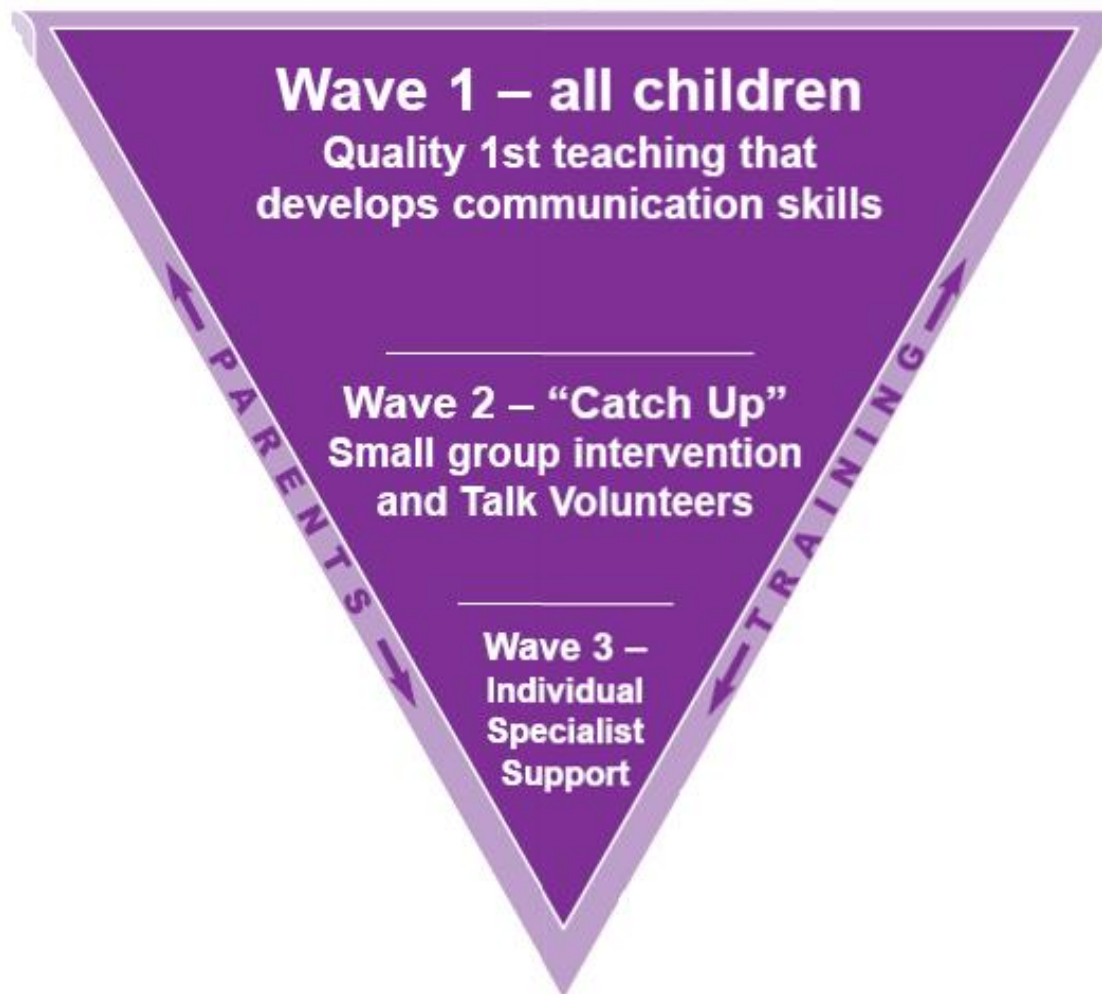




School Name: Owler Brook Primary

ESCAL Communication Friendly Schools Audit



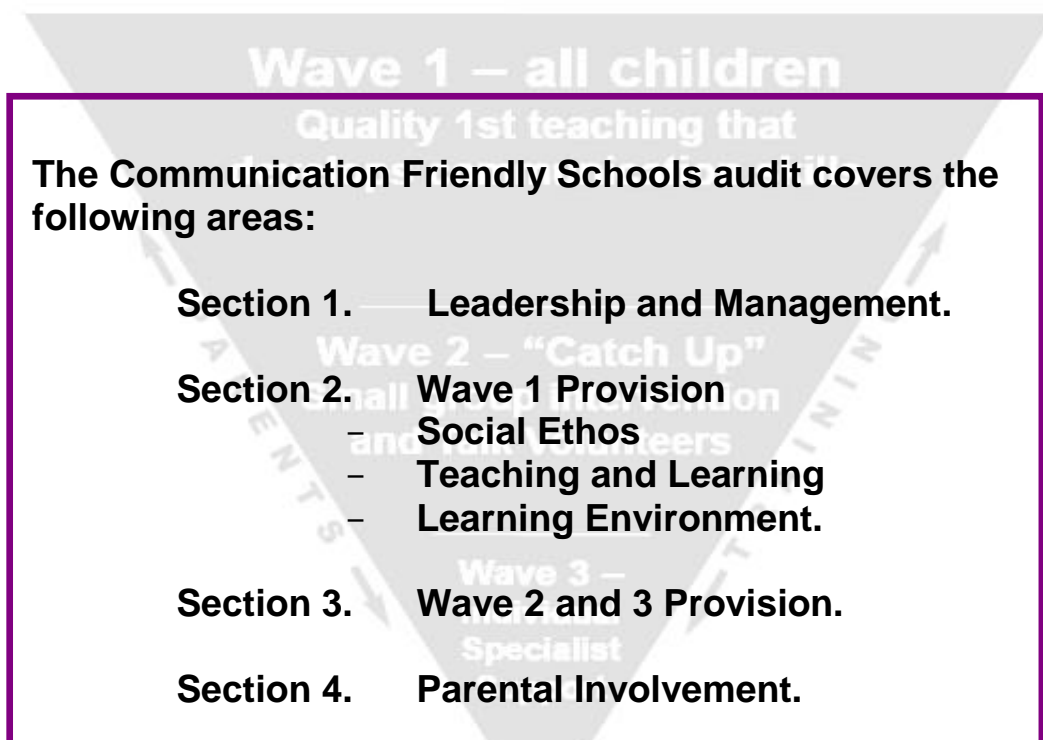
ESCAL Communication Friendly Schools Audit

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.










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
<ul style="list-style-type: none"> 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. 				Teaching and Learning Policy. Sp & List Policy. School Imp Plan. Role Play areas. Example of lesson observation.	Sp & Lan Development is an integral part of our philosophy and is the basis for all our learning across school. S & L is an area of ongoing development in our school improvement plan. All classrooms have role play areas designed around the current theme. All children have a learning partner which is changed weekly. The staff are highly skilled at used learning partners and have received training from Shirley Clarke. Lesson observation, work scrutiny, planning scrutiny focus upon quality speaking and listening opportunities.	Develop Talk for Writing approaches across Y3. (ESCAL Training) Develop EAL Champion
<ul style="list-style-type: none"> Speech and language is incorporated into school systems for setting targets and monitoring progress. 				Year Group Targets Ace Observation Sheet ESCAL Tracker On entry data/results for F. Stage	Targets set for the end of each year group in Literacy and Numeracy. Use of ESCAL tracker to ensure children are working within their age range. Targets for individuals. FS use ACE observation sheets and identify next steps.	Further embed use of ESCAL tracker across school. Termly Sp & Lis assessments across KS2.
<ul style="list-style-type: none"> The school has an identified communication lead. 				Discussion	Kit Oldham. Sharon Hutchinson	
<ul style="list-style-type: none"> Speaking and listening is incorporated into curriculum planning. 				Planning Learning Walk Discussion with Phase 1 Leader.	Teachers plan for speaking and listening opportunities. Weekly circle time. Philosophy for children. Use of photographic equipment. Celebration Assemblies, performances, film making.	Staff currently undertaking P4C training. Develop staff expertise and confidence.




<ul style="list-style-type: none"> There is an identified budget and resources to support the development of speech, language and communication. 			<p>Undertake learning walk – to see impact of resources</p>	<p>The development of speech and language has been high priority since Jan 10. £15,000 was allocated to purchase resources across the school e.g. Flip cameras for filming, digital and polaroid cameras, role play furniture and resources for Early Excellence, story sacks, postcards, talking tins, microphones, netbooks, headphones, interactive whiteboards and a sound system for the school hall. Additional funding has been used to up skill staff through quality training. e.g Shirley Clarke, Trevor Hawes (Optimal Learning)</p>	<p>Continue to allocate budget resources to Sp & Lan</p>
<ul style="list-style-type: none"> 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. 			<p>Observation of intervention. Tracking data Provision map IEPs</p>	<p>Use of ESCAL tracker to ensure children are working within their age range. Targets set for individuals. Intervention programmes running for children with developmental delay. Effective use of learning support. SEN children broadly in line with National. Additional conversation lessons for vulnerable children e.g. Slovak/Roma</p>	<p>Continue to fund additional language support through the use of oral storytelling and drama for our Slovakian children.</p>
<ul style="list-style-type: none"> The school has a planned Speech and Language CPD programme that impacts on all staff and which might include in-school coaching. 			<p>CPD records Performance Management Objectives</p>	<p>This year we are focusing on developing our AFL strategies. Our 4 new teachers are joining the learning team within the family of schools. Sharon Hutchinson is becoming our EAL Champion. IDP training and successful strategies to be used across school. Forest School area is up and running but needs planting. School has bought a mini bus for educational visits to enrich children's experiences.</p>	<p>AFL developments EAL Champion Speech and Language CPD through the exceptional needs pilot.</p>

<ul style="list-style-type: none"> Governors are aware of the school's practice with regard to speech, language and communication development. 			<p>Governors minutes</p>	<p>Governors approve all policies. Governor learning walks.</p>	
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Leadership and Management: Evidence of Impact
 2010/2011 results have brought the school from significantly below national to broadly in line. This has not happened by chance but has been the result of a clear focus on raising attainment through the engagement of our young learners. The September 2009 described our children as passive learners. This was perhaps due to the formality of the curriculum. This is no longer the case as we have strived to completely rewrite our curriculum and change the way we teach to empower our learners. We have implemented the very best bits of continuous provision to all our FS, KS1 and KS2 classrooms. Children now have the opportunity to practice, consolidate and extend their learning by developing their skills through a variety of context. Classrooms promote talk and develop language right across the curriculum. Lesson observations and informal drop ins monitor opportunities for high quality speaking and listening. Children's voices are heard in lessons and quality outcomes show us their confidence and skills are growing.

***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
<ul style="list-style-type: none"> The school provides a welcoming environment where every adult understands their role in listening to children and promoting communication. 				Discussion TA Observation Talking to staff	Medium term plans are a team effort – children, TAs, teacher. All provision areas have usage statements on which were drawn up as a whole staff. Weekly planning is done in teams and communicated to all. All provision areas have clear learning objectives. Talk partners modelled by staff and used frequently. Use of open ended and challenging questions. Staff research project 2010\11 focused on questioning and child voice in the classroom. P4C, circle time, SEAL, proud time are all part of the timetable. Worry boxes for children to voice their worries.	Continue to develop strategies to develop excellent communication skills across school, particularly with the Slovak/Roma children.
<ul style="list-style-type: none"> Classroom environments and adult / child interactions enable children to make choices, take risks and develop self-esteem. 				Learning walk. Close examination of the continuous provision. Talking to children. Behaviour policy.	Lessons promote quality, interactive ‘introduction time.’ Children then work with teacher\TA or in provision areas on thematic activities. All activities develop a specific skill however a range of contexts are offered to allow children to make decisions. Many opportunities to work with others and develop their confidence.	Continue to develop learning opportunities through quality continuous provision as the school grows.

				<p>Use of proud books for thematic learning. Proud time at the end of each day – to celebrate. Learning logs to develop purposeful learning at home. School behaviour policy based on RESPECT and good choices.</p>	
<ul style="list-style-type: none"> Children are encouraged to communicate freely and productively with each other. 				<p>Use of Talk Partners – lots of work done on how to be a good talk partner. Lots of opportunities to reflect and evaluate learning. Visualises in all classrooms enabling productive discussions about learning. Playground Buddies – conflict resolution training. Children work in groups to design and create learning experiences in medium term planning. Active School Council.</p>	<p>Develop the use of the outdoor space to create purposeful play once the grounds have been redesigned.</p>
<ul style="list-style-type: none"> Mother tongue is valued and used where appropriate. 			<p>Bilingual letters Observation of TAs. Talking to parents</p>	<p>KS1 assessments in 1st lang when necessary. Bilingual staff supporting new arrivals or individuals. Bilingual labels in classrooms/shared areas. Use of bilingual books and story CDs. Bilingual letters to parents and support for parents undertaking courses.</p>	<p>Additional support for Slovak/Roma children and their families.</p>

<ul style="list-style-type: none"> 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. 			<p>Breakfast Club Lunchtime List of after school activities. Timetable. Observe playtime. Talk to children about Jofli.</p>	<p>Breakfast Club Walking Bus Jofli Assmebly Celebration Assembly – weekly. Parents invited. Planned opportunities in timetables. Sociable lunchtimes – pleasant atmosphere in the dining room is promoted. Organised games during lunchtime by play leaders and play ground buddies. Friendship stop. 7 after school clubs during the week.</p>	<p>Continue to develop positive playtimes. Linking with other schools to develop social and sporting activities.</p>
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Wave 1 Provision – Teaching and Learning

Criteria	R 	A 	G 	Evidence	Comments	Next Steps
<ul style="list-style-type: none"> There is a recognition that all learning, as well as social and emotional development, starts with talk and being able to communicate. 				Observe Foundation Stage practice and how EYFS principles are developed throughout school.	This statement underpins our school ethos.	Develop our philosophy as the grows with Y4/5/6
<ul style="list-style-type: none"> Time is prioritised for talk. In addition we appreciate the needs of children who use signs or other communication systems to communicate. 				Timetable Observation	Talk partners, thinking time questioning techniques, P4C, Seal Circle time, proud time. Communication in print used in EYFS. Bilingual support.	Specialised training using IDP for Autism training. (December –Jan)
<ul style="list-style-type: none"> There is a whole school approach to teaching listening skills and vocabulary. 				Policy Skills Based Curriculum Newsletters	Whole school policy. Progression taken from ESCAL tracker. Vocabulary skills developed through our skills based curriculum and use of frameworks. Class newsletters for parents - half termly with thematic vocabulary/key statements on for parents/children to practice	Develop children's understanding of specific words through high quality phonics teaching.
<ul style="list-style-type: none"> 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. 				Observation Timetable Policy	All staff understand and value the learning through talk and experience approach that the school promotes. Time for talk and to listen is planned into every day. Mother tongue is valued, appreciated and often used.	

<ul style="list-style-type: none"> Teachers include differentiated speaking and listening objectives in their curriculum planning. 			<p>Planning</p>	<p>Sp and List is planned for but differentiation is often by outcome rather than specifically stated.</p>	<p>More specific and detailed planning for speaking and listening with clearer differentiation.</p>
<ul style="list-style-type: none"> 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. 			<p>Observation</p>	<p>Wide range of strategies used to promote talk e.g – interesting artefacts, real life experience (visit/visitors), photographs, art work, puppets. Thinking time always used and smart questions. Talk partners changed weekly. Children taught how to be a good talk partner – rules devised by class and displayed in classroom. Talk for a purpose – assemblies, to parents, drama, film making. Talk for writing, story maps and oral telling used frequently. Good example is the Y3 Viking exhibition for parents/Governors/other classes. The children show cased their learning for the half term and manned the exhibition explaining their work to visitors. Drama techniques used – role play in all rooms and hot seating.</p>	<p>January training day focus a.m. on P4C activities and P.M. drama techniques.</p>

<ul style="list-style-type: none"> 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. 			<p>Observation. Proud books. Planning.</p>	<p>Our Foundation Stage has a very large focus upon developing children's language skills as we believe this the basis for effective learning and understanding. Children are immersed in songs, books, rhyme and games. Non verbal communication is used through communication in print. Bilingual support staff encourage children to develop their confidence.</p>	
<ul style="list-style-type: none"> 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. 			<p>Photographs of school events. Timetable. Talk to children.</p>	<p>Our skills based curriculum promotes talk across all curriculum areas. Our curriculum is thematic and changes each half term to keep children's interest high. Many opportunities for enrichment activities to promote real life experiences. Time for talk timetabled.</p>	<p>New IT suite to become media hub with green screen. Develop children's drama/sp and list skills. School to become a show case for use of IT across the curriculum.</p>
<ul style="list-style-type: none"> Practitioners' subject knowledge is developed through CPD and the use of the ESCAL Speech and Language Tracker. 				<p>Staff beginning to use ESCAL tracker.</p>	<p>Embed use of ESCAL tracker across school.</p>
<ul style="list-style-type: none"> The quality of talk is a focus in evaluating teaching and learning eg through lesson observations. 				<p>Talk is used as an assessment tool in all lessons through the use of continuous provision, talk partners, effective questioning, traffic lights for learning.</p>	

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




Criteria	R 	A 	G 	Evidence	Comments	Next Steps
<ul style="list-style-type: none"> • The school environment supports communication through: <ul style="list-style-type: none"> - 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. 				Tour of the school Observing lessons Displays	<p>All classrooms offer children a learning experience which is based around our philosophy of continuous provision. Children are grouped using a variety of different strategies and have opportunity to work in small groups/pairs on a daily basis.</p> <p>Provision is carefully arranged and enhanced to maximise child independence. Provision activities offer choice although careful planning ensures skills are developed and consolidated.</p> <p>Previous learning is present in the provision for children to return to if necessary.</p> <p>Each class has a Polaroid camera, digital camera and video imaging hardware in order for children to record their learning.</p> <p>Provision is enhanced with artefacts, books, photographs and questions to promote dialogue.</p> <p>Photographs are often used for stimulus or as examples of good learning.</p> <p>Provision areas are carefully coloured coded to ensure continuity across the school.</p>	Further develop visual cues for new arrivals in KS2.

				<p>Learning walls are well resourced and used frequently by the children to scaffold their learning and promote purposeful talk.</p> <p>Displays of children's learning provide interest for the whole school.</p> <p>Communication in print is used through out Foundation Stage and Key Stage 1</p>	
<ul style="list-style-type: none"> Staff and children are able to use signing systems (such as Makaton, Signalong, BSL) where needed. 			<p>Talk for writing Communication in print</p>	<p>Staff in the Foundation Stage are able to use very basic signing but this is an area for development.</p>	<p>Makaton training for whole staff.</p>
<ul style="list-style-type: none"> The indoor and outdoor environment supports talk and communication across the curriculum. 			<p>Observation of all outdoor areas</p>	<p>Outdoor learning takes place across the school. Foundation Stage and Year 1 have clearly defined and well resources outdoor provision. This will develop into Y2 and Y3 on completion of the school's remodelling. Provision outdoors is zoned into the different areas of learning. Foundation Stage very much enjoy using their staged area. Activities outdoors mirror the thematic learning indoors and further develop children's talk. All classes use the developing Forest School area on a weekly basis. Currently it is used for story telling, drama, den building, sculptures and natural collage.</p> <p>Adults and children talk to each other around our school with respect and courtesy.</p>	<p>Develop outdoor provision for FS in new build.</p> <p>Staff development – outdoor provision for Y2 and Y3 – what should it look like, how can it improve learning.</p>

<ul style="list-style-type: none"> 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. 			<p>Photographs Observe assembly</p>	<p>The school environment celebrates children's achievements in a variety of ways such as the digital display in the entrance, displays/photographs of children's learning, photographs of community events, our Success Stories book.</p> <p>Jofli assembly every Monday celebrates good attendance and allows children to talk about the things they have done at the weekend with Jofli.</p> <p>The School Council plan and deliver regular assemblies. Celebration assembly each Friday celebrates children's learning and gives respect awards to children who have kept the Golden Rules. Parents are invited to join the celebration. Children often show their films and PowerPoint's. Parents also receive certificated for the courses they have completed. Winter and Summer performances are undertaken by each year group and are a celebration of the learning that has taken place.</p>	<p>Website currently being remodelled. Children will be able to add videos, photos and examples of work. Blogging will be the next step to introduce to the website.</p>
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Wave 1: Evidence of Impact
Our children are becoming increasing more confident to lead their own learning, value the challenge of learning and discuss their achievements. This is very different from the passivity that the September 2009 Ofsted report describes. Evidence can be seen through children's confidence and behaviour around school and their behaviour for learning in the classroom. Lesson observations have shifted from satisfactory/inadequate to consistently good. The challenge is to sustain and develop good to outstanding teaching this with new staff teams joining as the school grows.

Section 3: Wave 2 Provision

Criteria	R 	A 	G 	Evidence	Comments	Next Steps
<ul style="list-style-type: none"> The school provides catch up interventions for children with delayed language or other communication needs e.g. group interventions, Talk Partners, Talk Volunteers. 				Provision Map Discussions TAs	4 TAs are Talk partner trained to deliver intervention across school 3 LEAP and 2 VIP staff trained. 5 minute talk for identified children. Foundation Stage provision map for specific social groups to support social communication needs such as turn taking, sharing. Reading volunteers also provides support for speech and language development with the talk around the book / reading taking place.	Monitoring of impact of specific interventions through ESCAL tracker.
<ul style="list-style-type: none"> 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. 				Provision map Escal tracker SSPT data	ESCAL tracker used to track individual on SALT programmes and interventions. Pupil progress meetings half termly identify individuals as well as groups that are vulnerable. ECM meetings half termly also identify vulnerable individuals with MAST advanced practitioner, learning mentor and DHT. From both of these, intervention or discussions take place around what can be done next to support needs leading to early intervention for	ESCAL tracker needs embedding. Sharing with staff at PDM Developing communication from ECM meetings to staff as necessary.

				example meeting with parent to discuss SALT referral. Provision map is updated termly and any significant updates as necessary	
<ul style="list-style-type: none"> The school considers the purchase of additional speech and language therapy support to develop staff expertise as well as providing support for children. 			Training records	Specific staff trained in VIP and LEAP – packs purchased to support delivery of interventions developing staff expertise within school. All TA staff have performance management targets to support groups and individuals to make good or better progress. Specific TAs also identify their development of expertise in speech, language and communication as additional target where appropriate.	Develop more concrete links with outside SALT service. Link to family of school inclusion pilot.

Wave 3 Provision

Criteria	R	A	G	Evidence	Comments	Next Steps
<ul style="list-style-type: none"> The school provides follow up support for children with Speech and Language Impairment who are receiving therapy. 				SALT programmes and reports IEP targets Discussions with SENCo Individual SEN files	Speech and language therapy programmes from SALT followed where necessary. SENCo/INCo request these from SALT therapist. SALT termly meetings with SENCO	SALT programmes are requested by school. Include timescales to receive reports on the request.
<ul style="list-style-type: none"> Teachers are given time to meet with the speech and language therapist supporting children in their class. 				SALT referrals Discussions with staff and	SALT referrals always completed in conjunction with parents and teaching staff. SALT therapist arranges dates	Ensure that teachers meet with therapist on all assessments and monitoring visits.




			SALT therapist	with SENCo/INCo for assessments and consultation meetings. Follow up monitoring takes place 6 monthly approximately. SALT therapist meets with teacher/TA as necessary at assessments. Assessments are followed up with written report from the SALT therapist that briefly identifies difficulties and offers suggestions with programme to follow on request of school. School requests the programme.	
<ul style="list-style-type: none"> Children's therapy targets form part of the school systems for class based personal targets, and inform teachers' planning. 			IEPs Planning	Appropriate and SMART IEP targets are based on SALT therapist reports. Due to the quality of discussion and IEP target setting in new SA+ review system, IEPs are developed in conjunction with the "team around the child" where teachers are clear on the targets to address.	Clearer links to IEP targets in planning or evaluations of lessons through annotations.
<ul style="list-style-type: none"> 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. 			TA discussions	Specific staff trained in VIP and LEAP from SALT services – packs purchased to support delivery of interventions. 2 TA specifically trained in autism and social communication to support specific children. 2 further TAs to be trained this year. VIP trained member of staff has specific time allocated to deliver VIP and 5 minute talk	VIP implemented – LEAP needs to become implemented across school with time allocated as necessary to deliver.

				Talk partners trained TAs also have specific time allocated to deliver talk partners. LEAP member of staff trained to deliver	
<ul style="list-style-type: none"> 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 			IEP review meeting minutes IEPs Review schedule.	All children under SALT therapy are at SA+. All SA+ reviews are held in a team around the child approach with teacher, parents, SENCo/INCo, agencies as appropriate to review current needs and set appropriate targets	Embedding this system as newly developed last academic year and feedback from the team around the child and impact of developing purposeful SMART IEPs was extremely positive in this approach.

Wave 2 and 3: Evidence of Impact

All teaching assistants are observed as part of their performance management with the focus on and accountability for children within their groups making good or better progress. Training needs are discussed and identified with TAs to enable them to develop their expertise and deliver specific interventions as appropriate both in and out of class where necessary. TAs are developing confidence and requesting training or requesting to take on responsibility in delivering interventions that they are trained in. Through data analysis our children who are on SEN register make good or better progress. Our SA children make very good progress generally due to early identification through pupil progress and ECM meetings that allow for quick intervention to narrow gaps in their learning including speaking, listening and communication. Our SA+ children, for example those accessing SALT programmes, also achieve above the national average for SA+ children.

Section 4: Involvements of Parents/Carers

Criteria	R 	A 	G 	Evidence	Comment	Next Steps
<ul style="list-style-type: none"> The school environment warmly welcomes parents/carers and visitors and helps them feel at ease. 				Parents questionnaire. Observe morning session. Timetable of parent courses. Possible discussion with parents.	Parents tell us they feel warmly welcomed and able to talk to us if they have any worries or concerns. They value the half termly class workshops which give the opportunity to work alongside their child in the classroom. They appreciate bilingual staff and bilingual letters to improve communication. They are keen to volunteer and many have joined the 'Friends of Owler Brook Group,' which supports school events. Whole school events have a real community feel with extended families attending and joining in e.g. family picnic, summer fayres, performances, exhibitions. 16 schools have visited Owler Brook in the last twelve months. Feedback is always very positive. Office staff are keen to help visitors to the school, always promoting a positive and friendly approach. Currently 21 Reading Volunteers from the school community.	

<ul style="list-style-type: none"> 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. 			<p>Minutes of meetings. Policy Questionnaires</p>	<p>Parent workshops. Policy available via website. Wave 2/3 reviews. Support and advice given by school and from speech and language therapist. Parent questionnaires/discussions. Progress reviews.</p>	<p>Develop communication with parents of older children as the school grows and ensure they feel their views are acted upon.</p>
<ul style="list-style-type: none"> 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. 			<p>Family Learning Timetable. Talk to parents</p>	<p>The school offers the full Family Learning package and has tailored the selection of courses to language/reading development. We also offer a variety of courses that the parents specifically asked for such as make up, sewing, ESOL, healthy lunches, Slovak drop ins, attendance matters, ICT. Over the last 18 months we have worked hard to build up the resources and reputation of our Children's Centre. Links between school and the centre are now seamless with support, courses, advise and groups fully operational for the whole community. Mother and toddler groups focus on language stimulation and are run by the school's TA who also runs sessions for nursery parents. The school's ethos and philosophy has dramatically changed over the last 2 years. This has been done in</p>	<p>Continue to listen to the needs of the ever changing school community.</p>

				<p>consultation with parents in order for them to have an appreciation of why speech and language development is a crucial part of children's development. Parents give termly feedback via questionnaires. Story sacks are loaned on a weekly basis run by the parents group. Learning logs are a vehicle for discussion and home learning.</p>	
<ul style="list-style-type: none"> At wave 2 and 3, the school provides regular opportunities for parents/carers to review their child's progress and support next steps. 			<p>Discussion with DHT(inclusion) Minutes of meetings.</p>	<p>Termly reviews with parents keep them well informed and allow opportunities for purposeful discussions about children's progress and their next steps. Appropriate professionals attend the meeting to offer expert advise and further information. E.g. school nurse, MAST team, learning support.</p>	

Parental Involvement: Evidence of Impact

The school has developed an excellent working relationship with parents and the wide community. We have strived to listen carefully to their needs and refine our practice to become a real learning community that values the learning journey and recognises that strong communication is the key to success. Parents tell us they feel welcome in our school and they appreciate the vast number of opportunities available to be part of their child's education. Family learning/courses

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.

With thanks to:

- Jean Gross and the Communication Trust
- Inclusion and Learning Services, Sheffield
- Speech and Language Service, Sheffield
- Sheffield service for Deaf and Hearing Impaired
- The National Deaf Children's Society for North East, Yorkshire and the Humber

Reference:

- Talk across the Curriculum-An activity reference guide for 'speaking and listening'-Education Bradford.