Featherstone Primary and Nursery School
Early Years Speech and Language Provision

Ambitious for our learning
Respecting ourselves and others
Caring, communicating and celebrating as a community

Featherstone Primary and Nursery School, Western Road, Southall UB2 5JT
What is Featherstone Primary and Nursery School Early Years Speech and Language Provision?

Featherstone Primary and Nursery School Early Years Speech and Language Provision is a specialist resource for up to ten children aged 3 to 4 who have a Specific Language Impairment. It takes place within the mainstream Nursery class at Featherstone Primary and Nursery School, which is a community school in the London Borough of Ealing. Within the provision children follow the Early Years Curriculum through inclusion in the Nursery and with additional support and encouragement within the smaller, supportive environment. The support in the provision is provided by a Speech and Language Therapist, a Teacher and Nursery Nurse. Each child is given individual, targeted assistance to ensure children make progress. A whole team approach is used as staff, parents and professionals work closely together to support each child in reaching their potential.

What is a Specific Language Impairment?

This is a term used by Speech and Language Therapists to describe a type of Speech, Language and Communication Need (SLCN). This means that children, who are otherwise able and healthy, have difficulty in talking and understanding language. They may:

- Have difficulty in saying what they want to, even though they have ideas.
- Sound muddled; it can be difficult to follow what they are saying.
- Find it difficult to understand words and long instructions.
- Have difficulty remembering the words they want to say.
- Find it hard to join in and follow what is going on.

Some children may have mild problems which are short lived. Others have severe and persistent difficulties with both understanding and talking.
Identification of Specific Language Impairment

Children with a Specific Language Impairment may be identified by their Parents, Teachers, Health Visitors, Speech and Language Therapists, Occupational Therapists, Educational Psychologists, the Child Development Team, or GPs.

They may be identified through a baseline assessment on entry to Nursery or by referrals from other settings.

There will be communication with parents, the child will be assessed over time and the child’s communication profile will be discussed. Different ways to support the child's language development will also be discussed.

Admissions to Featherstone Primary and Nursery School  Early Years Speech and Language Provision

The child's assessment information will be discussed in confidence by the Early Years Placement Panel of Speech and Language Therapists and education staff. If it is possible that the child would benefit from additional support parents will be invited to visit the setting and talk to the staff. They will be able to see how the setting is organised and how the staff helps the children to make good progress.

Parents will be offered a taster session for the child and then, if the school and parents agree, a place will be offered for the child.
Who are the adults working with the children and what are their qualifications?

There is a Specialist Pediatric Speech and Language Therapist, a qualified Teacher with Early Years Foundation Stage expertise, and a Nursery Nurse with a NVQ level 3 professional qualifications. The specialist teamwork closely with the staff of the mainstream nursery, who all have the required qualifications for their role, under the leadership of the Assistant Head teacher of EYFS & Year 1, Ms Bauer. The entire school from Nursery to Year 6 is supportive of pupils with Speech, Language and Communication Needs and this has been recognised with the ICAN Early Talk and Primary Talk supportive level.

(Ms Ulyett- Speech and Language Therapist)  
(Mrs Digby- Teacher)  
(Mrs Chaim- Nursery Nurse)
What is different about the learning environment?

Children can work in a small group or on a one to one basis with an adult. Activities take part in a small, quiet room which is free from distractions. The Nursery has furniture and ceiling tiles which have been specially chosen to minimise noise levels. Wherever possible the colours chosen for the displays and background are neutral so that there are less visual distractions for the children. The organisation of the outdoor play area and the classroom encourages social interaction in small groups. All staff in the Nursery is consistent in their approach towards the children. They use a range of strategies such as visual cards, Makaton signing (signs and gestures that support words), adapting their language to suit the children’s individual needs and engaging in child friendly interactions, such as getting down to the children’s eye level when speaking to them. All the strategies used support children in developing their understanding and use of language.

![Visual support for learning](image-url)
How do we work in partnership with parents?
We believe that parents are the child’s first educators and we always work in partnership with parents. Staff will make an appointment to visit the family at home so they can meet the child in the place where they feel most confident. Parents are invited to come into Nursery until their child is settled. Staff assists in settling the children into the Nursery routines. We make arrangements for regular meetings with parents - at least 1 per term. We share information about the child’s progress, plan the next targets and discuss the targets with parents. Parents will be asked to comment on their child's progress and any new skills or consolidation of skills. There are group sessions offered with other parents during which parents will be given information about ways to help their child improve communication skills in the home environment. Parents are welcome to make an appointment to meet with staff to share information, or they are welcome to contact the staff by telephone or email. Parents are asked for feedback about the Nursery and the Speech and Language provision. Parents will be invited to meet with any other professionals involved in planning or assessment for their child. If we have any concerns we will arrange to meet with you.

What is my child’s Special Educational Needs (SEN) entitlement?
If a child requires additional support to learn they are identified as “Special Educational Needs Support (SEN Support). They will benefit from the regular cycle of “Assess, Plan, Do, Review” which is put into place by the school in partnership with parents to support the children in meeting their targets.

Individual Education Plan (IEP)
Each child who attends the specialist provision will have their own individual education plan based on their needs. The staff team will decide on a set of targets for your child in consultation with parents, if parents and staff require further advice then other professionals, such as the Educational Psychologist or the Occupational Therapist are available. Parents will be part of that consultation process.

What is the role of the Special Needs Coordinator (SENCO)?
The Special Needs Coordinator, Miss M Sanusi (SENCO), monitors and reviews the progress of the children in the provision through regular meetings with the Specialist Speech and Language Therapist, the teacher, the Assistant Head teacher of EYFS & Year 1 and the school’s Educational Psychologist.
How do we assess a child’s progress and developmental stage?

A child’s progress is assessed by the Teacher and the Speech and Language Therapist using a combination of informal and formal assessment. All children are screened using the Featherstone Foundation Stage Communication Screen. This provides a baseline on entry to the provision and also shows the progress the children have made when they exit the provision. The screen reviews; attention, play, understanding, speaking, grammar and speech sounds. This initial screen helps staff to identify speech, language and communication needs and the child can then be referred to the Speech and Language Therapist.

The Teacher and the Speech and Language Therapist also carry out detailed observations during child-led learning through play, both indoor and outdoor. The Speech and Language Therapist also carries out further formal assessment including; the Derbyshire Language Scheme Rapid Screen Test to assess the child’s understanding of instructions and of increasing word levels, the Renfrew Action Picture Test to assess the child’s expressive information giving skills on a particular subject and their use of accurate grammar, and the Renfrew Word Finding Vocabulary Test which assesses the child’s word finding skills. Some children will need more detailed assessments which, with parental permission, will be carried out by the Educational Psychologist.

The informal and formal assessments are carried out initially and also reviewed throughout the year to allow the development of individual targets for each child, enabling the children to make successful progress in their speech and language development.

How do we find out what the children think about their experiences in the specialist provision?

We aim to understand what the child experiences in the Nursery by:

- Reviewing the child’s termly targets with them using language, symbols, choice cards, photos and Makaton.
- Use cameras with children to find out what is positive or negative for them in Nursery.
- Asking parents for feedback about information their child has shared at home about their experiences.
How do we support children's’ social and emotional development and keep them safe?

The staffs understand that social emotional development is closely linked with children’s communication. As a result staff plans to support children’s social and emotional development by:

- High quality circle time
- Using strategies from Social Emotional Aspects of Development (SEAD) and Playing and Learning to Socialise (PALS)
- Tracking children’s personal, social and emotional development.
- Taking a robust approach to bullying.
- Consulting with parents
- Following the school Child Protection policy
- Being sensitive to changes in mood and behaviour
- Working with the Health Visitor and Social Care when appropriate
- Mrs Bauer is the Assistant Head teacher of EYFS and Designated Child Protection and Prevent Teacher.

How do we support children who are looked after by the Local Authority (Children Looked After /CLA)?

The care plan is agreed with the Local Education Authority. A personalised education plan is written and implemented by the school. There are regular review meetings.
How do we help children move to another school or setting or class?

Children leave the specialist provision either when they are at a similar stage of development in Speech Language and Communication as children of the same age or when they are going into a Reception class. School staff will discuss with parents their choice of school for their child and discuss any further specialist support that may be required. Parents must apply via the Local Education Authority for a place in a Reception class - it is not automatic. When the child is leaving the provision the staff will share the Speech and Language Communication Passport and with the parents arrange one or more visits to the next setting so the children feel confident about the next school or class. Staff from the next setting will be invited to visit Featherstone Primary and Nursery School. The teacher will complete the Early Years Foundation Profile on exit. The final school reports and the report from the Speech and Language Therapist will be given to parents and copies are sent to the next school/class.
If you have a complaint who do you go to?

All complaints are taken seriously. The staff of the school will try to resolve all complaints so that children are happy and learning at school and parents are confident that the matter has been resolved. Complaints can be made in person, by telephone, in writing or by email. Any parent who has a complaint about a minor matter should firstly speak to the class teacher. If the matter is of a more serious nature, or if parents are not satisfied, then they may contact the Head Teacher. If parents are not satisfied with the outcome then they may contact the Chair of Governors via the school office. If parents remain dissatisfied they can contact Children’s Services School Improvement, or the Chief Executive at Ealing Council. If, after all these steps have been taken parents feel that the complaint requires further attention, then they may contact the Department for Education or alternatively use the OFSTED school complaint forms which can be found on the following link :https://contact.ofsted.gov.uk/onlinecomplaints

Who do I contact for more information?

- Mrs N Baeur- Assistant Head Teacher of Early Years Foundation Stage.
- Miss M Sanusi- Special Educational Needs Coordinator.
- Mrs J Sidhu- Deputy Head teacher of Inclusion.

Parents who think that their child would benefit from attending the specialist provision are welcome to visit. Please phone the school (0208 571 4977) and speak to Mrs Baeur for an appointment.

Contact details

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Western Road
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