



## Communication + Language Policy

At Daisy & rainbow Childcare we recognise that the acquisition of communication and language is essential to a child's core development.

- We understand communication to be a two-way process which involves listening and responding, which therefore plays a vital role in assisting children's development and learning.
- Communication can be both verbal and non-verbal. In our culture when we are communicating words only account for 7% of the communication, tone of voice accounts for 38% and 55% of the communication is through body language.
- The current EYFS (2017) sub-divides in to three strands; listening and attention, understanding and speaking.
- Please also see the separate Literacy policy [Literacy Policy](#)

### **How we support babies and young children to learn to talk.**

Babies have access to communication through smiling, gurgling, babbling, crying, moving and making eye contact.

- In order to learn to talk babies and children need to hear spoken language around them. They learn through repetition.
- We make time spent together a happy time accompanied with smiling, laughter, gentle touches, using an expressive voice, fun objects or games; this motivates babies and children to talk.
- We use praise to reward children's attempts at speaking. This praise encourages the behaviour to be repeated.
- We use lots of songs and rhymes, particularly those action rhymes which involve lots of attention and an element of surprise or fun.

### **Key practice we use to support language and communication development**

- We use open ended questions –where, what, why, when, how, I wonder what will happen if ..... which enable children to think about what is being asked; consider the options and compose an answer.
- We extend children's language through questioning and through discussion during activities and routines.
- We give children opportunities to use a range of functions of language e.g. requests; to direct; to give information; describe and to debate.
- We use narrative commentary to model language.
- We intervene sensitively to extend children's language while they are playing.
- We give children simple choices so they need to respond verbally rather than nodding or shaking their heads.
- We are sensitive to the knowledge that children need time to hear, listen, process and then to be able to compose a response.
- We may use MAKATON, visual cues and timelines, pictures exchange and a range of approaches to support all children and those with additional communications needs.
- We make daily communication, via Eylog, with parents of our younger children to enable a child's day to be shared and enable conversation at home.
- We are aware of providing a communication friendly environment i.e. small secure places to talk, quiet spaces and maintaining a less cluttered play space
- We use an extensive repertoire of song, singing as a group, allowing children to sing short phrases on their own and supporting singing and rhyme during free play
- Books and stories are shared with children to enable and encourage shared communication and language development
- We use SOLA to support good practice – Stop, Observe, Listen and Attend
  - Stop..... Instead of just going over and joining in,



- Observe.....decide whether intervention is appropriate and when
- Listen.....to the interaction between the children or self talk
- Attend.....use a range of approaches to ensure that close attention is paid to the child.
- For further information please see our practice guidance documents in the curriculum folder. SOLA
- We facilitate a rolling programme across the year in two weekly bands utilising key messages and resources which support
  - Listening and Attention – ongoing across all weeks
  - Rhythm
  - Rhyme
  - Initial Sounds and alliteration
  - Blending and Segmenting for those children who are progressing to this level.
- We support the Let's Talk More Everywhere initiative by sharing key monthly messages about simple communication strategies with parents and carers. This is repeated every year on a rolling programme.
- For those children who need some additional support to maintain a positive and ongoing memory of their time at the setting we may use an individually designed transition booklet which parents can use at home with their child during the holiday periods. Communication Transition booklet

### **How we monitor children's speech and language development**

- Those children identified with some communication needs are screened to assess if a referral will need to be made to the speech and language care pathway.
- We are aware of the LTM (Let's Talk More) programme and will refer any concerns via the 2-year progress check to our PHN (Public Health Nursing) team. For any child who is identified on the amber pathway we will liaise with the PHN team to assure appropriate interventions.
- From admission, all parents are asked to complete the All About Me document which asks a series of general questions regarding the child's Speech and Language development which we use to inform a Speech and Language screening if required. If any concerns are raised through this, they are shared with the parent and the child may be referred to SAL Therapy or given a specific intervention through the setting.
- Following referral, the SAL Therapist will do an assessment and if they continue to see the child they will produce a programme for the setting to follow.
- If the child is showing they need support to understand requests, instructions and information we will use this to inform our practice.
- Our SENDCO will assist the team in devising a plan which will outline some targets which are reviewed each term. Depending on how the child progresses with achieving the targets set, the SENDCO will liaise with other professionals to ensure the needs of the child are addressed

### **Children who speak English as an additional language**

See EAL Policy

### **Use of IT in the setting**

- We are aware that the use of IT can provide many positive outcomes for our children however have realised that children have good access to this source of learning in their own homes and within their families and wider community. We are equally aware that the use of IT can distract children from the need to listen, communicate and interact with the people around them. We use IT sensitively with children with an adult present. Children are not enabled to access IT on their own. We are keen that children should use their first language of play.

Policy last reviewed on: March 2017

Signed: Judy Westacott  
15.05.17.

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