



## **Communication and Language Policy**

This policy is a statement of the aims, principles and strategies of learning and teaching within the area of communication and language in Berriew pre-school and toddler group.

### **What is communication and language in the foundation phase?**

**“communication and language development involves giving children opportunities to experience a rich language environment; To develop their confidence and skills in expressing themselves, find their voice and to speak and listen in a range of situations”.**

Communication and language has become a prime area of learning and development which has been broken down into three aspects

**It is the policy of Berriew Pre-school to support children in our care in these areas**

- **Listening and attention**

We support childrens language development by providing a variety of opportunities for them to focus their attention and listen carefully, such as stories, sound books, poems, rhymes, music and circle times.

We believe active listening is a good way to improve communication, and do so by getting down to child’s level, remaining eye contact and reflecting or repeating what is said.

- **Understanding**

We encourage children to follow instruction involving several ideas/ actions, we continue to use open ended questions such as why? How? about their experiences or in response to stories/events.

- **Speaking**

We encourage children to express themselves and give ample opportunities for them to talk about events, interests etc in news and show and tell. We strongly believe in children having their own voice and encourage them to voice their ideas to be included into our planning and provision.

### **Berriew pre-school recognise each child is unique.**

- We value each child as an individual, accepting individual needs and rates of development (**see equality, inclusion and equal opportunities including additional learning needs policy.**)
- Identify and respond to any particular needs in a child’s language development at an early stage
- We undertake a wellcomm toolkit assessment on a child within the first six weeks of registration with parents consent ( **see statement of purpose and contract/registration form**)

- We recognise each child as a competent learner.
- For children who may need to use alternative communication, we provide opportunities for them to discover ways of communicating by Signing/Makaton.
- We aim to support children in recognising their views count and are valued. For example following childrens interests and using them for forward planning.



### **Berriew pre-school recognise children learn and develop well in enabling environments.**

- We aim to provide time and relaxed opportunities for children to develop spoken language through conversation between other children and adults, both one to one and in small groups.
- We allow children time to initiate conversations, respect their thinking time and concentration.
- We aim to create an environment where it is safe to make mistakes and to share thoughts and ideas.
- We plan an environment that is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs and take into account childrens different interests
- We allow time for children to explore and share these resources with adults and other children
- We aim to include and support children with additional needs in these areas.

### **“children develop and learn in different ways and at different rates”**

#### **Supporting all our childrens needs**

- Provision will be made to meet the individual requirements of children with any additional needs, to enable them to make progress in their communication and language and achieve their full potential, for example through specific targets as part of their IDP, using Wellcomm toolkit to target areas needed, using Makaton to support with communication.
- ALNCO Claire Munslow will work closely with keyworkers, supporting them in their understanding and delivery of this area of learning.
- ALNCO will liaise with Parents and other outside agencies/professionals involved with the child and respond to the advice they offer.
- Where necessary, resources and equipment to support children with additional needs will be procured from other agencies such as speech and language therapist.

### **“Children learn to be strong and independent through positive relationships”.**

**Berriew pre-school recognise the importance of positive relationships.**



- We respect parents/carers and work with them to support and encourage their child's development (**see parent/carer involvement and participation policy**).
- We allocate a key worker to each child who will form a special bond with the child and their family to support and guide each other.
- The keyworker observes the child through play etc to gain an insight into the developing needs.
- Observing and listening to children to better understand their interests and provide opportunities for child led learning
- We help children to communicate thoughts, ideas and feelings and build up relationships with adults and each other.
- We model a range of positive behaviour, use language that is rich and use correct grammar.
- We recognise that what is said and how we speak is the main way of teaching new vocabulary and helping children to develop linguistic structures of thinking and communicating.
- We assess childrens development and progress termly and identify the next steps in childrens learning.
- Records of individual child's learning is recorded in their learning journey/FP's. These records inform planning, identify specific targets for each child, May identify children requiring additional support.
- We plan a learning environment indoors and outdoors, that encourages a positive attitude to learning through rich and stimulating experiences and by ensuring every child feels included.
- We aim to challenge discrimination on the grounds of gender and disability. All children will be treated as individuals, and they will have full access to all elements of the communication and language provision and opportunities.

**Berriew pre-school recognise the difficulties due to a language barrier and will support children with EAL (English Additional Language) by**

- Understanding parents are key in developing communication with children.
- communicate with parents to get key words/phrases to help with their child's development. A one page profile filled out by parents given with the contract and registration form on arrival will advise keyworkers in this area (**see contract/registration policy**)
- Use visual aids and a visual timeline for daily routines.
- Slowing down and simplifying speech and only using key phrases.
- Ensuring to get down to the child's level when communicating, remaining eye contact and introduce signs/makaton to communicate.

- Using lots of positive language/praise to encourage children, which will then empower them and give them confidence to keep trying when learning a different language.
- Completing any training available on how to support children with EAL, our ALNCO has completed training on 11.05.2020



For training and ideas on how to support children with EAL follow link below

<https://www.britishcouncil.org/english/timmy/resources/online-course>

This **Communication and Language policy** for Berriew Pre-school was passed for use

On:

By:

Position:

Date of planned review: