

## Little Poppies Pre-school Speech Language and Communication Policy

### Policy statement

We aim to provide an environment in which all children, including those with speech and language needs, are supported to reach their full potential.

### Procedures

- We have regard for the DFES Special Educational Needs and Disability Code of Practice 2014
- We ensure our provision is inclusive to all children, including those who require speech, language and communication support
- We aim to provide a rich language environment to develop confidence and skills for children to express themselves and to listen and speak in a range of ways
- We will ensure that a regular self-evaluation of the learning environment takes place to ensure that it is communication friendly.
- We will aim to identify early, the specific needs of children with speech, language and communication needs using appropriate methods of observation and assessment such as the ECAT monitoring tool, Development Matters/ Early Outcomes for Children and the 2 year progress check. Our planning will meet those needs through a range of strategies.
- We will provide support to parents with children who have speech, language and communication needs (SLCN). We will also offer guidance on how parents can support us by giving them ideas for activities at home that link in with the work we are doing in our setting.
- We will make parents aware of any staff with specialist training
- We will provide a 3 tiered approach to our support:

Universal support provided to all children

Targeted support, for those children that have been identified as requiring additional one to one support

and Specialist support which is specific to an individual child and set by a Speech and Language therapist

- Where a child is not making the expected level of progress we will work in conjunction with parents to request an Education Health and Care Assessment
- Where a child's first language is not English, we will look carefully at the child's learning and development to establish whether the delay is related to learning English as an additional language
- We aim to make sure that our staff receive up to date and specific speech and language training, and that is passed on to all staff members at regular staff meetings
- We work in partnership with parents and other agencies in meeting individual children's needs
- We monitor and review our policy, practice and provision and, if necessary make adjustments