

# Case study of local good practice in identifying children with SLCN

**Robert Mellors Nursery and Primary School**  
Nottingham

## Whole school approach

The setting has a whole school approach to speech, language and communication and believes universal support and training is the key to identifying children with SLCN.

The setting has used the Pupil Premium Grant to fund a range of training programmes in speech, language and communication across the school and foundation stage, including Let's Interact, Talkboost, Oral to Written Narrative and other local training programmes. All staff are also trained to use universal communication supportive strategies and communication friendly environments throughout the school, including use of symbols, quiet areas to encourage peer to peer communication and nurture areas.

TAs have targeted Pupil Premium children to focus on extending language and introducing new vocabulary.

## Universal good practice

A range of universal and targeted intervention groups are also delivered across the nursery and primary school including Talkboost, listening and attention groups, narrative groups and

Nursery Natters, a programme from their local Children's Centre.

A number of tools, including Development Matters and I CAN's Development Chart, are used to record and track the progress of children's speech, language and communication skills.

KS1 and 2 staff have also had inference training to support with reading. Embedding vocabulary across the curriculum is a key focus.

## Partnership working

Robert Mellors also works closely with partners in health and education to identify and support children with SLCN, including Children's Centres, Health Visitors and Home Talk Workers, who support families with communication in the home.

The school also uses data to support its effective identification of pupil's with SLCN. It looks to the EYFS release from the DfE which is used to compare the school's own performance and support evaluation and self-assessment, helping to identify where the school may need to improve.

## Introduction

Robert Mellors is a nursery and primary school with 370 children in attendance from foundation stage up to the end of primary. The school is based in outer Nottingham and has a high number of pupils eligible for the Pupil Premium Grant.

There is a high prevalence of SLCN in the school with 50% of children having delayed language skills on entry into nursery and ranging between 13% to 50% of pupils throughout the rest of the school. The setting has recognised a link between pupil's eligible for the Pupil Premium Grant and higher incidence of SLCN.



Robert Mellors believes being proactive as a setting and an individual is the key to effective identification of SLCN. Knowing the services available in the local area, building strong relationships with Children's Centres, Health Visitors and other settings, such as nurseries that children will be arriving at school from and encouraging the sharing of information.



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