School Name: _____

ESCAL Communication Friendly Schools Audit

Wave 1 – all children
Quality 1st teaching that develops communication skills

Wave 2 – "Catch Up"
Small group intervention and Talk Volunteers

Wave 3 – Individual Specialist Support

PARENTS

TRAINING
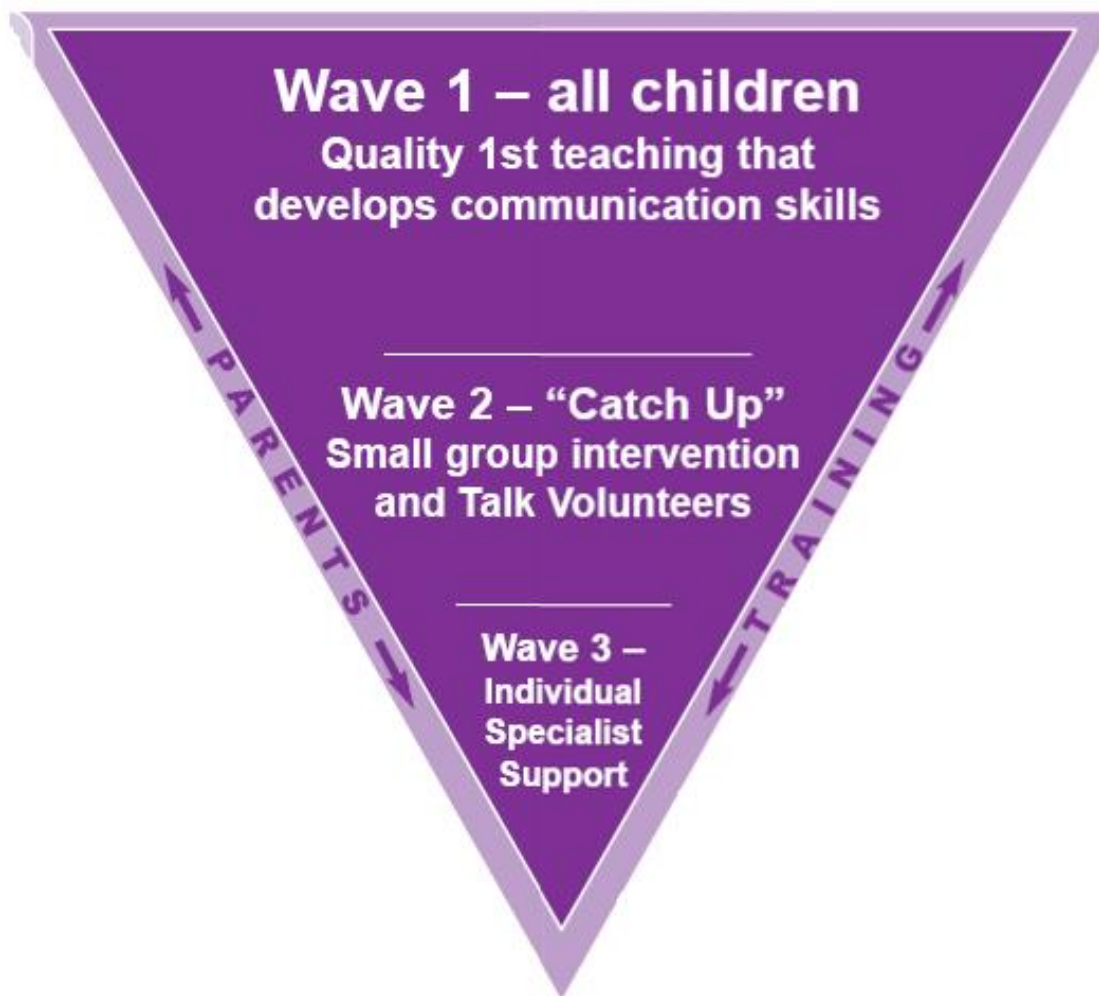
ESCAL Communication Friendly Schools Audit

Aim: All Sheffield schools to be Communication Friendly!

A communication friendly school

- Encourages all forms of communication, developing children's language skills and ensuring social, emotional and academic progress.
- Provides opportunities for building speech language and communication skills from the Foundation Stage by providing a supportive environment and ensuring adults are aware of children's language levels.
- Works closely with parents/carers so that they can support language development and communication at home.
- Continues to promote opportunities for speaking, listening and communication across a broad and creative curriculum through Key Stage 1 and 2 enabling children to become articulate and confident.

Throughout this document we appreciate the needs of our children who use sign or other communication systems to communicate, and value all forms of communication used in Sheffield schools.

The Communication Friendly Schools audit covers the following areas:

> **Section 1.   Leadership and Management.**
>
> **Section 2.   Wave 1 Provision**
> – **Social Ethos**
> – **Teaching and Learning**
> – **Learning Environment.**
>
> **Section 3.   Wave 2 and 3 Provision.**
>
> **Section 4.   Parental Involvement.**

This audit is designed to help schools evaluate their practice. Schools may wish to apply for external verification through ESCAL and receive a Communication Friendly School Quality Mark.
This Quality Mark is endorsed by the National Champion for Communication.

For details see -
www.sheffield.gov.uk/escal

Section 1: Leadership and Management

Criteria	R 🔴	A 🟡	G 🟢	Evidence*	Comments	Next Steps
• The school has a coherent whole school approach to the development of speech, language and communication skills. This includes monitoring, evaluation and identifying next steps.						
• Speech and language is incorporated into school systems for setting targets and monitoring progress.						
• The school has an identified communication lead.						
• Speaking and listening is incorporated into curriculum planning.						
• There is an identified budget and resources to support the development of speech, language and communication.						
• The school tracks children's progress in speaking, listening and communicating, using the ESCAL tracker if appropriate. Staff are able to identify and support children at risk of developmental delay.						
• The school has a planned Speech and Language CPD programme that impacts on all staff and which might include in-school coaching.						
• Governors are aware of the school's practice with regard to speech, language and communication development.						

Leadership and Management: Evidence of Impact

***Possible sources of evidence:** School Improvement Plan, Raising Attainment Plans, Action Plans, SEF, Ofsted outcomes, on entry assessment and Foundation Stage Profile results, end of KS1 and 2 data, internal tracking data, ESCAL speech and language tracker, outcomes from intervention programmes, formal and informal lesson observations, planning scrutiny, learning walks, pupils' work including oral presentations, discussion with Pupils, Parents Key teaching and non teaching staff, coordinators, SENCO, governors, IEPs, reports to governors, CPD records, overview of performance management objectives etc.

Section 2: Wave 1 Provision – Social Ethos

Criteria	R 🔴	A 🟡	G 🟢	Evidence	Comments	Next Steps
• The school provides a welcoming environment where every adult understands their role in listening to children and promoting communication.						
• Classroom environments and adult / child interactions enable children to make choices, take risks and develop self-esteem.						
• Children are encouraged to communicate freely and productively with each other.						
• Mother tongue is valued and used where appropriate.						
• There are planned opportunities to develop speech and language, communication and social interaction across the school day including at playtimes, lunchtimes and in the extended day.						

Wave 1 Provision – Teaching and Learning

Criteria	R 🔴	A 🟡	G 🟢	Evidence	Comments	Next Steps
• There is a recognition that all learning, as well as social and emotional development, starts with talk and being able to communicate.						
• Time is prioritised for talk. In addition we appreciate the needs of children who use signs or other communication systems to communicate.						
• There is a whole school approach to teaching listening skills and vocabulary.						
• Principles underpinning quality first teaching of talk are understood by all staff e.g. creating time to talk and listen, modelling and refining language, creating confidence and self esteem, valuing mother tongue.						
• Teachers include differentiated speaking and listening objectives in their curriculum planning.						
• Staff in all Key Stages use a range of strategies to develop talk. These include the use of talk buddies, think-pair-share, group interaction techniques, oral story telling, talk frames, story maps, "wait time" in questioning, role play, puppets, drama techniques etc – see appendix.						
• In Foundation Stage, adults scaffold children's language and use strategies such as re-reading favourite stories, making time for rhyme and song frequently supported by actions, linking spoken language with written language, accepting non-verbal communication as well as verbal, ensuring all children including the least verbal have turns at expressing themselves.						
• As children develop through Key Stage 1 and Key Stage 2, talk is used creatively across a broad curriculum, e.g. through the use of IT, Philosophy for Children, SEAL, Talk for Learning, the ESCAL Soapbox.						

• Practitioners' subject knowledge is developed through CPD and the use of the ESCAL Speech and Language Tracker.						
• The quality of talk is a focus in evaluating teaching and learning eg through lesson observations.						

Wave 1 Provision – Learning Environment (Classrooms, Wider School and Outdoor)

Criteria	R 🔴	A 🟡	G 🟢	Evidence	Comments	Next Steps

• The school environment supports communication through:
  – a range of visual cues about location, equipment, timetables e.g. through the use of Communicate in Print. These visual support systems are matched to children's needs e.g real objects, photographs, drawings and symbols are chosen as appropriate to children's developmental stage.
  – collaborative learning and pupil groupings which support talk.
  – displays, resources and routines which scaffold talk.						

• Staff and children are able to use signing systems (such as Makaton, Signalong, BSL) where needed.						
• The indoor and outdoor environment supports talk and communication across the curriculum.						
• The environment celebrates children's achievement and the high profile given to talk through the use of photos, videos, easi-speak microphones, podcasting, performance, assemblies, the ESCAL soapbox.						

Wave 1: Evidence of Impact

Section 3: Wave 2 Provision

Criteria	R 🔴	A 🟡	G 🟢	Evidence	Comments	Next Steps
• The school provides catch up interventions for children with delayed language or other communication needs e.g. group interventions, Talk Partners, Talk Volunteers.						
• The school monitors the impact of interventions and the progress of children falling behind e.g. through the use of the ESCAL Speech and Language Tracker.						
• The school considers the purchase of additional speech and language therapy support to develop staff expertise as well as providing support for children.						

Wave 3 Provision

Criteria	R 🔴	A 🟡	G 🟢	Evidence	Comments	Next Steps
• The school provides follow up support for children with Speech and Language Impairment who are receiving therapy.						
• Teachers are given time to meet with the speech and language therapist supporting children in their class.						
• Children's therapy targets form part of the school systems for class based personal targets, and inform teachers' planning.						
• The school has identified one or more teaching assistants to become expert in speech, language and communication and enabled them to access a high level of training: these TAs have time allocated to support therapy programmes planned by specialists.						
• Where children are receiving therapy, the approach used is one of 'team around the child'-therapist, teacher, TA and parents working together to support the child						
Wave 2 and 3: Evidence of Impact						

Section 4: Involvements of Parents/Carers

Criteria	R 🔴	A 🟡	G 🟢	Evidence	Comment	Next Steps
• The school environment warmly welcomes parents/carers and visitors and helps them feel at ease.						
• Parents/carers have a clear understanding of the school's systematic approach to speech, language and communication development, and their opinions are listened to and acted upon.						
• Parents/carers are supported in developing their child's speaking and listening skills as a result of parent/carer workshops, Family Learning, the loan of Family Chatterbags, talk homework etc.						
• At wave 2 and 3, the school provides regular opportunities for parents/carers to review their child's progress and support next steps.						
Parental Involvement: Evidence of Impact						

Appendix – Wave 1 Provision: Teaching and Learning

Talk: Quality First Teaching – 10 Key Principles
1. Create time to talk
2. Listen Well
3. Engage children in one to one conversation and in group talk
4. Model language and teach appropriate register
5. Practise, refine and improve vocabulary
6. Develop speaking and listening across a broad curriculum
7. Make talk positive, create confidence and self esteem
8. Provide an audience
9. Value mother tongue
10. Make communication fun!

Communicating by other methods such as sign – 10 key Principles
1. Create time to communicate
2. Concentrate
3. Engage children in one to one and group conversation
4. Model the language or gesture
5. Practice, refine and improve vocabulary
6. Develop signing skills across a broad curriculum
7. Make communication positive
8. Provide an audience
9. Value the use of British Sign Language
10. Make communication fun!

Strategies to Develop Talk Across the Curriculum

Support the development of ground rules for talk and communication by exploring the following questions and establishing shared understandings. Visual prompts can be used to remind children of agreed ground rules:

- What is a good listener?
- What is good communicator?
- How do I work with a partner?
- How do I work with a group?

Create a classroom environment that encourages children to talk and communicate. This may include:

- Emotional environment
  - High challenge and low stress
  - SEAL
  - Philosophy for children
- Physical environment
  - Furniture arrangements
  - Acoustics
  - Lighting and temperature
  - Regular breaks
  - High quality resources, including visual cues such as props, symbols, photos, timetables, labels, story maps, talk frames, displays that support learning
- Behavioural environment
  - Positive and consistent
- Social environment
  - Meaningful interaction between peers and between adults and children

Promote talk and communication strategies across the curriculum.

This may include:

- Talk partners, think-pair-share, jigsaw, snowballing, envoys
- Oral story telling/talk for writing
- Use of puppets and props
- Guided talk
- Providing 'wait time' or 'thinking time' when asking questions
- Listening strategies e.g. barrier games, babble gabble, word tennis, draw a story, telephone conversations
- Drama techniques e.g. hot seating, role play, conscience alley, expert interview, freeze frame, thought tracking
- ESCAL soap box.