**Langside Primary School**

**Language & Communication Friendly Establishment Policy**

1. **RATIONALE**

Langside Primary recognises that language and communication underpin all aspects of learning. We are committed to maximising the communication potential of all our learners by providing a communication-friendly environment where children are encouraged to develop and practise their speech, language and communication skills. We seek to celebrate each child’s communication strengths and meet their individual needs through a child-centred approach. Our mission is that no child should be left out or left behind because of a speech, language or communication need.

1. **AIMS**

* To ensure that all learners make progress to the maximum of their communication potential.
* To establish the early and accurate identification of learners with speech, language and communication needs.
* To ensure accessibility to the curriculum for all learners through effective differentiation and planning.
* To develop and maintain a positive working partnership with parents and outside agencies.

1. **PROVISION**

Speech, language and communication support at Langside Primary is a highly collaborative integrated model which is focused on enabling learners to access the class-based curriculum and to communicate effectively. Langside Primary seeks to continually increase staff knowledge of speech, language and communication in order to enhance provision.

Langside Primary has participated in LCFE training, including TALK strategies which are embedded in every class. We are currently awaiting our LCFE validation and hope to have by end of 2024.

Support for developing children’s speech, language and communication is conceptualised at three levels: universal provision for all children; targeted provision for children requiring additional support within the mainstream setting; and specialist support within the mainstream setting with a high level of direct intervention or frequent and sustained consultation by a Speech and Language Therapist with teachers and support for learning workers.

* 1. *Universal Provision*

Every child acquiring and using speech, language and communication skills benefits from good communication environments to facilitate development. All staff at Langside Primary are dedicated to providing a communication-friendly environment based upon three primary principles:

1. Environment: the environment is conducive to effective communication.

2. Opportunities: everyone has the opportunity to talk, listen, understand and participate.

3. Interactions: every adult-child interaction promotes and supports effective speech, language and communication skills.

*3.1.1 Environment*

* P1-2 classrooms are play based learning environments and will included a range of provocations which are planned weekly and refreshed regularly. Provocations should be responsive to learners’ interest and/or related to experiencing a Benchmark.
* P3-4 classrooms will be a hybrid of play based and creative classrooms approach. Children will be given the opportunity to inquire and play regularly. Variety of seats will be available to allow children a choice of working spaces.
* P5-7 classrooms will be creative classroom models. Best practice, learners should be allowed to choose their working area and provided with a range of seating choices i.e. floor, standing, sensory seating. Learners can have ‘home’ seats for direct teaching, but during tasks, learners will be able to move freely to an area of their choice to work. This model can be adapted to meet the needs of learners within the class after consultation with DHT.
* All classrooms are organised to support effective Listening & Talking. All learners are able to see the teacher easily from their desks and learners with speech, language and communication needs sit near the teacher or an additional adult during periods of teacher talk.
* All classrooms will have a ‘Business’ wall in which school summary policies will be displayed.
* Children will be allowed to use toilet facilitates when they require without having to ask. The way in which this is facilitated will be class/ teacher dependent.
* A quiet, low-distraction area is available for learners who need support to attend to individual tasks or activities or benefit from ‘down time’. These spaces also enable differentiated work to be more easily delivered.
* Learning intention and success criteria are clearly displayed with related vocabulary and questions.
* Visual supports including consistent use of visual timetables are used in all classrooms to support comprehension, develop vocabulary and concept knowledge, promote independence and reduce anxiety. In every class, visual timetables (Langside universal timetable) will be displayed down the side of the whiteboard.
* Equipment is well organised and labelled (Langside universal labels) using pictures as well as words. Consideration is given to how resources and equipment are stored (e.g. by category) to aid learners with poor organisational skills and to promote independent learning and categorisation skills.
* Learning areas are clearly defined throughout the classroom. This will include specific areas for collaboration, individual and pair working, and will allow for different sensory experiences.
* Wall displays relevant to teaching in different subject areas include items that invite pupil comments and key vocabulary with pictorial support which is used interactively to support comprehension and aid learning. Learner first names will be displayed on work, along with links to CfE and RRS if relevant. Paper for displays will be ‘mocha’ or hessian with a black border.
* All font on displays and resources will be Sassoon Infant, include display lettering.

*3.1.2 Opportunities*

* Opportunities for talk are specifically included in curriculum delivery in each classroom. Listening & Talking aims, taken from GIC framework for Listening & Talking, are included in lesson planning.
* TALK strategies are embedded in curriculum delivery to engage everyone and enable learners to reinforce and extend a child’s language development.
* Learners have opportunities to engage in interactive story telling facilitated by an adult. Staff ensure an interactive experience by asking appropriate questions, encouraging children to join in, using props etc.
* Learners have opportunities to engage in structured conversations with adults.
* Key vocabulary is taught using a multisensory approach, displayed in the classroom and repeated in many different contexts. Regular opportunities are provided for learners to practise using new vocabulary.
* Opportunities are provided for learners to discuss ways of tackling a problem/task.
* Learners are encouraged to contribute and explore their ideas through talk with an adult, with peer talk partners, in small groups and in whole class contexts.
* Opportunities are provided for learners to present, explain and justify their ideas/methods to adults and peers.
* Staff ask questions which encourage the participation of all learners and pitch questions to challenge learners of all abilities.
* Open-ended questions are used to encourage learners to think, reason and speculate.
* Opportunities are provided for specific teaching of social communication skills.

*3.1.3 Interactions*

* Staff respond to all of the learners’ communication attempts.
* Staff get down to the learners’ level during interactions.
* Staff use the learners’ names to gain their attention.
* Staff explicitly teach and model ‘good listening’.
* Staff provide good language models and encourage learners to reflect on their own speech/grammar in a positive manner.
* Staff repeat, extend and expand on what learners say to develop their knowledge and language skills.
* Staff comment on what learners are doing.
* Staff provide learners with choices and encourage them to explain their choice.
* Staff reinforce their spoken language with non-verbal communication.
* Staff emphasise key words when speaking and explain new vocabulary.
* Staff encourage turn-taking.
* Staff monitor comprehension, encourage learners to monitor their own understanding and break down instructions into short, simple chunks where necessary.
* Staff pause frequently during interactions to allow learners to process verbal information and formulate a response.
* Staff ask a range of open-ended questions appropriate to the learners’ age and stage of development to encourage learners to problem-solve and expand their thinking.
* Staff scaffold responses to questions which learners find difficult to answer.
* Staff encourage learners to respond in full sentences.
  1. *Targeted Provision*

Targeted provision provides enhanced speech, language and communication support for children with speech, language and communication needs for whom universal input is not enough.

It is targeted at learners known to have a speech, language and communication needs and where there is a risk of educational, emotional or other difficulties arising as a result of their speech, language and communication need.

Targeted support at Langside Primary comprises:

* Training teachers, Support for Learning Workers (SfLW) and/or parents/carers to develop particular aspects of a child’s speech and language development.
* Supporting teachers and SfLWs to adapt their language and teaching materials so that children can fully participate in lessons.
* Delivering group intervention.
  1. *Specialist Provision*

Specialist level intervention brings the most intensive specialist knowledge and skills to bear on the child’s speech, language and communication needs. It is aimed at learners with complex speech, language and communication needs or those who do not respond to universal and/or targeted provisions. Specialist support is most commonly provided in episodes – the pupil works with the Speech and Language Therapist individually or in groups then has a period of targeted work delivered by the class teacher/ SfLW.

Specialist support at Langside Primary comprises:

* Direct intervention, for example the Speech and Language Therapist, works directly with learners either individually or in groups.
* Indirect intervention through in-house training so teachers and teaching assistants can carry out specialist interventions.
* Indirect intervention through a consultation approach where the Speech and Language Therapist acts as a consultant to staff who work directly with a pupil.

Specialist support typically involves:

* Detailed assessment
* A child-specific programme
* Direct (with Speech and Language Therapist) or indirect (with a trained teaching assistant or parent/carer) speech and language therapy
* Training school staff and parents/carers to deliver the programme
* Monitoring and adapting the programme based on progress.

Individual speech, language and communication targets are incorporated into the teachers’ planning.

The effectiveness of support is evaluated on a termly basis in terms of pupil progress.

The CLASS TEACHERS have a responsibility to:

* Understand speech, language and communication development, difficulties that may occur and the impact these may have on play and learning.
* Be aware of the language development of children learning English as an Additional Language
* Provide a communication-friendly environment in the classroom setting
* Ensure quality teaching to include a range of strategies to support speech, language and communication.
* Incorporate individual learners’ speech, language and communication targets into planning
* Direct and support SfLWs and other practitioners in their delivery of tasks and interventions
* Monitor the progress of learners receiving speech, language and communication interventions
* Ensure that speech, language and communication records are handed on to new class teachers/school during transitions
* Differentiate tasks and outcomes in order that learners’ individual speech, language and communication needs are met
* Consider the speech, language and communication needs at all points in the planning process

The SUPPORT FOR LEARNING WORKERS/OTHER STAFF MEMBERS have a responsibility to:

* Understand the impact that speech, language and communication needs have on play and learning
* Be aware of the language development of children learning English as an Additional Language (EAL)
* Provide a communication-friendly environment at all times.
* Be familiar with and use a range of strategies to support speech, language and communication.
* Record relevant information regarding progress within an intervention group and liaise with the class teacher/ Depute Headteacher.
* Deliver one-to-one and small group interventions with the direction and support of the class teacher/ Depute Headteacher.

The PARENTS/CARERS have a responsibility to:

* Take part in decisions about their child’s speech, language and communication intervention.
* Share information about their child’s speech, language and communication development with school staff as part of the assessment process.
* Support their child with their speech, language and communication needs at home.
* Access support where necessary.