



## Oswald Road EYFS 'Communication Friendly Setting' Plan 2019/2020

Good communication is the gateway to learning, friendships and academic achievement –  
The Communication Trust

### Key priorities

- To create a communication friendly environment in EYFS – to make communication as easy, effective and enjoyable as possible
- To provide opportunities for everyone to talk, listen, understand and take part
- To support & promote the development of all children's communication skills through a language rich environment
- To ensure early identification of SLCN, to remove barriers to communication and to provide a range of SLCN interventions to support and boost communication for identified children
- To take part in the national No Pens Day Wednesday on 13<sup>th</sup> November 2019
- To schedule additional No Pens Day in Spring and Summer term – total of 3 per academic year
- To work in partnership with parents by providing strategies and resources to support their child's SLCN at home

### Timeframe

- **September 2019 – July 2020 to implement all changes and support**

<b>EYFS Communication Friendly Setting</b>			
<b>Sam Barrett/Helen Woolf/Laura Tracanna</b>		<b>Year 2019/2020</b>	
<b>Action (for each action include briefly 'how' and what the intended impact on the provision will be)</b>	<b>People accountable for the action</b>	<b>Time Scale Start and End dates (W/C)</b>	<b>Assessment and Review</b>

**ACTION:**

**To implement the use of a range of NHS SALT recommended visuals throughout the EYFS environment**

**HOW:**

- Each classroom to have a standard set of Good Looking/Good Listening etc. cards – positioned so that they are visible to all children during carpet time and can be referred to throughout the day
- Good Looking/Good Sitting etc. cards to be worn by all EYFS staff – to be used regularly so that children learn what each sign means and (over time) can respond to non-verbal prompts, using the cards
- Asking For Help Visuals – all EYFS staff to wear on fob and Asking For Help prompts to be displayed around the classroom (at work stations/play areas to promote early use of A for H skills)
  
- All classrooms to have a large, Visual Timetable displayed in clear view (child’s height). Timetable to be discussed at the start of day and used consistently
- All classrooms to have a large A3 Emotions Scale, at child eye level, near the front of the class – the 5

**SB/HW/LT/EYFS Staff**

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**Overall Action Plan Implementation assessment & review :  
Sep 2019 – July 2020**

**Week 3**  
(following EYFS Staff Meeting and introduction of action plan and resources)

**Week 3**  
(following EYFS Staff Meeting and

**Environment walk and teacher feedback collected at the end of each half term (HW/LT & SB)**

**Parent Voice collected at coffee mornings in Spring and Summer**

**Pupil Voice collected at end of each half term – during Elklan Time**

<p><b>Emotions Cards to be displayed on the scale for children to refer to and use. All staff to have the five basic emotions cards on fob so children can access when wanting to discuss their emotions and when learning emotional vocabulary</b></p> <ul style="list-style-type: none"> <li>● <b>Laminated Communication Pyramid to be displayed in communal staff areas and toilets</b></li> <li>● <b>Each classroom to have a large laminated set of Who, What, Where, When, Why and How cards – to be displayed and referenced for story time/reading so that children begin to understand the Question Words</b></li> <li>● <b>Staff to wear Question Cards on fobs and use consistently with children to develop understanding</b></li> <li>● <b>Question Words Sign Language Visuals to be displayed and to be taught to children whenever the word is used</b></li> <li>● <b>Parents shown the Good Sitting/Good Listening symbols and understand how they work and use at home</b></li> <li>● <b>Visuals and photos with vocabulary used consistently throughout the setting to aid communication for EAL pupils and pupils with SLCN</b></li> </ul>	<p style="text-align: center;"><b>SB/HW/LT/EYFS Staff</b></p>          <p style="text-align: center;"><b>SB/HW/LT/EYFS Staff</b></p>	<p style="text-align: center;">introduction of action plan and resources)</p>           <p style="text-align: center;"><b>Week 3</b></p> <p style="text-align: center;">(following EYFS Staff Meeting and introduction of action plan and resources)</p>           <p style="text-align: center;"><b>During Coffee Morning</b></p>           <p style="text-align: center;"><b>Beginning Week 3</b> (following EYFS Staff Meeting and introduction of action plan and resources)</p>	
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**ACTION :**

**To teach children strategies to speak up when they don't understand**

**HOW:**

- Asking For Help Visuals displayed at child level in classroom
- Regular teaching opportunities to address different ways children can ask for help and various scenarios and examples to help children use the appropriate Asking For Help questions and phrases
- Weekly focus during circle time around one specific Asking For Help question and examples of when to use

**ACTION :**

**Adults prioritise communication and have a good understanding of language development, the language levels of children and can effectively identify areas of SALT concern.**

**HOW:**

- Communication Friendly Environment Checklist completed at the beginning of each term to monitor and maintain SLCN coverage
- Staff complete Communicate Trust online SALT training module

**SB/HW/LT/EYFS Staff**

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**SB/LT**

**SB/HW/LT/EYFS Staff**

**SB**

**Autumn 2**

**Week 3**

**Half Day cover allocated to each**

**SB to observe in class and support if required**

**Spring 1 & Summer 1 – SB/LT**

**Certificate is awarded at end of training module – cover to be discussed and planned via LT**

<ul style="list-style-type: none"> <li>• Staff Meetings throughout the year to provide SALT training, strategies and support</li> </ul> <p><b>ACTION : A range of Language Support Groups and Interventions are available to identified children throughout the year</b></p> <p><b>HOW:</b></p> <ul style="list-style-type: none"> <li>• Children’s needs are identified using the age appropriate SLCN Checklist</li> <li>• Once the area of need is established the child is considered for one of the following groups: TEDDY TIME, TALK TIME or CHITTER CHATTER</li> <li>• Progress is measured and noted by completing the SLCN checklist at the beginning and end of the intervention - data is logged on CPOMS</li> </ul> <p><b>ACTION : No Pens Day Wednesday takes place once a term. The whole day is dedicated to Speaking and Listening activities. Planning and activity suggestions will be provided and the day will be celebrated on social media and school website</b></p>	<p>SB/HW/LT/EYFS Staff</p> <p>EYFS Staff – Teacher/TA</p> <p>EYFS Staff – data provided to SB by teachers – SB provide overview and report to HW</p>	<p>EYFS staff member to complete</p> <p>11<sup>th</sup> Sep 2019 LT to provide additional dates to follow</p> <p>Pre &amp; Post intervention</p> <p>Aut/Spring/Sum</p>	<p>Ongoing throughout 2019/2020</p> <p>SB to collate</p> <p>HW/SB track data progress termly</p> <p>HW/SB track data progress termly</p>
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<p><b>HOW:</b></p> <ul style="list-style-type: none"> <li>• The first NPDW is a national event and is scheduled for November 13th 2019</li> <li>• ORPS will also schedule additional NPDW in Spring and Summer Term</li> <li>• Planning and activity suggestions will be provided by Communication Trust/SB</li> </ul>	<p><b>SB/HW/LT/EYFS Staff</b></p>	<p><b>November 13th 2019</b></p>	
<p><b>ACTION : Opportunities are planned and created to support communication throughout the day</b></p>	<p><b>SB/HW/LT/EYFS Staff</b></p>	<p><b>Spring &amp; Summer – date to be confirmed by LT</b></p>	
<p><b>HOW:</b></p> <ul style="list-style-type: none"> <li>• Almost all events, encounters or activities within the day can support speech, language and communication. SLCN activities are considered and included in weekly planning - using the First Response Pack bank of specific activities and strategies</li> </ul>	<p><b>SB/HW/LT/EYFS Staff</b></p>	<p><b>Week 3</b></p> <p>(following EYFS Staff Meeting and introduction of action plan and resources</p>	<p><b>Ongoing – SB/HW/LT to observe termly</b></p>
<p><b>ACTION : Parents are included in the Communication Friendly Approach</b></p>	<p><b>SB/HW/LT/EYFS Staff</b></p>		

<p><b>HOW:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication Friendly Setting Welcome Packs are given to parents to support their role as communication ambassadors at home</b></li> <li>• <b>Termly coffee mornings are scheduled to provide opportunities to share strategies, activities and latest SALT information</b></li> <li>• <b>SALT information to be shared on school website</b></li> <li>• <b>Recommended SALT Apps to be shared with parents for use at home to support language development</b></li> </ul>	<p><b>LT &amp; SB</b></p> <p><b>LT &amp; SB</b></p> <p><b>SB/EL</b></p> <p><b>SB</b></p>	<p><b>Week 4</b> (following EYFS Staff Meeting and introduction of action plan and resources)</p> <p><b>Week 6</b> Monday 9:00 am – 10:00am</p> <p><b>Week 7 Autumn 1</b> Once per half term after that</p> <p>Included in Parental Packs</p>	
<p><b>ACTION : Mr.Word is included in class' weekly timetable</b></p> <p><b>HOW:</b></p> <ul style="list-style-type: none"> <li>• <b>One word is selected per week across the phase (during PPA) and this word is taught (as a whole class) using Mr.Word</b></li> <li>• <b>Mr.Word is a multi- sensory, evidence based resource that helps children understand the meaning of a word and also recall it using their other senses</b></li> </ul>	<p><b>SB/LT/HW/EYFS Staff</b></p> <p><b>EYFS Staff</b></p>	<p>To begin in <b>Autumn 2</b></p>	<p><b>LT to check timetables</b></p> <p><b>SB/HW to observe sessions termly</b></p>



<ul style="list-style-type: none"> <li>• The word can be a focus word that will be used throughout the week and the activity takes place on Monday, as a vocab pre-teach activity</li> <li>• The word can be a Maths word e.g. ADD or a Literacy/Topic word - whichever will have the most impact for the child's learning and understanding over the week</li> </ul> <p><b>ACTION : Ipad to be used as small group activities</b></p> <p><b>HOW:</b></p> <ul style="list-style-type: none"> <li>• SALT Apps to be downloaded onto EYFS Ipad and can be used as a group activity for children with SLCN</li> <li>• Apps can also be accessed at home and can be included in 1-1 activities for any children that require/access 1-1 support for SALT</li> </ul>	<p style="text-align: center;"><b>IT Staff/SB/HW/LT/ EYFS STAFF</b></p>	<p style="text-align: center;"><b>Week 4 Autumn 1</b></p> <p style="text-align: center;">Included in Parental Packs – to be shared with parents in week 4</p>	<p style="text-align: center;"><b>SB to liaise with IT staff – ongoing</b></p>
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