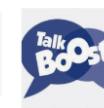
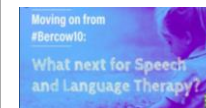


Curriculum Statement

Communication, Speech & Language

Hooked on Thinking

Working With and For Local Families



Intent – Hindhayes Infants staff are driven by the desire to ensure that every young person has the very best chance to succeed. The ‘Code of Practice 2014’ states that children should be supported for four different pillars of need, one of these is communication, speech and language and one of the ten core life skills listed by UNICEF & UNESCO, communication is a basic human right. A wealth of research has been undertaken into the impact of unaddressed speech, language and communication (SLC) needs on children and young people. There is a recognised link to the increased risk of challenging behaviours and *‘there is evidence that an inability to communicate effectively can put children and young people at risk of poorer outcomes in a number of respects.’* (Bercow 2008, p.16). Bercow stressed that ‘communication was crucial’ (Bercow 2008, p.6). At the root of successful life outcomes, everything requires us to communicate. He concluded that to be able to survive in modern society without this precious commodity would be debilitating. Ten years on Jean Gross CBE, the former I CAN communication champion for children following the Bercow report, continues to site her concerns and the devastating impact that can result if not enough is done to ensure that individual needs are appropriately addressed; *‘Children’s life chances are at stake here so we need to get it right’* (Jean Gross 28/7/16 I CAN review). The Chief Executive of I CAN, Bob Reitemeier (2017) agrees that this is a life skill without which future generations will not be able to develop meaningful relationships, secure successful employment and shape significant careers leaving them unable to live independently or stand alone. In 2008 Bercow highlighted that an estimated 60% of the 7,000 children and young people who were under eighteen and passing through young offender institutes had difficulties with SLC. In 2012 Lord Ramsbotham confirmed that *‘...the boredom and frustration of children who cannot engage properly with their education can lead to truancy or exclusion.’* (Parliamentary Review, 2013, p.3. Research conducted in 2009 by Law et al concluded that vocabulary difficulties at age five are significantly associated with poor literacy, mental health and employment outcomes at age 34. In 2010, Roulstone and Lindsay recounted that the young people that they have questioned revealed that social acceptance can be difficult and so they are lonely and frightened as they feel they are at a greater risk of being bullied if they do not have the support of a strong friendship group. This continues to be an ongoing concern, with paper after paper debating and maintaining that this group of children are socially destitute and facing a disadvantaged life style (Talking Point 16/11/17). In their research Ripley and Yuill (2005) stress that many children who have been excluded from school have experienced speech and language difficulties. They explain that a significant percentage of teenagers involved in criminal activity, in a young offenders institution or who were working with psychologists have underdeveloped expressive language skills and SCL need that had not been resolved. Unable to access the curriculum, form friendships and connect with society these barriers can often lead to frustration and a breakdown in behaviour. Similarly, professional experience leads us to confirm that all behaviours have a reason and agree that at times at the root of this behaviour will be an inability to articulate or express oneself clearly.

Implementation: EEF documentation states: ‘ensuring all pupils achieve is everyone’s responsibility, it is not solely the role of the SENCO

Developing Cultural Capital: At Hindhayes we use published materials to provide us with scaled scores e.g. BPVS, British Picture Vocabulary Scores and Leuven engagement scale when they children enter Reception or when a child presents a member of staff with a concern. This enables us to build a picture of the children that we are working with.

Hindhayes staff work tirelessly to develop skilled communicators. We want to ensure that pupils are able to speak and communicate clearly so that the school curriculum is open to them. The staff are encouraged to use their up to date knowledge of recent research when following the guidance of external practitioners and working with individual children to adapt their planning and classroom approaches. These approaches include:

- Adapting the environment to meet the needs of children with communication difficulties e.g. providing visual timetables
- Following the plans provided by the Autism and Communication team to e.g. providing now and next boards, five step plans, comic strips, social stories
- Implementing the plans written by Speech and Language therapists to e.g. improve early speech and language patterns
- Use of external resources e.g. Black Sheep resources
- Providing fortnightly access to a well-established Forest School program where speech, language and communication skills are developed in a supportive, non-threatening classroom environment
- See also the school’s offer for more detailed overview of each of these area

Impact

Through the commitment of the staff to provide a curriculum that is steeped in opportunities to develop vocabulary and communication skills 91% pupils achieved the expected level in the Communication strand of the EY framework indicating that, from the low starting point that they enter Hindhayes, children make good progress in this area.

Pupils who are identified as having low BVPS scores make good progress through the support of the TALK BOOST intervention. This intervention was so successful it was decided to use it with children who were working in Year 1.

Pupils who are identified as being too low for TALK BOOST can now be supported through NELI (National early literacy intervention).

Children make good progress through targeted speech and language plans provided by external speech and language therapists.