ECaT Policy
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1 **Introduction**

Every Child a Talker (ECAT) is designed to lead practitioners and their colleagues to create a developmentally appropriate, supportive and stimulating environment in which children can enjoy experimenting with and learning language.

A child’s ability to develop language depends on being immersed in a rich environment of words, sounds, rhythm, and verbal and non-verbal expression from birth. However, there are still many children starting school without the extended vocabulary and communication abilities which are so important for learning and for making friends.

(Every Child a Talker: Guidance for Early Language Lead Practitioners. DCSF, 2008)

2 **Scope**

This policy applies to all staff, casual staff and students in the University of Bradford Nursery.

3 **Glossary**

ECaT - Every Child a Talker

ELLP - Early Language Lead Practitioner

SENCo – Special Educational Needs Coordinator

EYFS – Early Years Foundation Stage – Sets the standards of learning, development and care for children 0-5 years.

Tapestry – An online journal in which each child will have their own account set up in order to input assessment data and write reports to share with parents and progress learning as outlined in the EYFS.

SALT – Speech and Language Therapy
4 Responsibilities

It is the responsibility of the key person to interact, engage with and observe their key children and input observations onto Tapestry to outline their current levels of development.

The key person will use these observations along with practitioner knowledge, to complete each child’s ‘Summary Report’ on Tapestry, each term. They will use the EYFS to assess the child’s current levels of learning.

It is the responsibility of the key person to ensure that all key children’s ‘Reports’ are completed each term and information is input in the child’s Tapestry account.

It is the responsibility of the ELLP to review all children’s communication and language development across the setting. This will be done on a termly basis, after the competition of all children’s ‘Summary Reports’ on Tapestry.

The ELLP will consider which children are requiring support in developing their communication and language skills (as shown on Tapestry by use of colour coding). All children who are showing up in ‘red’ will require ‘5 minutes daily time’.

The ELLP will use the ECaT grid to establish whether a child is ‘at risk’ or ‘potentially at risk’ of delay.

The ELLP will use this as guidance on which action to take. All children highlighted in ‘red’ on Tapestry for areas of communication and language development, will receive ‘5 minutes daily time’.

The ELLP will speak to the key person of each child considered ‘at risk’ of delay, using the ECaT grid. They will discuss next steps to take e.g. schedule a parental consultation, discuss possible referral to SALT, consider other languages used by the child and current levels of learning.

The ELLP will devise a list for each unit of all children who require ‘5 minutes daily time’ for that term, highlighting actions.

The ELLP will highlight which particular areas of communication and language each child needs support with.

It is the responsibility of the child’s keyperson and all other staff members, to highlight to the ELLP, SENCo and Management team any concerns that they may have in relation to a child’s communication and language development. It is important that staff use their practitioner knowledge in
assessing children’s levels of learning. Staff DO NOT need to wait for the unit lists to engage in ‘5 minutes daily time’, schedule a parental consultation or proceed in taking steps to make a referral to SALT.

It is the responsibility of the key person to engage in ‘5 minutes daily time’ with their key children EVERY SESSION that the child attends. The key person is responsible for scheduling parental consultations and completing SALT referrals where required. If support is needed in completing a referral, this should be sought from the ELLP, SENCo or a member of the Management team.

If the key person is absent, it is the responsibility of the room leader, to decide who will complete the ‘5 minutes daily time’ sessions, with those key children.

It is the Key persons responsibility to ensure that information regarding children’s developmental levels and support required, is passed onto the child’s parent/carer.

5 General Principles/Policy statements

As a setting we aim to:

➢ Improve the quality of language provision within the setting, by adopting the principles and practices as outlined in the ECAT materials.
➢ Support the professional development of colleagues within the setting to promote the communication and language development of children within their care.
➢ To involve parents in promoting children’s language development at home.

Consequences of Non-compliance

5.1 If a staff member does not engage in ‘5 minutes daily time’ this will be followed by a meeting with the Nursery Manager/Management team to discuss why they have not been compliant.

5.2 An action plan will be put into place to support staff member.

5.3 This will be followed up at the next supervision to monitor actions and completion.

5.4 If non-compliance continues after the initial meeting, the setting disciplinary procedure will be followed.
6 Monitoring and review

6.1 The policy will be reviewed on a yearly basis.

7 Related Policies and Standards/Documentation

7.1 Every Child a Talker Guidance for Early Language Lead Practitioners (DCSF, 2008)

7.2 Development Matters in the EYFS (DFE, 2012)

8 Appendices

5 Minutes Daily Time Guidance
5 Minutes Daily Time

Engage in 5 minutes quality time playing and following the child’s lead to promote children’s language and communication development.

Here’s how:

- **Let the child choose the toy/activity**
- Sit where they can **see your face**, down at their level. Being able to make eye contact is one of the triggers for successful communication.
- **Wait and watch** what they are doing in their play. Try not to interfere, allow them to develop independence and use their initiative.
- **Avoid questions** and give them the **silence** they need to think through their actions, words, and sentences.
- Wait for them to **look at you**, before speaking to them.
- When your eyes meet **name** the object they have in their hand or the action they are doing.
- If they say the word, but it is unclear, praise them with a nod or a smile for having a try and then **repeat back** the word clearly. e.g. if they say “ish”, you nod and say “fish” e.g. if they say “tat”, you nod and say “cat”
- If what they say is clear, **repeat back and add another word** e.g. if they say “teddy” clearly you say, “big teddy”, 2 words clearly spoken, repeat back and add another word - child says “big ball” you say “a big shiny ball”

When words are unclear, you clearly repeat back what you think the child has said or remain silent if you do not know what the words are.