

## Every Child a Talker Steps to Success

What do we want to happen?	Steps to Success...
<p><b>To support the unique child</b></p>	<ul style="list-style-type: none"> <li>• Ensure all practitioners are confident with the statements and the Child Monitoring is completed accurately using Supporting Early Years Outcomes.</li> <li>• The ELLP support practitioners to complete child monitoring accurately</li> <li>• All key people know the children who are at risk of delay and delayed as well as those ahead of expectations</li> <li>• Key people implement the appropriate strategies and support using Elklan.</li> <li>• The outcomes of the child monitoring are shared with all practitioners in the nursery-</li> <li>• Key people have copies of the child's pupil card.</li> <li>• Support strategies provided are shared with practitioners and parents</li> <li>• Practitioners communicate with parents in a range of ways so they are confident in supporting their children</li> <li>• ELKLAN strategies are shared with all practitioners and are embedded within practice in the setting</li> <li>• Information from Child Monitoring is shared with parents to show their progress e.g. progress check meeting, parents meetings, EYFS progress record</li> <li>• Information is shared with the Setting SENCO for those children At Risk of Delay and Delayed</li> <li>• Children delayed and at risk of delayed are known to the EY SEN Team</li> </ul>

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What do we want to happen?	Steps to Success...
<p><b>To create an enabling environment throughout the nursery both indoors and out</b></p>	<ul style="list-style-type: none"> <li>• All practitioners know what we mean by the 5 key principles of Communication Friendly Spaces</li> <li>• Everyone in the setting has had training in relation to CFS through staff meetings and staff training</li> <li>• There is evidence of CFS principles being put in to practice?</li> <li>• Spaces those are well maintained and regularly reviewed?</li> <li>• Are resources organised to reflect CFS?</li> <li>• Practitioners have seen and used the Elizabeth Jarman toolkit and ‘A Place to Talk’ books for ideas and staff development?</li> <li>• All practitioners been involved in auditing the areas and develop them considering the key principles of colour, light, organisation of resources &amp; resource management and use of space</li> <li>• Spaces have been developed that reflect the Communication Friendly Spaces principles indoors and outdoors, monitor and evaluate the impact.</li> <li>• Spaces are constantly reviewed and adapted to meets the needs of children.</li> <li>• As a team Hot and Cold Spots for talking are identified in the environment?</li> <li>• We turn cold spots in to hot spots</li> <li>• Areas within the environment which need further development in order to effectively support children’s speech and language development have been identified.</li> <li>• Displays are continuously reviewed and are at child height.</li> <li>• Prompts and tools to support adults are displayed at adult height eg. The Take Ten Wheel.</li> </ul>