

# Introduction



## The Lancashire Communication and Language Toolkit

This folder contains separate sections to support you to build your own communication and language toolkit for your setting.

This begins with the Lancashire Communication and Language Road Map.

The road map shows the knowledge and skills that all practitioners in all Early Years Foundation Stage settings should have in order to provide the universal support that all children will need in order to develop well.

Some children will require some additional support with their Communication and Language development in order to develop well. The targeted section will support you in ensuring that practitioners within your setting have the additional skills, knowledge and resources to provide this.

A small percentage of children will require more specialist support. These are children who are not progressing well, despite receiving the universal and targeted support that you provide.

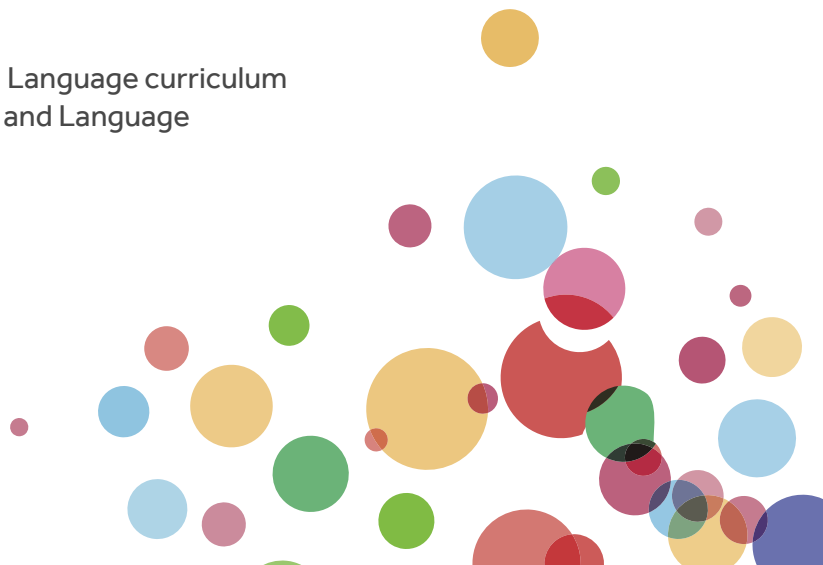
This folder will also enable you to collect the resources that you find useful to support your children's development including information:

- from audits
- from the language lead network
- for parents
- to support children learning English as an additional language
- from training courses attended
- from speech and language therapists that you have liaised with

There are additional file dividers within your toolkit for you to build in and further personalise sections of your own.

You might choose to include in this section:

- information about your Communication and Language curriculum
- specific staff roles linked to Communication and Language



# Road map



## The Lancashire Communication and Language Road Map

The road map highlights the Communication and Language Pathway for all children within Lancashire within the Early Years Foundation Stage age phase.

The road map, which you may choose to display as a poster within your staff areas, will support you to identify the best route for each unique child in your setting, in order to ensure that they become confident, capable communicators.

The road map can be divided into 3 clear sections – universal support, targeted support and specialist support.

Some children will only ever take the universal road map to the early learning goals at the end of their reception year in school from the time that they start in their first early years setting, whilst other children may make a visit to some or all of the places on the targeted road map. Some children may go on to visit the specialist map once they have toured around the universal and targeted destinations with you.



# Universal support



The universal support highlights the knowledge and skills that all practitioners in all Early Years Foundation Stage settings should have in order to help all children to develop well.

You might choose to include in this section:

- the Communication and language educational programme from the 'Statutory framework for the early years foundation stage'
- the Communication and language sections from 'Development matters' and/or 'Birth to 5 matters'
- Universally speaking booklet
- Early phonics information
- I can factsheets
- National Literacy Trust information
- Communication Friendly Spaces information
- Every Child a Talker information
- National Strategy Speech, language and Communication booklet
- Information to share with parents
- Your Lancashire Quality Award Communication and Language materials
- Information about your early years commitment



# Targeted support



Some children will require some additional support with their Communication and Language development in order to develop well. This targeted section will support you in gaining the additional skills, knowledge and resources to provide this.

You might choose to include in this section:

- I can factsheets
- Your WellComm screening assessment information
- Your Talk Boost and Early Talk Boost information
- Advice and guidance from Hanen
- Advice and guidance from ELKLAN
- Other targeted support programmes or guidance information that you use



# Specialist support



A small percentage of children will require specialist support. These are children who are not progressing well despite receiving the universal and targeted support that you provide.

You might choose to include in this section:

- Information about how to refer children for speech and language therapy services
- Information received from speech and language therapists provided to support individual children



# Audits



There are a number of audit tools available to support you in providing a highly effective Communication and Language curriculum offer for all children in your setting.

You might choose to include in this section:

- The Speech, Language and Communication Framework (SLCF) audit to assess the level of practitioner skills and knowledge
- I can audits
- Every child a talker audits
- Lancashire Quality Award audits



# Language Lead



## Every setting within Lancashire should have a nominated early Language lead.

The language lead will be a member of a network that is supported by multi-agency professionals and services from across the county.

You might choose to include in this section:

- Information about your language lead and how to join the network
- Language lead newsletters
- Ideas, strategies, guidance and materials shared within the networks



# Information for parents



It is essential for parents to be informed in order to support their children to learn and develop well at home. This is what makes the biggest difference to positive outcomes for children.

You might choose to include in this section:

- The relevant section from 'What to expect in the early years foundation stage - a guide for parents'
- Information about 'Hungry Little Minds'
- Information about 'Tiny Happy People'
- I can factsheets for parents
- Information about local groups and services





# Children learning English as an Additional Language



Children who learn English as an additional language require support from adults who understand language acquisition well.

You might choose to include in this section:

- National Strategy booklet 'Supporting children with English as an Additional Language'
- Training booklets from courses attended
- Audits
- Assessment tools



# Training



In order to support children to learn and develop well, all practitioners will need access to continuous professional development (CPD), to enable them to acquire the skills and knowledge of child development within Communication and Language.

You might choose to include in this section:

- An overview of the relevant training accessed by individuals
- A staff training plan
- Materials, resources and guidance from training courses attended

