

Provision at St George's

Communication and Interaction: Speech, Language and Communication Needs

How we identify needs, assess and review progress

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Often children have been identified as having a Speech and Language difficulty at Woodfield Infants or their previous school and we continue the support set up there. • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENDCo will consult with the class teacher, teaching assistant, pupil and parent and either suggest intervention strategies or refer to the speech and language team. Speech and Language referrals can be arranged through your G.P or through school. We would meet to do at EHAF (Early Help Assessment Form) first. • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made or statutory assessment is requested. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments. • If pupils have an Education Health Care Plan (EHCP) then they have yearly annual reviews to review their progress. 	<ul style="list-style-type: none"> • For children with language processing difficulties, they are supported using visual reminders or instructions may be written down. Teachers and teaching assistants will be mindful about how many instructions to present to the class in succession. • Children with speech and language difficulties are encouraged to learn to read by recognising whole words alongside learning to read and spell using their phonological knowledge. • Staff model correct uses of language by subtle repetition. Pupils are not expected to repeat the phrase using an adult's language. • Children are pre-taught new vocabulary and topic words before they encounter them within the classroom. • Children are encouraged to share their ideas with others within the classroom. They begin by talking about areas of interest to them and then they are encouraged to contribute within small group discussions. Once they are secure with sharing their ideas within a small group they are encouraged to share their ideas within the whole class. 	<ul style="list-style-type: none"> • Often children have been identified as having a Speech and Language difficulty at Woodfield Infants or their previous school and we continue the support set up there. • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENDCo will consult with the class teacher, teaching assistant, pupil and parent and either suggest intervention strategies or refer to the speech and language team. Speech and Language referrals can be arranged through your G.P or through school. We would meet to do at EHAF (Early Help Assessment Form) first. • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made or statutory assessment is requested. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments. • If pupils have an Education Health Care Plan (EHCP) then they have yearly annual reviews to review their progress.