

Quality Improvement Framework

Section 4 – Inclusive Practice

Subsection: **Speech, Language and Communication (SLC)**

Guidance Notes	Reflective Questions	Links to supporting information	Your Evidence
<p>Communication and Language</p> <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development.</p> <p>The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.</p> <p>Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p style="text-align: center;">‘Communication is a fundamental human right.’</p> <p style="text-align: center;">UNICEF, UNESCO, WHO</p>	<p>These reflective questions relate to each of the 8 principles of the Leicester City Communication Mountain.</p> <ul style="list-style-type: none"> • How do you ensure that you listen to all children, irrespective of their age and stage of language development, including children who are not yet talking? How do children share their views with you and how do you respond to them? What evidence do you have of this? • Can you identify all the skills that are involved in communicating? How do you assess children’s communication and language skills? What do you use to help you check if these skills are developing appropriately and how do you know when to be concerned? What do you do when you identify a child has SLCN? • How do you ensure that children with SLCN are included in your setting and have opportunities to join in activities? How do you adapt: <ul style="list-style-type: none"> ○ what you do? ○ what you expect the child to do? ○ your resources and activities? ○ group times? ○ your environment? • How do you work in partnership with parents to support their child’s communication and language? How do you share information and actively involve parents in developing their 	<p>The Q cards headings are taken from the Leicester City Council Speech, Language and Communication Mountain.</p> <p>These are to be worked on in order of importance, with the foundation of Interaction (Cards 1) being of most importance, to progressing onto Literacy (cards 6) once all the other cards have been completed.</p> <p>Q Cards -</p> <p>Identifying SLC needs</p> <p>SLC 1 Interaction</p> <ul style="list-style-type: none"> • Engaging with parent • Environment • Practitioner’s Role • Resources <p>SLC 2 Attention and listening</p> <ul style="list-style-type: none"> • Engaging with parent • Environment • Practitioner’s Role • Resources <p>SLC 3 Understanding</p> <ul style="list-style-type: none"> • Engaging with parent • Environment • Practitioner’s Role • Resources <p>SLC 4 Communicating and talking</p> <ul style="list-style-type: none"> • Engaging with parent • Environment • Practitioner’s Role • Resources 	

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<p>'The ability to communicate is an essential life skill for all children and young people and it underpins a child's social, emotional and educational development.'</p> <p>Bercow Executive Summary, 2008</p> <p>'The development and use of speech, language and communication are at the heart of young children's learning. Much teaching is delivered verbally; and children require good communication skills to make friends, to participate in group activities and to develop higher-level thinking skills. Children's later achievements are dependent on their ability to communicate effectively.'</p> <p>Inclusion Development Programme - SLCN, 2008</p> <p>These 1,001 days are also a critical period for developing communication and physical skills. By the time a baby turns two, they will usually be able to walk unaided, say 50 or more words, kick a ball, climb furniture and scribble spontaneously. However, babies need to be encouraged and supported by their parents and carers to learn these skills and their development must be monitored.</p> <p>If developmental delays are not identified and addressed early, this could cause significant problems later on.</p> <p>The Best Start for Life: A Vision for the 1,001 Critical Days, 2021</p>	<p>child's communication and language skills?</p> <ul style="list-style-type: none"> • What other services may be involved in supporting children's communication and language development? What experience do you have of working in partnership with these services? • How many different languages are spoken by children, families and staff in your setting? How do you ensure that home languages are valued in your setting? What messages do you share with parents about their use of their home language? How do you ensure that information is accessible to all parents? • Whose role/responsibility is it to support children's communication and language development? How is this reflected in your setting? • What training have practitioners received around communication and language? How do you ensure that this learning is shared and becomes embedded in your every day practice? How do you monitor practitioners use of strategies to support children's communication and language on a daily basis? What gaps have you identified in your practice around communication and language? • How is communication and language included in your planning? How do you ensure that every activity includes opportunities to develop children's communication and language skills, including teaching vocabulary, encouraging children to talk to each other, improving children's listening and attention skills? 	<p>SLC 5 Speech</p> <ul style="list-style-type: none"> • Engaging with parent • Environment • Practitioner's Role • Resources <p>SLC 6 Literacy</p> <ul style="list-style-type: none"> • Engaging with parent • Environment • Practitioner's Role • Resources <p>Training:</p> <p>Early Years Support Team removingbarriers.lls.leicester.gov.uk/special-educational-needs-and-disability-service-%28send%29-brochure</p> <p>Useful Links:</p> <p>Development Matters assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf</p> <p>Birth to 5 Matters birthto5matters.org.uk/Matters – Guidance by the sector</p> <p>Foundation Years - What to expect when www.foundationyears.org.uk/wp-content/uploads/2019/01/What-to-Expect-When-2018.pdf</p> <p>Talk Matters in Leicester- Video families.leicester.gov.uk/family-information/family-health/talk-matters/</p> <p>SEND Code of Practice assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf</p>	

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		<p>Leicester's SLC Strategy (2021-2025) www.leicester.gov.uk/your-council/policies-plans-and-strategies/social-care-and-education/speech-language-and-communication-slc-strategy-2021-2025/</p> <p>SLC Pathway / Leicester's SLC Strategy (2021-2025) / Communication inclusive framework poster families.leicester.gov.uk/media/2074/communication-inclusive-framework-school-settings-poster-print.pdf</p> <p>Inclusive Provision in the Early Years families.leicester.gov.uk/childcare-professionals/send-for-professionals/inclusive-provision-in-early-years/</p> <p>SALT website www.leicspart.nhs.uk/services/help-support-resources/?v=12927</p> <p>NHS Early intervention SLC resources www.leicspart.nhs.uk/wp-content/uploads/2019/12/SLCN-early-interventions-resource.pdf</p> <p>ICAN and The Communication Trust ican.org.uk ican.org.uk/i-cans-talking-point/professionals/tct-resources/universally-speaking/</p> <p>Makaton free resources makaton.org/TMC/Free_resources/TMC/Free_resources.aspx?hkey=195b178e-78f1-4757-94a2-326a83afd84f</p>	