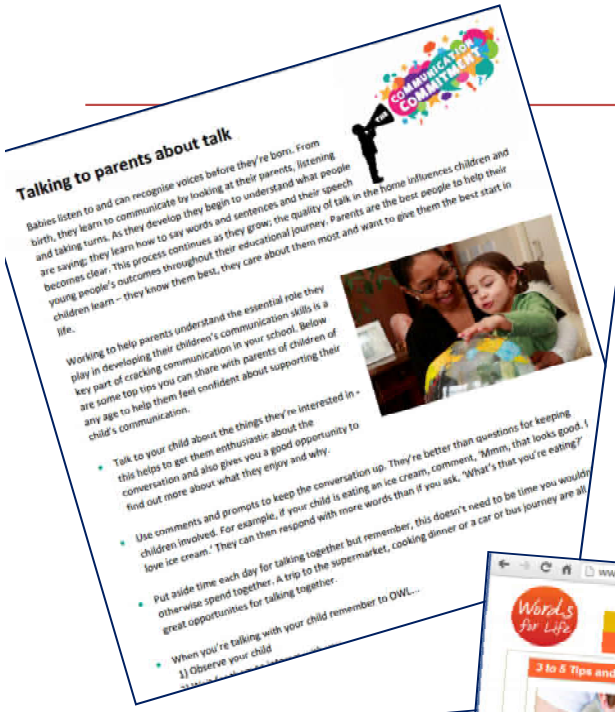

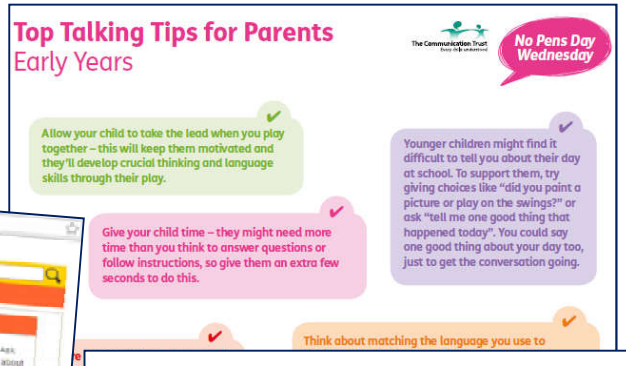

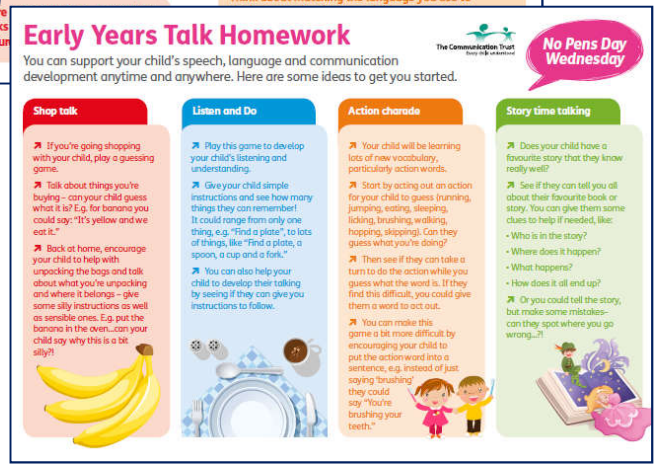

Affecting change in our setting

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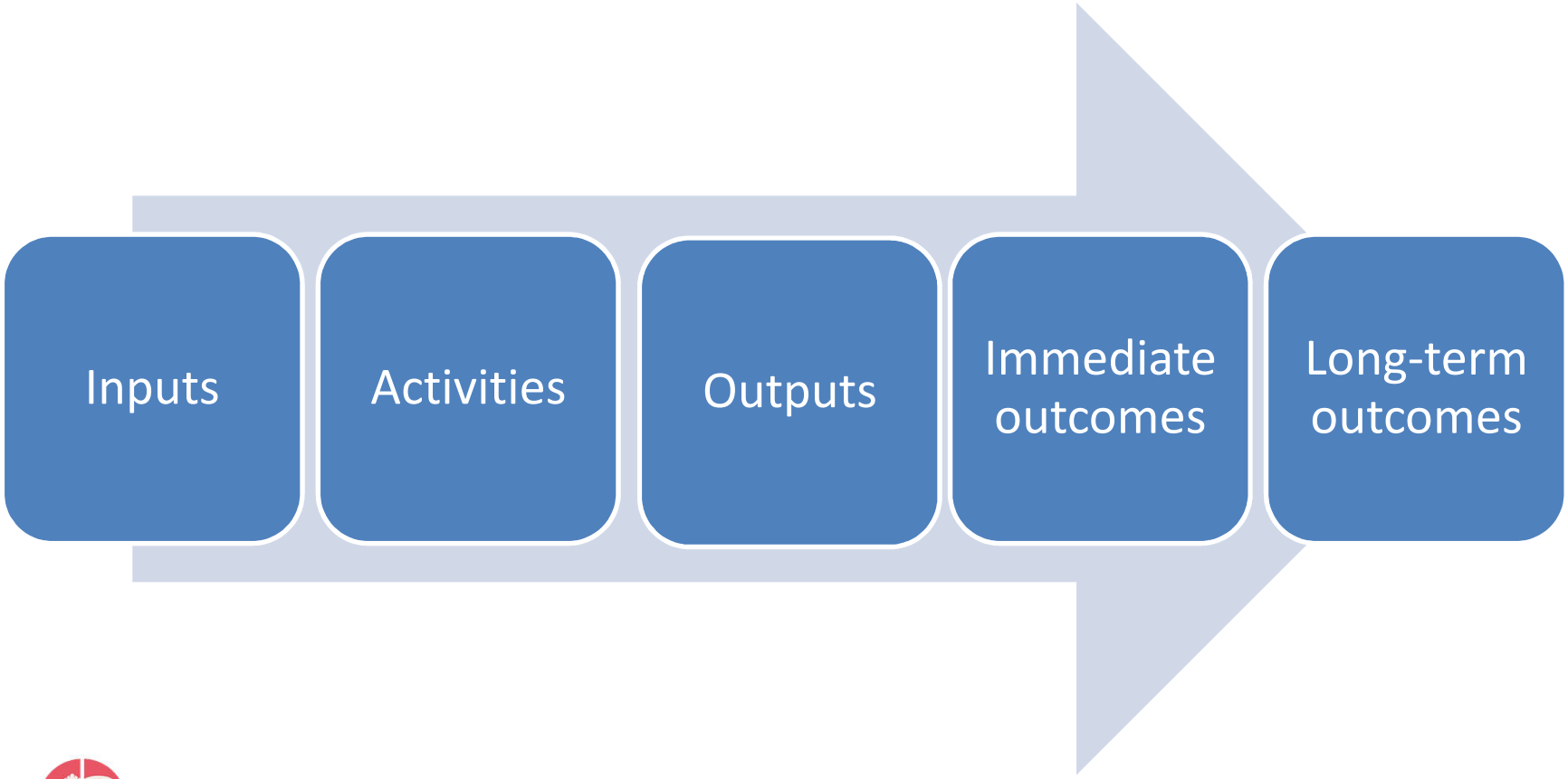

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Evaluating change

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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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