

Speech and Language Enquiry Action Plan 2018-2019

Priority Area	Aim	Action	Timescale		Personnel		Monitoring	Evaluation	Completed
			Start	Finish	Responsible	Involved			
School leadership	1.1 Ensure SLCN is a whole school priority and is championed by SLT and the governing body	<ul style="list-style-type: none"> - Appoint Communication Champions on the senior leadership team Pippa Burrell Communication Champion on SLT and Claire Pyle comm. Champ. - and governing body. - AJ to appoint governor communication champion Include actions around communication in the school development plan. - School improvement plan complete with communication as a focus 	Sept 2018	Sept 2018	AJ	AJ/PB/CP SLT Governors			1.1. ✓
					AJ/PB				✓

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Workforce development	2.1 Increase staff confidence in how to provide the best support for children with SLCN	<ul style="list-style-type: none"> - Audit of staff confidence in their knowledge and skills of supporting and identifying children -Schedule in CPD for teachers with a language and communication focus with SLCN - Devise a CPD timetable with a communication and language focus for support staff. - At the end of all LSA meetings one staff member each week to share good practice barrier – strategy - impact - Begin to develop a central resource bank for staff to use and add to 	Sept 2018	Sept 2018	PB	PB/CP All staff	Staff to complete audit at the end of the autumn term and again at the end of the summer term to monitor effectiveness of training Use questionnaire to monitor the effectiveness of the staff training on staff confidence. Learning walks/lesson observations to monitor the impact – is it being used? Reflective logs		
	2.2 Improve awareness of the importance of communication with wider staff	<ul style="list-style-type: none"> -CP to meet with KB, HO and SC to share vision for lunch times with regard to communication -Complete training with 	Sept 2018	Oct 2018	CP/KB/SC/H O	KB/CP/SC/ HO/PB	Observations by staff and language ambassadors Feedback from buddies		

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		<p>midday supervisors about blank level questioning (to support conflict resolution) and how to model play</p> <p>- Produce lanyards to give prompts for staff linking to Blank level questioning</p> <p>-KB/HO/SC to monitor and work alongside lunch time staff and to monitor provision and implementation of strategies</p>					Reflective logs		
	2.3 Ensure staff accountability for improving SLCN	- Ensure all staff have a communication target in their PDI and can evidence their progress against the target.	Sept 2018	Oct 2018	SLT	SLT	Interim PDI Final PDI Reflective logs		

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Communication friendly schools	3.1 Assess how communication friendly our classrooms are and identify areas for improvement	<p>Carry out communication audits to assess where our practice is currently.</p> <ul style="list-style-type: none"> - CaL communication tool KS2 - Communication Supporting Classroom Observation Tool – EY and KS1 - Communication friendly environments checklist – self assessment tool for teachers - Chat challenge 	Sept 2018	Sept 2018	PB/CP	PB/CP	<p>Drops ins</p> <p>Lesson observations</p> <p>Auditing tools pre and post</p>		
	3.2 Teachers understand what is meant by a communication-friendly classroom and demonstrate this in their practice	<ul style="list-style-type: none"> - ‘Think time’ rule - Colour coded words - Word of the day - Mind maps - Pre teaching - Vocabulary ninja - Talk homework - Vocabulary lists for new topics 	Sept 2018	Feb 2019	PB/CP	<p>PB/CP</p> <p>All staff</p>	<p>Drops ins</p> <p>Lesson observations</p> <p>Auditing tools pre and post</p>		

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	<p>3.3 Pupils understand what is meant by a communication-friendly classroom and the importance of communication</p>	<ul style="list-style-type: none"> - Train Young Interpreters, Pupil Governors (?) and Buddies as Language Ambassadors - Language Ambassadors to deliver an assembly to the school - Create a child friendly communication friendly checklist and model how to complete it - Run a regular competition for the most communication friendly classroom and display results on a communal display board 	<p>Sept 2018</p>	<p>July 2019</p>	<p>CP</p>	<p>CP PB LS</p>	<p>Monitor competition winners and share examples of good practice observed around school from the children's perspective.</p>		
	<p>3.4 Foster a communication friendly environment across school</p>	<p>Give children plenty of opportunities to enable their voice to be heard.</p> <ul style="list-style-type: none"> - Whole school initiative Philosophy for Children - Let's Think - Debating club - Philosophy club - Pupil governors - Pupil voice 	<p>Sept 2018</p>	<p>July 2019</p>	<p>SLT LS PB</p>	<p>SLT LS PB All staff</p>	<p>SLT monitoring Drop ins Lesson obs</p>		

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Supporting Pupils with SLCN	4.1 The leadership team knows how to commission the most effective speech and language support for the school as a whole, for identified pupils with SLCN and for a whole-school graduated approach	<ul style="list-style-type: none"> - Create list of children with SLCN needs who will be the focus of our project. - Provide their Speech and Language Link results - Identify the need across year groups - 	Sept 2018	Sept 2018	PB	PB CP SLT			✓ ✓ ✓
	4.2 Collate the interventions we are using across school to support children with SLCN.	<ul style="list-style-type: none"> - Audit current SLCN interventions and discuss effectiveness. Map out which interventions will be used with the identified children. -Train HO on Inference Training - HO to watch SC -Other staff to be trained in how to deliver Narrative Therapy 	Sept 2018	Jan 2019	PB CP	PB CP	Observations of interventions Give feedback Monitor impact of results Pre and post assessment NGRT reading age Benchmarking		

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Engagement with parents, families and employers	5.1 Our parents are aware of the importance of communication	<p>-Share information on communication with parents.</p> <p>-Provide communication and language advice in each newsletter</p> <p>Hold regular coffee mornings (one per term) with a SLCN focus with visitors</p>	Sept 2018	July 2019	PB	PB CP	<p>Kidscreen tools parent and child questionnaire</p> <p>Evaluation of sessions</p> <p>Parental confidence</p>		
	5.2 Parents of our 20 identified children are aware of our project, its importance and their part in the project.	<p>-Contact all parents and provide them with a letter setting out the project and what it entails.</p> <p>-Additional parents evenings - Meet with the group of identified parents every term.</p>	Sept 2018	July 2019	PB	PB CP	<p>Kidscreen tools parent and child questionnaire</p> <p>Evaluation of sessions</p> <p>Parental confidence</p>		

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	<p>5.3 Communication is integral to our engagement with the wider community, linking to what employers are looking for in students.</p>	<ul style="list-style-type: none"> - Year 6 Job Fair - Visitors/employers with communication focus - Add a communication section to the end of year reports 	<p>Jan 2019</p>	<p>July 2019</p>	<p>PB</p>	<p>JB/CT PB/CP All staff</p>	<p>End of year reports Pupil questionnaire Pupil Voice</p>		
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