

Hertfordshire Speech Language and Communication Needs Quality Offer

In accordance with the Children and Families Act 2014, Hertfordshire's [Quality SEND Offer](#) describes the special educational provision that families can expect to be available for children and young people who have special educational needs and/or disabilities (SEND)

The Speech, Language and Communication Needs Quality Offer exemplifies what the evidence tells us works well, for pupils with speech, language and communication needs (SLCN), and will support schools to develop staff confidence and quality of provision whilst strengthening partnerships with parents.

Children and young people with SLCN may:

- have speech that is difficult to understand
- struggle to say words or sentences
- not understand the words that are being used, or the instructions they hear
- have difficulties knowing how to interact with others, e.g. talking and listening to others in a conversation.

They may have some or all these difficulties. Speech, language and communication skills are very important for reading, learning in school and for socialising and making friends. They are also needed to support understanding of and for controlling emotions or feelings.

Outcome 1: Providing high quality provision that meets the needs of children and young people with SLCN by:

- delivering high quality teaching that is differentiated and personalised in a visual and language friendly environment and making best use of [The Communication Trust](#) resources
- removing barriers to learning and putting effective provision in place beginning with strategies outlined in The Communication Trust's [Communication Friendly Checklists](#) and including visual clues, [vocabulary learning](#), [questioning techniques](#), [Shape Coding](#) and [Makaton signing](#)
- having a clear approach to [identifying](#) at the earliest point those who require SEN support for SLCN
- using a [graduated approach](#), in the form of a four-part cycle of assess, plan, do and review, through which decisions and actions are made, revisited, refined and revised
- fully including children and young people with SLCN and their families in the life of the school or setting
- responding to the particular needs of children and young people with SLCN in specific circumstances, including children looked after
- evidencing the use of reasonable adjustments, ensuring access to the curriculum, written word and learning environment
- using provision mapping and management to maintain an overview of the [programmes and interventions](#) used with pupils with SLCN and evaluating the effectiveness of this provision
- considering appointing a [Language Leader](#) who can work with senior leaders and the governing body, to determine the strategic development of policy and provision for children and young people with SLCN
- providing professional development opportunities for all staff working regularly with children and young people with SLCN including [Elklan](#) training and online courses from [The Communication Trust](#).

Outcome 2: Improving short- and long-term outcomes for children and young people with SLCN through:

- promoting high expectations and ensuring all children and young people with SLCN achieve their best
- ensuring teachers are responsible and accountable for the [progress](#) and [development](#) of the pupils in their class, including where pupils access support from teaching assistants or specialist staff
- developing the effectiveness of the teaching and learning for pupils with SLCN through the monitoring and evaluation of approaches used in the school
- ensuring use of the graduated approach fully engages with parents, children and young people, and clearly evidences progress towards outcomes
- supporting the emotional, mental and social development of children and young people with SLCN, including providing extra support for listening to the views of children and young people and measures to prevent bullying and [social isolation](#)

thorough planning and preparation for transitions during the school day, between phases in education and preparation for adult life using ideas and strategies

Outcome 3: Communicating sensitively, appropriately and effectively with parents, children and young people with SLCN, engendering trust, confidence, respect and constructive partnership working by:

- ensuring that children and young people with SLCN and their parents have fully participated in discussions and have a sense of co-ownership of desired outcomes
- using an appropriate [pupil profile](#) and using strategies suggested in The Communication Trust's [Involving Children and Young People with SLCN - A toolkit for education settings](#).
- keeping a record of the agreed outcomes, actions and support and sharing this with families and appropriate school staff
- [talking to families](#) about their child's speech, language and communication and informing them when making special educational provision for their child
- arranging meetings with parents and pupils, allowing sufficient time to explore the parents' views and making best use of sources of SLCN information including [AFASIC](#).

Outcome 4: Managing resources for SEN through a transparent approach that is fair, meets the needs of children and young people with SLCN and achieves best value for money by:

- deploying the school's delegated budget and other resources. This may include Exceptional Needs Funding, and provision of services and equipment, including auxiliary aids as identified in the school's accessibility plan
- achieving an Elklan [Communication Friendly Setting Award](#), identifying effective practice and priorities for development and recording in the Hertfordshire SEND Benchmark & Planning Tool
- incorporating information into the SEN information report regarding the school's approach to supporting pupils with SLCN and their families

ensuring the governing body or a sub-committee has oversight of the school's arrangements for SLCN, including creating a communication policy, to support pupil progress

Outcome 5: Working proactively and collaboratively to improve provision by:

- participating in the development and delivery of local services through DSPL groups
- working with health and social care, local authority support services and voluntary sector organisations
- agreeing actions that ensure successful transitions between schools, phases and year groups using ideas and strategies suggested in resources such as [Communicating the Code: Post-16](#) and [I Can's Moving On](#)
- cooperating with the local authority to respond to recommendations from all SEND strategy work-streams
- cooperating with the local authority to review and develop the [Local Offer](#)
- regular review, monitoring and evaluation, including the views experiences and involvement of pupils, parents and others.