CASE STUDY

Longmoor Primary School, Liverpool

We received our Communication Commitment certificate in April 2015, and our commitment to communication is now firmly embedded in the school's ethos. The development of good communication throughout the school is on our Development Plan, and this year we will be participating in No Pens Day Wednesday, as well as trying a 'Hello Echo' for the first time.

We were the first school in our city to develop a project focusing on Communication, and we regularly share our good practice with other schools. As a result of our project, Liverpool Speech Therapy Services now offer support to other schools using our successful model. Our model was shared with all Liverpool SENCOs at a Briefing, and we host regular visits from other schools.

Our dedicated full-time Communication Teaching Assistant attends regular training sessions delivered by Speech Therapy Services. We work very closely with the Speech Therapists who support some of our children, and they now ask to deliver sessions in school so that they can work alongside our Communication Teaching Assistant, who can continue their very specific, targeted support.

All staff receive regular training on Communication focusing on a variety of topics, including: identifying areas of need, visual timetables, ways to make classrooms communication-friendly, Blank Level Questions and Narrative.

Some of our children have also been supported through part-time placement at a Language Resource Base, and we work very closely with their staff to ensure that we are delivering our interventions in a complementary way. We visit the Resource Base to share ideas and resources. Our resources are prominently displayed centrally within the school to ensure that all staff see and use them on a daily basis, and are well organised, matching our dedicated provision map.

In addition, we hold regular coffee mornings in school, focusing on Communication and providing resources and support for our parents. We invite speakers to share their expertise at our parents' events (such as The Isabella Trust, Advanced Solutions and the Speech and Language Therapy Co-ordinator for Liverpool).

One child currently in Year 1, started here in Nursery; he was selectively mute and very much an observer. He has received daily support from our Communications Teaching Assistant, who works in close conjunction with his speech therapist. This boy is now

speaking with confidence and increasing clarity, and joining in with all activities.

His is a real success story, as is his sister's, whose ankyloglossia was causing her speech to be severely affected. Our Communication Teaching Assistant again worked in close conjunction with her speech therapist and delivered daily communication interventions to support her speech. This child has now been discharged from speech therapy altogether, and her communication skills are in line with those of her peers.

We began the Project partly because of the rising number of children coming into school with poor communication skills, and partly because of the impact that poor communication skills has on narrative writing. Collectively, as a staff, we discussed ideas as to how we might be able to improve communication skills.

Once we had pooled ideas, our next step was to invite the Speech and Language Therapy Co-ordinator for Liverpool into school to discuss how we could develop our project further. These meetings also involved the Headteacher, Senior Leadership Team (SLT), the Chair of Governors and the SENCO. Right from the start, funding (Pupil Premium) was approved by the SLT and the Board of Governors, and we have always had their full support.

We proudly share our project with other schools, and the SLT are fully involved in this – when others visit to see the project in action, all staff are enthusiastic and fully aware of the impact it is having on our children.

We are firmly committed to providing high quality speech, language and communication support for our children.

Since the Project began:

• 198 pupils have been assessed.

• 19 pupils have been referred to Speech Therapy since the Project began – not including pupils already known to Speech Therapy prior to the project beginning.

• Of the pupils currently in Year 1, who were assessed on entry to school, 59% were identified as requiring specific communication interventions. Results below indicate re-assessment scores of the year group following input:
- 76.6% made improvements in their RAPT Information Score.
- 83.3% made improvements in their RAPT Grammar Score.
- 56.6% made improvements in their BPVS score.

• Of the pupils currently in Year 2, who were initially assessed on entry to school:
- 55.1% of pupils made significant progress in their BPVS score when re-tested following input.
- 73.47% of pupils made significant progress in their RAPT Information Score when re-tested following input.
- 79.59% of pupils made significant progress in their RAPT Grammar Score when re-tested following input.