



TOTAL TIME – 1.5 HOURS

Resources required:

- Universally Speaking
- WellComm
- Show websites – Early Identification Framework, Early Years Commitment, TCT Online Short Course

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



1 min (0:01)

By the end of this session you will....

Training and resources available



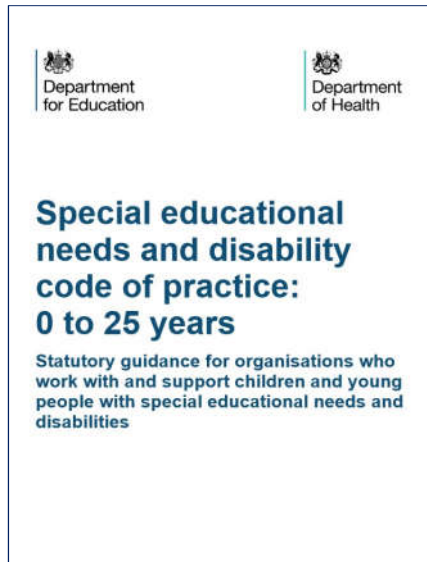
The collage features several key resources:

- CPD Short Course:** A slide titled 'AN INTRODUCTION TO SPEECH, LANGUAGE AND COMMUNICATION' for a 'Speech, Language and Communication CPD Short Course'.
- Universally Speaking:** A purple poster titled 'Universally Speaking' with the subtitle 'The ages and stages of children's communication development From birth to 5 years', featuring photos of a young girl and a baby.
- Early Identification Framework:** An infographic titled 'AN EARLY IDENTIFICATION FRAMEWORK FOR SPEECH, LANGUAGE AND COMMUNICATION NEEDS' with an 'Explained!' callout. It details steps for identifying needs and provides a checklist for early years providers.
- WellComm:** A toolkit cover titled 'WellComm' with the subtitle 'A Speech and Language Toolkit for Screening and Intervention in the Early Years; Revised Edition.' It includes the 'EARLY YEARS COMMITMENT' logo.
- Logos:** Norwich Opportunity Area and Communicate (Independent Speech & Language Therapy).

4 mins (0:05)

Briefly outline that these are some of the resources that are available to support colleagues. Refer to those resources that have already been touched on in the previous training sessions (Universally Speaking, WellComm, Early Identification Framework)

Roles and Responsibilities



- 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.

1 min (0:06)

SEND Code of Practice – legislation was reformed in 2014

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.



3 mins (0:09)

Highlight the importance of SEND being EVERYONE's business – it's not just the role of the SENCO, or of specialist provisions – as a professional working in early education settings, we all have a really important role to play in ensuring early identification and support to help ensure better outcomes for children and ensure that needs aren't missed.

Assess, Plan, Do, Review Approach



3 mins (0:12)

Here is some information about the assess, plan, do, review cycle of support for children who are identified as needing extra support.

Talk through slide (more information on next slide)

Assess, Plan, Do, Review Approach



10 mins (0:22)

Here is some more information about the assess, plan, do, review cycle of support – questions to ask at each stage as you are moving through the cycle of support. (Read out a few key questions from each section)

Ask the whole group:

- Who is aware of this approach?
- Are we using it currently?
- Is it something that could be implemented in our setting? How would we do this?

Refer participants to these free resources on TCT website – on the early years page.

<https://www.thecomunicationtrust.org.uk/early-years/>

The Early Years Communication Commitment



[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 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

2 mins (0:24)

This is a specific resource to help with a whole setting approach to supporting language and communication – it's a focus on a universal approach, i.e. to support ALL children's language and communication development.

Its audit tool can help you develop an action plan following the training you have already completed / plan to complete with your Communication Champion.

The Early Years Communication Commitment



1 mins (0:25)

The commitment uses a three stage plan

Stage 1 is Planning – seeing where you’re at already and making an action plan

Stage 2 is Doing and reviewing – complete your actions, using information and resources that are available on the Commitment

Stage 3 is Taking it forward – either go back through the cycle again and set more actions, or build on what you’ve done in step 2 and get even more specialist advice/support for the areas you wish to improve.

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



3 mins (0:28)

The commitment focuses schools' attention on five key priority areas which are:

- Leadership
- Workforce development
- Being a communication friendly setting
- Supporting children with SLCN, and
- Engaging with parents, families and other early years professionals

It can help you to identify areas for workforce development to help teaching staff to feel confident in supporting children's communication and spotting speech, language and communication needs.

The third priority area here is creating a communication friendly setting, which we can do by being conscious of the way we talk as adults, and through the opportunities we give children to communicate and the physical environment we work within. This can encourage development of good communication skills in all children but importantly it creates a more inclusive environment for those who struggle.

The fourth area is supporting children with speech, language and communication needs which includes finding the right evidence-based interventions and specialists for our school.

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.				



3 mins (0:31)

Step 1: Planning. This step involves reviewing where we are currently at as a setting in terms of being communication friendly.

The Early Years Commitment has a checklist based around the five priority areas to help us do this. This is an audit of what's already working well – we can choose to build on what's working well (something that's amber), or start something new (red)

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?



2 mins (0:33)

Once we've reviewed our practice, the website will offer suggestions of actions in each key area. Resources are included.

It's suggested that we choose one action from each of the five priority areas.

The Early Years Communication Commitment



EARLY YEARS COMMITMENT

WE WILL:

1.
2.
3.
4.
5.

www.thecomunicationstrust.org.uk/earlyyearscommitment

Norwich Opportunity Area

communicate
Independent Speech & Language Therapy

1 min (0:34)

You are then able to print off a beautiful action plan like this one.

It can be printed as a poster to show staff / parents / pupils that we as a setting have committed to supporting and improving communication

The Early Years Communication Commitment

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



1 min (0:35)

Step two is about then putting the actions into place. The commitment signposts to several free resources to help do this.

This example is about appointing a Communication Champion in your setting!!

The Early Years Communication Commitment – Pilot study



- 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%**.



1 min (0:36)

When the Early Years Communication Commitment resource was being developed, a pilot study was completed with 10 Early Years settings in Blackpool. Here are some of the findings:

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.



1 min (0:37)

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'



1 min (0:38)

TCT Online Short Course

TCT CPD Online Short Course - June 2018

 **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.

EARLY YEARS	PRIMARY
SECONDARY	FURTHER EDUCATION

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

1 min (0:39)

TCT Online short course is another resource that can be used to support the professional development of staff. It can be used alongside the training that your Communication Champion facilitates or it can be used instead for staff unable to attend these sessions.

All 4 phases are covered – Early Years is likely to be the most appropriate phase for your settings, but for those working in primary schools, you may wish to also signpost colleagues to the primary phase section.

5 mins (0:44)

There are 4 parts to the EY Phase of the course. It could be completed over one 3 hour CPD session, or over 4 shorter sessions.

An advantage that the short course has over the Champion delivered sessions is, for example, staff members can complete at their own pace and bring topics for discussion to staff meetings.

Briefly show the website and discuss whether this would be useful for colleagues to complete in your setting.

Wellcomm



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



5 mins (0:49)

Briefly show participants the WellComm. Discuss how this could be useful in our setting.

Also good to think here about what isn't necessarily covered in the screener that you may wish to also look out for – e.g. play with other children, social communication skills etc.



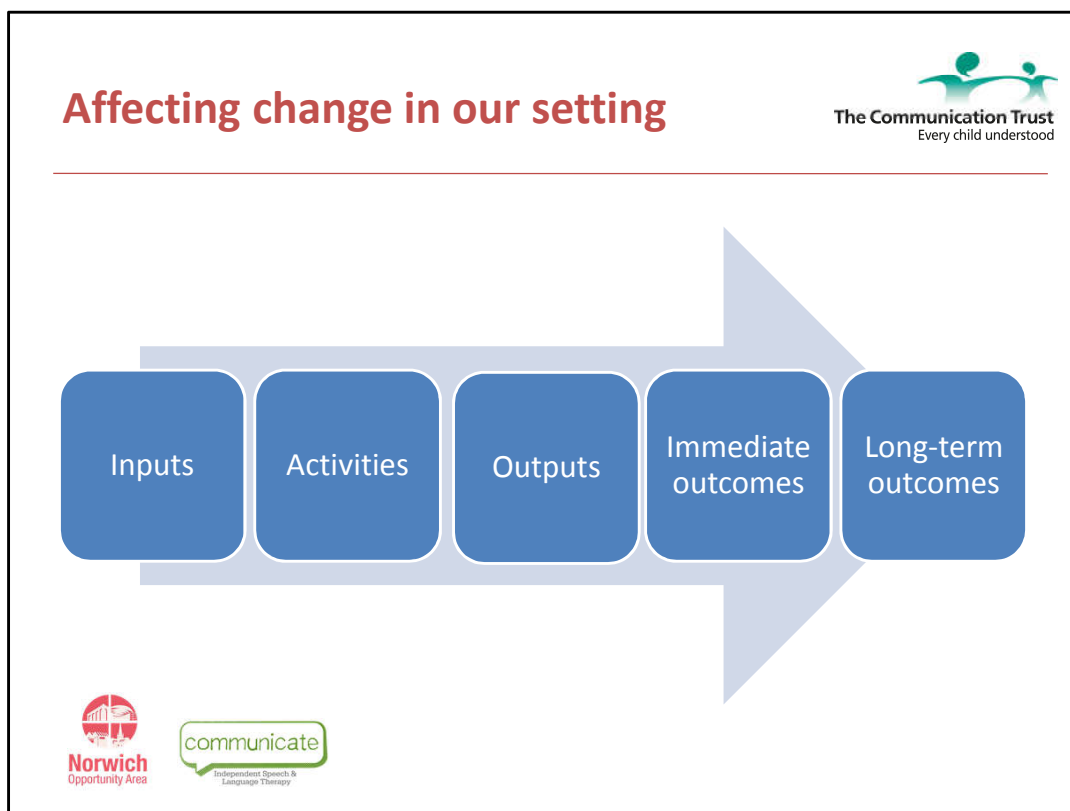
10 mins (0:59)

Let's think now about how we work with parents in our setting. What are we currently doing? Do we offer any parent training?

This slide shows resources that could be used to support training with parents.

- Talking to Parents about Talk
- Listen Up – for 0-5 and 5-11 – games for parents to support speech, language and communication at home
- Small talk – language development and ideas for how to support it for 0-5
- Through the eyes of a child video – useful to show to parents
- Words for Life website from NLT
- Talking tips for parents
- Early Years Talk Homework

What are we doing with parents already? Would it be helpful to do a training session with parents using some of these resources?



15 mins (1:14)

This is taken from a Theory of Change model.

Examples:

- Inputs: financial resources; staff time; resources/materials required
- Activities: series of staff training sessions around SLC/SLCN
- Outputs (NB this is about OUTPUT, not the outcomes): 10 staff members in your setting access 2 hours of training
- Immediate outcomes: staff members develop their confidence and knowledge in identifying children with SLCN, staff members achieve 80% of competences at universal level of the SLCF,
- Long-term outcomes: children at your setting are more readily identified, with support put in place more quickly, better EYFS results in communication and language....

Try to make everything as specific as possible, and for outcomes try to make them as SMART as possible....

ACTIVITY

- *Let's start with thinking about the long term outcomes that we as a setting want to achieve, and work backwards from there.*
- *Make outcomes SMART – specific, measurable, achievable, realistic, and time-focused.*
- *What inputs and activities could we do to achieve our outcomes?*

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....

10 mins (1:24)

Look back to the example you have created in the previous slide and think about how you will know whether your outcomes have been achieved.

We do this through evaluation

Question/discussion –

How could we evaluate the outcomes that we put down in your example from the previous slide? Consider types of evaluation that we could use to see if the work we are doing in our setting is making a difference and contributing to outcomes.

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.

6 mins / remainder of session – or any additional remaining time

What actions are we going to take as a setting next?