



# Whole School Approach to SLCN support.

**Supporting technology.**  
- Welcomm  
- SLC Apps

**Environmental Audits.**  
- Promoting Visual support in the classroom.

## Identification of SLCN

**Whole School Audit.**  
- Training needs.  
- Identification and Monitoring.  
- School Leadership.  
- Engaging Parents.

**Interventions.**  
- Talk Boost  
- Specific year group support.

**Indicators Checklist.**  
- Supportive Communication Strategies – I CAN 9 key areas supporting SLCN.

**Universal.**  
**School Leadership**  
- SLCN as part of the SDP.  
- Use of I CAN to monitor SLCN.  
- Audit and support staff CDP.  
**Staff Development**  
- Whole school training.  
- SLC – online audit.  
- Use of I CAN statements to support SLCN.  
**Communication Friendly Environment**  
- Speech and Language based strategies.  
- I CAN strategy boxes.  
**Supporting ALL children and parents.**  
- No Pens Day each ½ term.  
- Identifying needs – early.  
- Website information.  
- Parents Evenings.  
- Reception class workshops.

**Targeted.**  
**School Leadership**  
- Support staff to provide evidence based interventions.  
- Develop a program of interventions across the school.  
**Staff Development**  
- Talk Boost training for identified staff.  
- SLCN workshops with parents.  
**Communication Friendly Environment**  
- Speech and Language based strategies for identified children.  
- I CAN strategy boxes.  
**Supporting identified children and parents.**  
- Talk Boost.  
- LEGO small groups.  
- Parent letters and advice sheets.  
- Homework

**Specialist.**  
**School Leadership**  
- Monitor, support and record intervention impact.  
**Staff Development**  
- Bespoke level 1 and level 2 Talk Boost training.  
**Communication Friendly Environment**  
- Monitoring and supporting lesson delivery.  
- I CAN strategy boxes – monitoring impact..  
- **Supporting children and parents.**  
- External support.  
- 1:1 SENCO and parent meetings.

Intent (March 2019) – Develop Teaching and Learning strategies to support SLCN.

- Audit of school environments (SALT West Midlands).
- Self audit tool (better communication audit toolkit 2012)
- CPD support and context.
- No Pens launch to raise awareness of SLC practice in the classroom.
- Whole school 2 term action plan created to support and embed intent.

Implement action plan (April 2019 – November 2019)

- Ongoing CPD delivery internal and external.
- Ongoing CPD classroom support.
- Use of I CAN indicators to support Teaching and Learning strategies in the classroom.
- Use of the SLC framework to support teaching and learning strategies.  
<https://www.slcframework.org.uk/>
- Introduce and embed supporting technology.
- Parental engagement.
- Supporting at Universal, Targeted and Specialist levels.

Impact – review periods.

(June 2019, September 2019, November 2019)

- RAG rating review against key actions and objectives from the action plan.
- Reviews against Teaching and Learning strategies embedded into the classroom environment.
- Review against impact and effectiveness of CPD delivery.
- Review of I CAN indicators.



## Supportive Communication Strategies – I CAN.

<p><b>Good Listening.</b> 3 components:</p> <ol style="list-style-type: none"> <li>1. Look at the speaker</li> <li>2. Keep still</li> <li>3. Thinking about the same thing as the speaker.</li> </ol>	<p><b>Visual Support.</b> Anything that is used in combination to support the spoken word (pictures, symbols, photos.)</p>	<p><b>Targeting and Praising S&amp;L Skills.</b> Set a spoken language task during lessons and praise this when a child or children have achieved this.</p>
<p><b>Saying when you do not understand.</b> Model this with children and ensure that they know it is safe to ask this question.</p>	<p><b>Talking in a group or with a partner.</b> This will promote social confidence, cooperation skills, active learning and respect for others. Think about roles – chair, leader, note taker etc.</p>	<p><b>Questioning techniques.</b> Consider question types and matching it to the learner. Be inclusive and encourage all children.</p>
<p><b>Thinking Time.</b> Build in thinking time. Encourage turn taking and allow children with a slower processing time to have more time. Use the 3 or 10 second rule, no hands rule, schedule the questions etc.</p>	<p><b>Modelling Language</b> Provide sentence openers, model the language first then provide the opener, expand a sentence to include more vocabulary, provide a sentence prompt system in your classroom.</p>	<p><b>Vocabulary: Core and Extension.</b> Repetition and planned opportunities for extending vocabulary.</p>