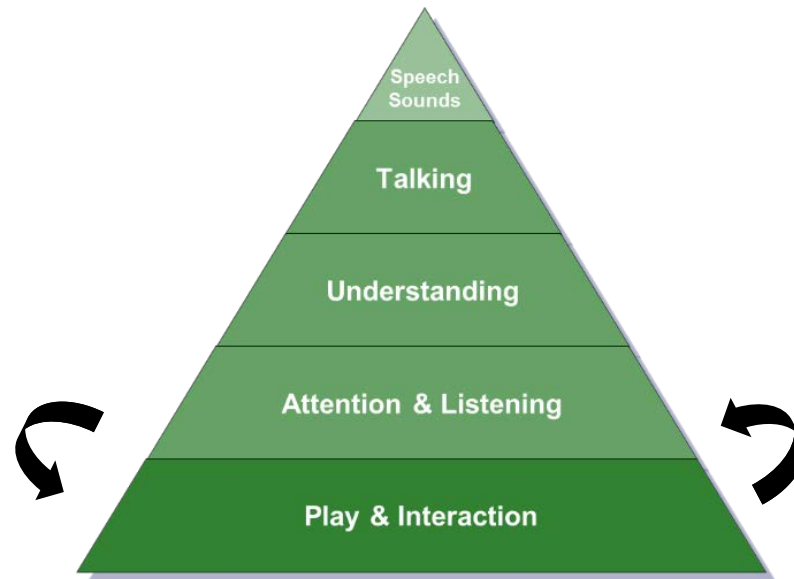


A Case Study on a Provision Map designed for Reception children identified with varying Speech, Language and Communication Needs.

As a school we had come to realise that the speech, language and communication levels of children on entry to Nursery and Reception classes at our school were significantly below the developmental levels expected. We were also aware that research evidence suggests that oral language ability at 3½ years affects reading comprehension ability at 8 years (quoted by Professor Margaret Snowling at NAPLIC Conference 2016 from research conducted by Hulme et. al. 2016) and hinders ability to acquire phonic skills and knowledge.

Steps to Language



It is known that "effective language skills are essential for children to access the curriculum. In the classroom, spoken language is the primary medium through which teachers teach and children learn. Language development is accepted as being critical to cognitive development and learning itself is seen by many as a social activity. The specific links between language and literacy are well documented in research literature and the Rose Report highlights the importance of language, not only for accessing literacy, but across the whole of the curriculum and the child's development. "The development of speaking and listening skills requires fuller and more intensive attention to make sure that children acquire a good stock of words, learn to listen attentively, and speak clearly and confidently. ...they are prime communication skills, hugely important in their own right and central to children's intellectual, social and emotional development.

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It is expected that when a child starts primary school, they will be able to understand much of what is said, express themselves clearly, share their feelings and make their needs known. This level of proficiency in speech, language and communication is critical to the development of a child's cognitive, social and emotional well-being.

In many ways our ability to communicate defines us, it is one of the ways we are judged and measured by others and the means by which we forge our relationships. Children starting school with speech, language and communication needs (SLCN) may struggle with any aspect of communication and they can become withdrawn or present with challenging behaviour within the primary school environment."*

(*Taken from Speech, Language and Communication Needs and Primary School-aged Children - I CAN Talk Series - Issue 6)

We recognised that we needed to have a comprehensive and intensive input with our Reception children in order to assist them in meeting their potential. To this end we developed a provision map as detailed below.

During the first two weeks of Autumn Term 2015, all Reception children were screened using WellComm materials, which provides a RAG rating of their developmental levels. The screening results indicated that 7 of the cohort had normal speech and language development, 16 children had delayed speech and language development, and the remaining 33 children in the Reception cohort of 56 children had significantly delayed/disordered speech and language development, but we noted that 15 of these children had English as an additional language.

We employed a speech and language therapist through West Midlands Independent Speech and Language Therapists Ltd, and also had an ICAN licensee train staff in Talk Boost KS1 and Early Talk Boost interventions. The Speech and Language Therapist delivered training to all EYFS staff around SLCN and creating a communication friendly environment in the early years setting. We developed a comprehensive provision map such that speech and language delayed children (orange) participated in Talk Boost KS1 with a trained teaching assistant. The children were screened pre and post intervention to measure impact using "The Progression Tools" developed by The Communication Trust, which again produces a RAG rating for the child in each of the 6 areas of speech, language and communication development. The table below indicates the impact of this intervention.

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Impact of Talk Boost KS1 Intervention Spring Term 2016

Year Group: Reception

Initials	Understanding Spoken Language		Understanding & using vocabulary		Sentences		Storytelling & narrative		Speech		Social Interaction	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Child 1	13	15	7	15	7	13	7	11	9	15	7	11
Child 2	7	13	9	15	11	13	5	13	9	15	11	15
Child 3	11	13	15	15	11	15	7	11	13	15	7	13
Child 4	7	15	7	15	13	15	7	11	11	13	5	13
Child 5	11	13	15	15	7	15	9	13	13	13	11	13

What is Talk Boost KS1?

- It is a targeted and evidence-based intervention, which supports language delayed children in Reception and KS1.
- Children make significant progress with their language and communication skills over 10 weeks (12 to 18 months progress).
- Delivered by teachers and teaching assistants 3 times a week.
- Each session lasts approximately 45 minutes.
- 6 children attend each group (optimum number recommended by ICAN is 4 children per group).

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What happens during Talk Boost KS1 sessions?

- Each session includes activities that cover the key elements of language:
- **Attention and Listening**
- **Vocabulary**
- **Building Sentences**
- **Telling Stories**
- **Conversations**
- In total, 120 activities are delivered over 10 weeks.
- Small group work is enhanced by whole class activities that the teacher delivers each week to ensure a focus on language permeates the wider classroom.

The intervention meets OFSTED's guidance on the use of evidence-based researched interventions that are generalised back into the classroom, and also meets the directive contained in the research conducted by the Education Endowment Trust and the subsequent recommendations around "The Best Use of Teaching Assistants."

How are parents involved?

The programme aims to engage parents and carers in supporting language activities through a book, which the learners take home for parents and carers to work through.

Children have the opportunity to self-evaluate how they feel they have progressed and improved as a result of participation in Talk Boost KS1, and we have experienced the fact that a lot of children have asked to have the opportunity to join in with Talk Boost KS1 groups due to the reports of these "fun" sessions from their peers!

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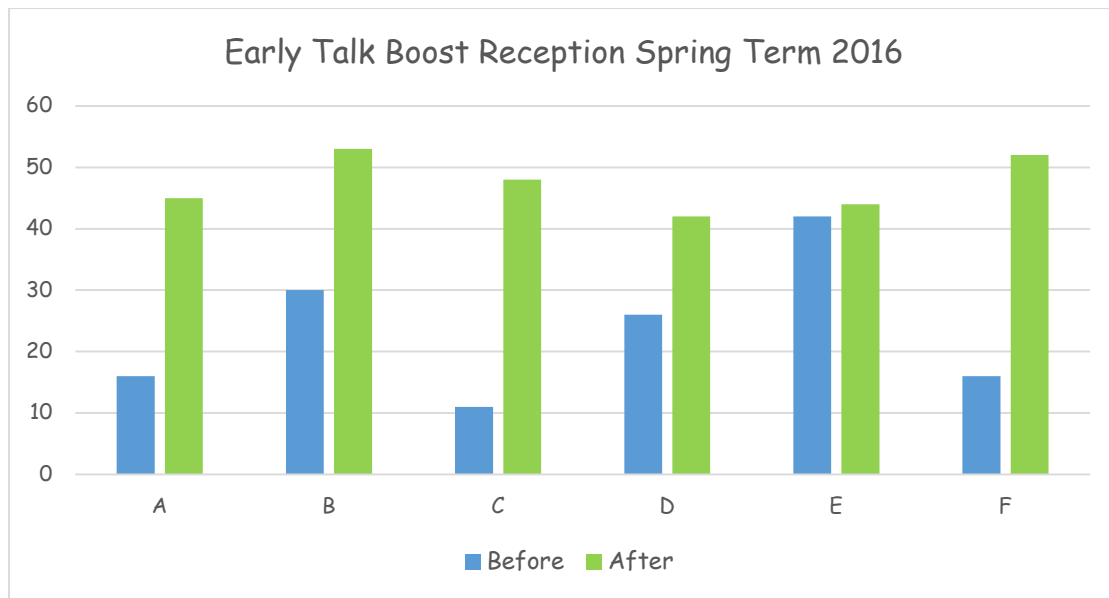
All significantly speech, language and communication delayed children who had English as their first language (17 children) had weekly small group therapy sessions with the speech and language therapist over the Spring Term. By April 2016, 8 of this group were re-assessed as now having normal development, 5 were now in a position to access Talk Boost KS1, and 4 children were seen to have made little progress and identified as needing ongoing small group and 1:1 therapy sessions with the Speech and Language Therapists.

6 of the lowest scoring EAL children participated in a 9 week Early Talk Boost KS1 intervention over the course of the Spring Term (<http://www.ican.org.uk/ICAN-Training/Early/Early-Talk-Boost.aspx>), with the following results:

Year Group: Reception

Child	Before	After
A	16	45
B	30	53
C	11	48
D	26	42
E	42	44
F	16	52

A Case Study on a Provision Map designed for Reception children identified with varying Speech, Language and Communication Needs.



Currently 12 children are participating in Talk Boost KS1 over the Summer Term, and the remaining EAL children are working in weekly small group therapy sessions with the speech and language therapist and teacher.

A group of 8 Nursery children are currently participating in Early Talk Boost to assist with a raised developmental level around their speech and language for September 2016 entry to Reception.

We have had equal success with our use of Talk Boost KS1 in Years 1 and 2 over Autumn Term 2015 and Spring Term 2016, as the results below indicate.

A Case Study on a Provision Map designed for Reception children identified with varying Speech, Language and Communication Needs.

Impact of Talk Boost KS1 Intervention Autumn Term 2015

Year Group: Year 1

Child	Understanding Spoken Language		Understanding & using vocabulary		Sentences		Storytelling & narrative		Speech		Social Interaction	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
G	9	13	7	15	5	13	11	13	9	15	8	8
H	9	13	11	15	5	8	9	13	9	13	6	8
I	5	13	7	13	13	15	9	13	7	15	2	6
J	11	13	4	15	7	15	9	9	11	11	4	6
K	5	11	9	13	15	15	5	9	5	11	5	11
L	7	11	7	13	12	15	9	9	8	11	11	13

Year Group: Year 2

Child	Understanding Spoken Language		Understanding & using vocabulary		Sentences		Storytelling & narrative		Speech		Social Interaction	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
M	5	13	11	15	13	15	7	13	7	13	11	13
N	7	15	9	15	9	15	9	15	9	15	11	15
O	7	15	8	15	13	15	9	15	11	15	9	15
P	6	11	3	13	9	9	9	11	7	15	13	15
Q	7	9	11	15	11	15	9	15	11	15	7	15
R	9	13	7	15	13	15	9	15	3	13	11	13

A Case Study on a Provision Map designed for Reception children identified with varying Speech, Language and Communication Needs.

Impact of Talk Boost KS1 Intervention Spring Term 2016

Year Group: Year 1

Child	Understanding Spoken Language		Understanding & using vocabulary		Sentences		Storytelling & narrative		Speech		Social Interaction	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
S	11	15	11	15	13	13	7	13	7	15	9	13
T	9	13	9	13	11	15	9	15	13	11	9	15
U	9	15	9	15	13	15	5	11	9	13	7	13
V	7	15	11	15	7	13	3	11	9	11	5	9
W	7	15	5	15	11	15	5	13	11	15	11	15

Year Group: Year 2

Child	Understanding Spoken Language		Understanding & using vocabulary		Sentences		Storytelling & narrative		Speech		Social Interaction	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
X	5	13	11	15	7	15	5	9	11	15	7	15
Y	9	13	11	15	11	15	5	11	11	15	9	9
Z	7	12	9	13	9	15	8	9	11	15	9	13
AA	5	13	9	15	11	15	3	11	11	15	11	15
BB	7	15	13	15	11	15	3	11	11	15	5	11

We have experienced good progress and success utilising the various screening tools and interventions, and we will certainly be investing in Talk Boost Key Stage 2 this summer!

Submitted by Imogen Berry, Assistant Head Teacher responsible for Inclusion at River View Primary and Nursery School, Burton on Trent