

Language and Communication Policy

This policy has been written for...	All staff and students at West Heath School
Copies of this policy may be obtained from...	<ul style="list-style-type: none"> • The School web site - http://www.westheathschool.com • It is available as a hard copy on request from the school office • Hard copies for reference are filed in the staff room
This policy links with the following policies	This policy should be read in conjunction with the Special Educational Needs Policy, the Learning and Teaching Policy, and the Curriculum Policy
Participants and consultees in the formulation of this policy were...	The Principal, senior leadership team, student services committee and the trustees of the School. A representative group of students were invited to make comments and suggestions.
Edition, Review frequency and dates	<p>This is edition 3, released March 2017</p> <p>This policy will be reviewed every 2 years</p> <p>It is due for review March 2019</p>
Relevant statutory guidance, circulars, legislation & other sources of information are...	<p><i>Botting, N. and Conti-Ramsden, G. (2000) Social and Behavioural Difficulties in Children with Language Impairment: Child Language Teaching and Therapy Vol 16</i></p> <p><i>Brownlie, EB, Beitchman, JH, Escobar, M, Young, A and Atkinson, L, (2004) Early language impairment and young adult delinquent and aggressive behaviour: Journal of Abnormal Child Psychology Vol 32</i></p> <p><i>Clegg, J, Hollis, C, Mawhood, L and Rutter, M (2005) Developmental language disorders – a follow up in later adult life: Cognitive, language and psychosocial outcomes: Journal of Child Psychology and Psychiatry Vol 46</i></p> <p><i>Conti-Ramsden, G and Botting, N (2008) Emotional health in adolescents with and without a history of specific language impairments (SLI): Journal of Child Psychology and Psychiatry Vol 49</i></p> <p><i>Law, J. and Garrett, Z. (2003) Speech and language Therapy: Its potential role in CAMHS: Child and Adolescent Mental Health 2</i></p> <p><i>Locke, A., Ginsborg, J., and Peers, I., (2002) Development and Disadvantage: Implications for Early Years: International Journal of Language and Communication Disorders Vol 27 No 1</i></p> <p><i>Nippold, MA. (1998) Later language Development; the school age and adolescent years: Proed</i></p> <p><i>Snowling, M.J., Adams, J.W., Bishop, D.V.M. and Stothard, S.E (2001) Educational Attainments of School Leavers with a Pre-school History of Speech-Language Impairments: International Journal of Language and Communication Disorders Vol 36</i></p> <p><i>Tannock, R., & Schachar, R., (1996) Executive function as an underlying mechanism of behavior and language problems in Attention-Deficit/Hyperactivity Disorder</i></p> <p>ICAN, 2011. <i>ICAN Talk Series</i>. [online] Available at: http://www.ican.org.uk/ [Accessed 22nd January 2013].</p> <p>The Communication Trust, 2011. <i>Don't get me wrong</i>. [online] Available at: http://www.thecommunicationtrust.org.uk/ [Accessed 22nd January 2013].</p>

The Lead Member of staff is	Principal / Vice Principal Curriculum & Quality Lead Professional – Therapeutic Services
Definitions and key terms used in this policy...	SLCN: Speech, Language and Communication Needs CELF-4: Clinical Evaluation of Language Fundamentals, 4 th Edition L&C: Language and Communication
The Rationale and Purpose of this policy	The majority of students who attend West Heath School are at an increased risk of having some form of Speech, Language or Communication Need (SLCN) because of their social, emotional or behavioural needs, family background, social environment or any existing developmental or medical diagnoses. This policy draws together the various strategies used by West Heath School to support and develop students' communication skills.
Appendices	This policy has 1 appendix
Copying	No school policy is ever written in isolation. Acknowledgement of sources of advice and significant influence in the development and recording of policies at West Heath School are noted on the front page. We request that any schools or organisations incorporating large sections of this policy without alteration should make similar appropriate acknowledgement.

Introduction

Speech, language and communication skills underpin cognitive, emotional and social development and are crucial for learning and life. These skills enable students to understand and talk about their needs, experiences, ideas and feelings, as well as enabling them to form firm foundations on which to base later literacy and academic achievement. Many areas of language and communication are still developing throughout adolescence, as students gain increasingly more sophisticated skills (*Nippold, 1998*).

Research estimates that long term or persistent SLCN are present in approximately 10% of the school aged population (*ICAN, 2010*). A further 50% of school aged children, particularly those growing up in areas of social disadvantage, are thought to have poor or limited language and communication skills (*Locke, Ginsborg, & Peers, 2002*). There are some groups of young people who are at much higher risk than others of having some form of SLCN, because of links with other developmental or medical diagnoses. All children who are on the autism spectrum disorder spectrum have SLCN because they have difficulty with social interaction and social communication. Other students with Dyslexia or Dyspraxia may also have SLCN, and it is estimated that around 50% of students with ADHD have some form of SLCN (*Tannock & Schachar 1996*). Furthermore, there is a strong correlation between SLCN and emotional/behavioural difficulties, such as anxiety, depression and anti social behaviours (*Conti-Ramsden & Botting, 2008, and Brownlie, Beitchman, Escobar, Young & Atkinson, 2004*).

The impact of SLCN is well documented in longitudinal studies. Without the right support, SLCN has been shown to affect academic achievement, (*Snowling, Adams, Bishop, & Stothard, 2001*) self-esteem, social acceptance (*Botting & Conti-Ramsden, 2000*) and behavioural or emotional development (*Law & Garrett, 2003*) Without support this can potentially lead to unemployment and relationship difficulties and in some cases anti-social and even criminal behaviour (*Clegg, Hollis, Mawhood & Rutter, 2005 and Brownlie, Beitchman, Escobar, Young & Atkinson, 2004*).

It is therefore vital that in working with our young people at West Heath School, we understand their individual and specific needs, and support and develop their language and communication skills to enable them to be successful communicators, leading successful lives.

The aim of this policy

To support and develop the Speech, Language and Communication Needs of each student at West Heath School, enabling them to fulfil their academic and personal potential.

Objectives to meet the aim

- To use formal and informal assessment to gain a detailed picture of each student's SLCN prior to entry at West Heath School.
- To provide staff with information, guidance, knowledge and resources regarding best practice for supporting the SLCN of students at West Heath School through teaching and learning within the classroom.
- To provide specific and individualised packages of support for students with identified SLCN, delivering support at universal, targeted and specialist tiers. To also do this according to their needs and objectives specified in their statement of Special Educational Need / Education, Health and Care Plan, and any further identified needs arising from a full assessment of their SLCN.
- To deliver highly differentiated, in-class support to students with identified SLCN, according to their needs and objectives specified in their statement of Special Educational Need / Education, Health and Care Plan, and any further identified needs arising from a full assessment of their SLCN.
- To provide individual therapy sessions for students with specific and identified SLCN, according to their needs and objectives specified in their statement of Special Educational Need / Education, Health and Care Plan, and any further identified needs arising from a full assessment of their SLCN.
- To deliver group lessons for all KS3 students, aimed at developing students' social communication and interaction skills.

Strategies & Practices relating to the implementation of this policy

1. Assessment of SLCN

Following their interview, potential new students will attend West Heath School for 2 taster days. During this time, a full assessment of their SLCN takes place. Either on “Taster Days” prior to their being formally offered a place at West Heath, or in the first few days of joining us, a full assessment of a student’s Speech, Language and Communication Needs (SCLN) takes place. This involves at least two individual sessions with the Speech and Language Therapist, completing informal and formal assessment (CELF-4 and other formal assessments), as well as observational feedback from TA staff, supporting them in class during these taster early days in school.

2. Intervention

A ‘Language and Communication Profile’ is subsequently provided to all teaching and support staff, detailing the student’s communication strengths, their specific SLCN, and strategies that staff can implement within the classroom to support these needs. The profile also details what specific support the Language and Communication (L&C) team will be providing, and the student’s expected progress (should the suggested strategies be put in place in the classroom). Profiles can be found on SIMS, and in the ‘Student Profiles’ area on the shared drive.

Based on all of the assessment information (including reports from previous Speech and Language Therapy and/or CAMHS or psychology services), the Speech and Language Therapist will determine the level of specific intervention that each student requires from the L&C Team within school. This intervention is categorised in the following 3 tiers:

Universal

Intervention provided for:

- All KS2, KS3, KS4 and KS5 students.
- Students whose SLCN has a mild impact on their educational attainment and social-emotional wellbeing.
- Students who have other behavioural / social / emotional difficulties where SLCN is not their primary need.

Possible intervention provided from the L&C Team:

- Language and Communication Profile.
- L&C team available for school staff to liaise with regarding the implementation of strategies to support SLCN within the classroom.
- Staff training.
- The L&C team working with identified teachers and/or departments to produce teaching resources, aimed at supporting the SLCN of our students.

Targeted

Intervention provided for:

- All KS2 and KS3 students.
- Identified KS4 and KS5 students.
- Students whose SLCN has a moderate impact on their

educational attainment and social-emotional wellbeing.

Possible intervention provided from the L&C Team:

- KS2 and KS3 Language and Communication lessons.
- Bespoke consultation / training for staff around specific student's needs.
- Classroom observations and feedback from the Speech and Language Therapist.
- Liaison with teaching staff re. specific teaching / learning resources to use in class to support the student's SLCN.
- 1:1 sessions with a L&C TA.

Specialist

Intervention provided for:

- Identified KS2, KS3, KS4 and KS5 students.
- Students whose SLCN has a significant impact on their educational attainment and social-emotional wellbeing.

Possible intervention provided from the L&C Team:

- 1:1 therapy sessions with the Speech and Language Therapist.
- Highly differentiated in class support from a Speech and Language Therapy Assistant.
- Liaison with teaching staff re. specific teaching / learning resources to use in class to support student's SLCN.

3. Target Setting

If a student is offered 1:1 sessions, either with the Speech and Language Therapist or a Speech and Language Therapy Assistant, specific targets will aim to be set jointly with the student. These therapy targets (alongside any existing assessment information) will provide a baseline from which progress can be measured.

4. Reviewing progress

If a student receives 1:1 therapy sessions at the 'specialist' tier of intervention, therapy session aims, relating to the student's specific therapy target(s) will be evaluated after each 1:1 session. Following the end of the block of therapy sessions, the student's progress towards achieving their therapy target(s) will be reviewed with the student. Added to this, (and where appropriate) formal assessment (as previously mentioned) will provide specific and measureable progress information relating to the therapy aims.

5. Developing skilled and confident staff

Each student with identified SLCN will also receive an annual re-assessment of their language and communication skills using the CELF-4 and other formal assessments. This will provide a formal measure of progress. Informal measures will also be provided (as appropriate) by teacher reports, educational attainment and classroom observations.

The Speech and Language Therapist will plan and deliver a range of Language and Communication training packages to school staff. All new staff will attend 'An Introduction to Speech, Language and Communication Needs at West Heath School' as part of their induction training. Inset training will also be provided to Teaching

and TA staff as appropriate.

6. Linking with the Curriculum

As well as staff being able to contact the Speech and Language Therapist, or any member of the Language and Communication Team on an informal 'ad-hoc' basis, The Speech and Language Therapist will also provide set opportunities each term for TA staff to access support and guidance when working with students with SLCN.

The Speech and Language Therapist will link specifically with teaching staff and subject departments to provide ongoing support to embed language and communication strategies into the curriculum. Ongoing 'vocabulary' projects will be set up with each subject department, focusing on the development of visual support for vocabulary teaching, and ensuring that language communication friendly resources are available for all staff to make use of in class.

Persons with particular responsibilities

Specialist Speech and Language Therapist
Speech and Language Therapy Assistant

Other Participants & Stakeholders

Students
Staff

Monitoring & Evaluation

SLT
Student Services Committee
Trustees

Appendix 1

Language and Communication Profile



Language and Communication Student Profile

██████████

Date of Profile: December 2016

Communication Strengths
<ul style="list-style-type: none"> ☆ ██████ scored within average range for his age on formal assessment in relation to his receptive and expressive language skills ☆ ██████ was friendly and cooperative during the assessment and appeared confident in communicating with both peers and staff alike

Potential barriers to curriculum access and social communication skill development	Strategies that you can implement within teaching
<p>Difficulties:</p> <ul style="list-style-type: none"> ▪ ██████ can find it overwhelming if there are too many demands placed on him ▪ ██████ can perceive tasks as too difficult for him <p>Affect on learning / behaviour:</p> <p>██████████ may opt out of completing class material or leave the room if there are too many demands placed on him</p> <p>██████████ may find it difficult to follow verbal instructions and retain lesson content that has only been provided verbally</p> <p>██████████ may not ask for help during a lesson resulting in decreased class participation or opting out of difficult tasks</p>	<ul style="list-style-type: none"> ✓ Prompt ██████ to listen and focus before giving an instruction or important information ✓ Frequently check if ██████ is following the class pace and encourage Jake to ask for help when you feel he is unsure ✓ Provide ██████ with lots of encouragement to build his self-esteem when he is completing work ✓ When giving instructions try to simplify, repeat and chunk the information to give ██████ time to process. ✓ Explicitly explain and repeat key words and concepts (ideally with visual support) for ██████ to emphasize their importance.

Strategies that the Language and Communication Team will implement
<p>██████████ will attend weekly Language and Communication lessons with his tutor group, for the remainder of his time in KS3, focusing on developing his social communication and social interaction skills. The Language and Communication team will be available in school to provide support and advice as necessary to staff supporting ██████</p>

This is the expected progress...
<p>██████████'s social communication skills will develop and he will interact more with peers and staff in school. ██████ will also be able to engage in lessons with the strategies and support provided.</p>

If you would like to discuss anything about this profile, please come and find me, or email me...
 ██████████@westheathschool.com