

Collaborative Consultancy, Training, Observation and/or Coaching to Improve a School's Language Provision for all Children Aged 4-11.



Have you noticed an impact of the Covid-19 pandemic and lockdowns on some children's language development, literacy and behaviour?

Are you finding that you have more children in your setting with needs than you can access support for from external agencies?

Are you struggling to access enough Speech and Language Therapist time for individual cases?

Are you finding yourselves limited with the amount of individual/small group support you can provide due to the numbers of adults you have available?

Is there a better way to address this problem and meet children's needs rather than one child at-a-time?

Are you looking for a way to support the language development of children in a more cost-effective and systemic way?

How can you support your schools in developing a stronger language provision for all children (aged 4-11)?

If you would like to find out more, read on. If you would like to explore further, please contact us to arrange a free initial exploratory conversation.

Aspen Psychology Services Can Help You to Develop a Stronger Language Provision for All Children

APS can support educational professionals in primary school settings to develop their practice in this respect through a combination of collaborative approaches to improve a school's language and communication provision.

Work can include, for example:

- **Evidence-informed advice** on creating communication-supporting classroom environments.
- **Observation** of your classroom environments to identify **strengths** and **areas for development** in relation to the development of spoken language.
- **Collaborative consultation meetings** to translate those findings into **manageable next-step action plans**.
- Equipping practitioners with **approaches and strategies** that can be used in their class to support the development of language and communication skills.
- Support on how best to **identify language needs**.
- Tailored **in-house training and/or coaching** to enhance practitioner development.
- Consultancy can be offered to **key staff members** in a particular year group, Key Stage (Early Years, Key Stage 1 or Key Stage 2) or as a whole school.

The work provided is:

- **Tailored** to your school's needs and priorities.
- **Collaborative**.
- **Practical** and **manageable**.
- Focused on **empowering staff**.
- **Beyond the level of the individual child**, potentially impacting on ALL children in your setting.
- Work that will **impact on other areas of children's development**, such as behaviour and literacy development.
- Work that will **enhance Wave 1 provision and Quality First Teaching**.
- **Cost-effective**.
- **Evidence-based** and **well-evaluated**.

READ WHAT OTHER SCHOOLS HAVE SAID ABOUT THIS WORK

"The Self-Assessment School Audit was very helpful to identify where we were as a setting and to identify three key areas for development" (SENDCo).

"Hearing the EYFS and Year 1 teams talking positively about their language enriched environments and seeing many of our EAL/SEND learners developing their language throughout the few terms they have been in school (due to Covid closures) has been really helpful" (SENDCo).

"Discussions around provision and teacher use of language was most helpful. Having someone to tell you this is good, keep going with that, really makes a refreshing change and supports our team and the ethos around our teaching" (EYFS Lead).

"Ioanna has offered us auditing tools and I am keen to use these to support us in the future" (EYFS Lead).

"Discussion around what a language rich environment looks like and to have this confirmed was most helpful. As previous EYFS Lead, I have been told many times my classroom was not 'language rich' without explanation as to what language rich is and no acknowledgement of the fact that it is how the provision and adults support language – this was helpful for future inspections and reviews" (Year 1 Lead).