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

Sheffield
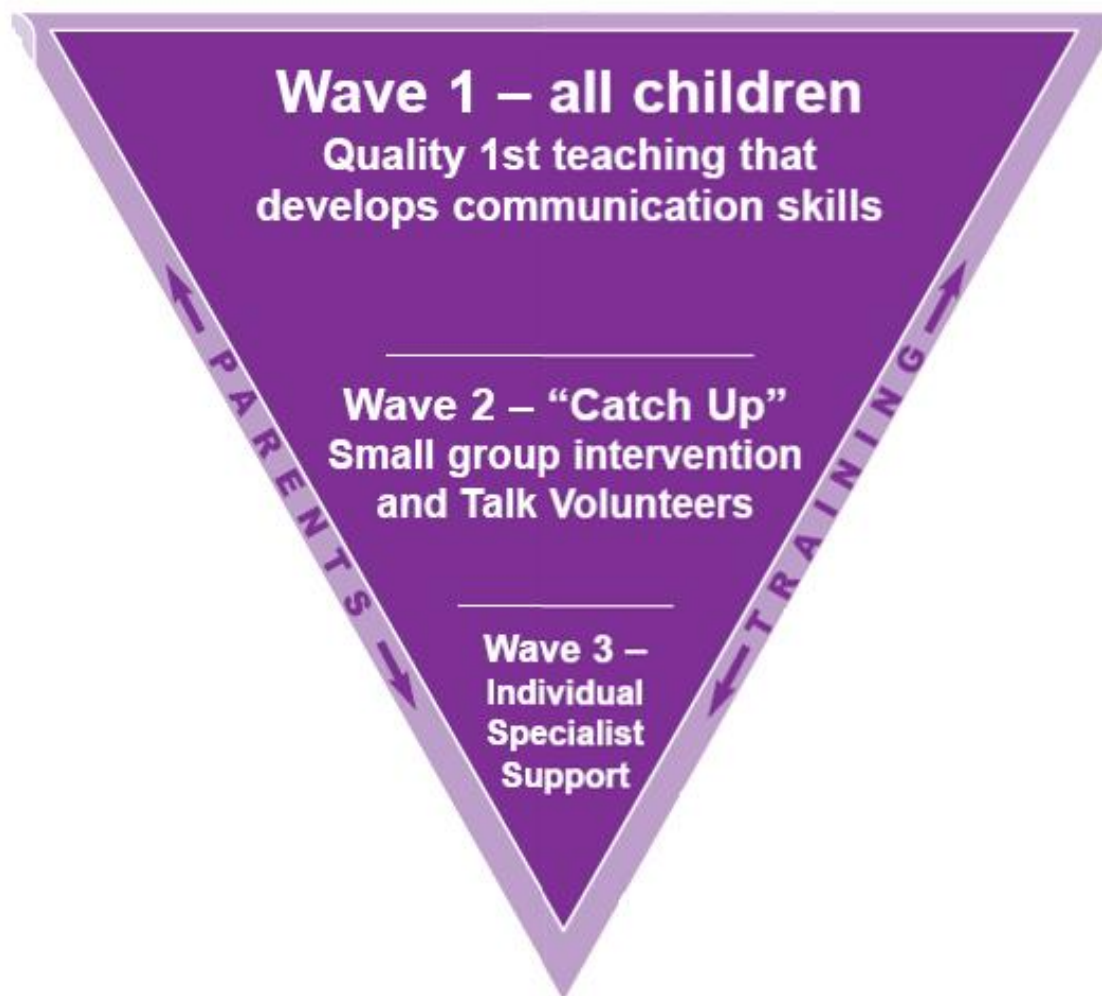City Council

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
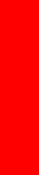
Criteria	R 🔴	A 🟠	G 🟢	Evidence*	Comments	Next Steps
• The school has a coherent whole school approach to the development of speech, language and communication skills. This includes monitoring, evaluation and identifying next steps.		�		Plan for Year of Communication S & L monitoring	Development as SLC skills are seen as important throughout school. Approach is particularly well developed in EY and SEN. S&L provision is monitored.	Ensure systems for monitoring, evaluating and tracking development are within each phase's priorities.
• Speech and language is incorporated into school systems for setting targets and monitoring progress.		▩		Language Group File	Where a child has any S & L needs we set termly specific targets and track progress. In FS all children's language development is tracked until they are at ARE. Any new children that start automatically go into a language group.	Role out language groups and tracking to Y1. Look at a whole school system that matches language development to NC levels.
• The school has an identified communication lead.			🟩	CLLD Manager	Attended CLLD manager training and works closely with S&L Therapist and EAL Champion (Danielle/Gillie).	Lead PDM sessions to meet current staff CPD needs.
• Speaking and listening is incorporated into curriculum planning.		▩		Common Agreements	Speaking and listening opportunities are identified on weekly literacy planning. QCT and P4C are regular speaking and listening opportunities in every class in every week.	Finish circle time monitoring with all classes and use to identify next steps.
• There is an identified budget and resources to support the development of speech, language and communication.			🟩	CLLD action plan	There is some overlap between the CLLD action plan and elements of the SEN action plan.	CLLD team and SEN team to get together to outline overlap of S & L whole school development.
• 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.		▩		See Language Group file (F1 & F2).	This happens across FS with plans to roll out to Y1.	Ensure that each phase clearly tracks SLC development for identified and vulnerable children.
• The school has a planned Speech and Language CPD programme that impacts on all staff and which might include in-school coaching.		▩		PDM File Training Day agenda for TAs (Jan 2010)	Significant input has gone in to staff CPD around SLC needs, including specific monitoring across all phases by SENCo and S&L therapist.	Need to refresh staff training around SLC particularly around tracking and use of drama and other S&L activities.
• Governors are aware of the school's practice with regard to speech, language and communication development.			🟩	Inclusion Group minutes.	Regular feedback to Governors during Curriculum and inclusion meetings.	Update on full Governors?

Leadership and Management: Evidence of Impact
S & L monitoring – joint piece of work Corina & Sue Nicholson (Corina), Language Group File – planning for language groups, End of FS profile + starting points (Claire), CLLD Action Plan (Kerry/Claire), Common Agreements, PDM info showing relevant input

*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.			■	Inclusion survey March 2011 WCM Common Agreements	A welcoming and inclusive environment is one of the key features of WCM. Recent parent survey and visitor feedback is extremely positive	
• Classroom environments and adult / child interactions enable children to make choices, take risks and develop self-esteem.			■	Golden Rules, Common Agreements, Lesson observations	All lesson observations over the past year cycle have observed good to excellent adult child interactions. School has many systems in place for developing children's self-esteem.	Ensure speaking and listening continues to be an important focus in all lessons.
• Children are encouraged to communicate freely and productively with each other.			■	Golden Rules, Common Agreements, Lesson observations	See above – Structures provided by Golden Riules, QCT and P4C coupled with excellent listening systems all help to ensure children are confident to communicate freely.	
• Mother tongue is valued and used where appropriate.	■	■		EAL file	Information is gathered for all EAL children and their progress is tracked. Teaching and learning is good for this co-hort of children. However, little use is made of mother tongue.	Gillie Lane to take lead in this area!
• 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.			■	Plan for Play EYFS planning Observe social time	Social times and the extended day are all planned to encourage and promote the development of social, language and communication skills. Social seating encourages this in the café and activities also promote development.	Continue to refine and develop the Plan for Play to reflect and make the most of indoor/outdoor learning opportunities.

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.			■	Common agreements Plan for Play Lesson Observations	Organisation of school day, including before and after school and social times provide opportunities for talk. Several key features of the common agreements promote talk.	
• Time is prioritised for talk. In addition we appreciate the needs of children who use signs or other communication systems to communicate.			■	Common agreements Plan for Play Lesson Observations	Time is prioritised for talk daily through social times and classroom S&L routines and weekly through QCT and P4C and other strategies such as Pie Corbett's storytelling approach. All classes have visual timetables and rhebus symbols, and Makaton is used extensively in Phase 1.	Embed use of Pie Corbett's strategies and look at the use of Makaton beyond Phase 1 where appropriate.
• There is a whole school approach to teaching listening skills and vocabulary.			■	Common Agreements	QCT, P4C, the golden rules all promote a structure for developing good listening skills.	In staff circle times teach specific listening skills games.
• 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.		■		Lesson observations	This year's monitoring activities show all staff creating time to talk and listen, modelling and refining language.	
• Teachers include differentiated speaking and listening objectives in their curriculum planning.		■			This happens fairly naturally throughout Phase 1 but is differentiated less so as children move up the school.	Consider PDM around speaking and listening differentiation.
• 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.		■		Lesson observations	Some strategies are consistently used eg. Talk buddies, envoying, story maps, etc	Use a wider range of strategies, eg. Use of puppets, drama techniques and role play – build into PDMs based on staff needs.

• 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.		green	FS planning & EYFS tracker	Developemnt of speech, language and communication skills in FS is a school strength. FS were viewed as 'outstanding' by OfSTED in 2008 inspection.	Ensure same strategies are consistently used in Y1.
• 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.	yellow		Common agreements	A number of key whole school strategies are used throughout all key stages, eg. Use of P4C, SEAL, QCT. All teachers are at least Level 1 P4C trained + there are 2 trained QCT teachers on staff.	Continue to develop strategies which promote development of SLC, eg use of ICT, drama, performances, etc.
• Practitioners' subject knowledge is developed through CPD and the use of the ESCAL Speech and Language Tracker.	yellow		EYFS ESCAL trackers for speech & language groups	Staff in Phase 1 are particularly skilled and knowledgeable in developing SLC for young children & regularly use the ESCAL tracker. Some specialist SEN TAs. All staff have undertaken SLC training.	Develop use of ESCAL tracker beyond Phase 1.
• The quality of talk is a focus in evaluating teaching and learning eg through lesson observations.	yellow		Lesson observations S&L QFT feedback from SENCo	Quality of talk has been integral to lesson observations this year and SENCo and S&L therapist carried out specific QFT S&L observations in all phases.	

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.		🟨		Phase Team Action Plans	Communicate in Print extensively used (not as confidently by all staff). Teachers confident to use collaborative learning and pupil groupings to support talk. Display and resources scaffold talk (to varying degrees).	Agree strategies, prompts and displayed resources to promote talk in each phase.
• Staff and children are able to use signing systems (such as Makaton, Signalong, BSL) where needed.		🟨			All staff have had basic training on using Makaton through PDMs but it is not consistently used by staff in Phase 2 & 3.	Look at use of key Makaton signs for children beyond Phase 1.
• The indoor and outdoor environment supports talk and communication across the curriculum.			🟩	Plan for Play	Plan for Play promotes talk across the curriculum.	Continue to refine Plan for Play to reflect indoor/outdoor opportunities to promote talk.
• 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.		🟨		See S5 Silver Screen Showcase films.	Use of photos, videos, assemblies and performances have been extensively used to promote and celebrate children's achievements.	Make better use of 'praise pod', performances and other resources to celebrate achievement.

Wave 1: Evidence of Impact
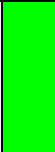Plan for Play (Ian), S5 silver Screen disc (Ian), Phase Action Plans
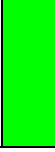
Section 3: Wave 2 Provision

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.			🟩	Provision map Interventions folder (Corina)	4 members of staff are trained in Talking Partners. Sound and Say groups and Advanced Sound and Say groups in F1 are having a beneficial impact on children's language skills. In F2 Sound and Say is still available for children whose language still needs development and for children who did not access WCM nursery.	Y1 T.A. to be trained in house for Talking Partners.
• 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.			🟩	Interventions folder F1/F2 Speech and Language records	During Termly Pupil Progress meetings, Parent meetings and SEN reviews children's progress is discussed and next steps are decided. With some interventions progress is recorded via pre and post testing. Progress is monitored via the ESCAL Speech and Language Tracker in Foundation stage and the information is used to plan further learning.	Use of Speech and Language Tracker in other Year groups?
• The school considers the purchase of additional speech and language therapy support to develop staff expertise as well as providing support for children.			🟩	Foundation Speech groups	All the Foundation staff have worked alongside speech assistants to develop the Sound and Say programmes. This has increased their confidence and competence in delivering this speech programme. Meetings involving the Speech Therapist and class teachers has helped staff to understand the child's difficulties and provide more tailored support.	To develop the Sound and Say programme for children in Y1 who still have language needs.

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.			🟩	Provision map	The Speech Therapist provides programmes for individual children's needs which are delivered by school staff either 1:1 or in small groups.	To provide specific training for staff if needed.
• Teachers are given time to meet with the speech and language therapist supporting children in their class.		🟨			Class teachers have a working lunch arrangement every term with the S&L therapist. S&L therapist always gives verbal feedback to teachers after seeing a child.	Continue to monitor to ensure this is still happening.
• Children's therapy targets form part of the school systems for class based personal targets, and inform teachers' planning.		🟨		Class targets	Where possible S&L targets are incorporated into class based targets. All S & L targets are displayed in every classroom.	Monitoring to ensure this is kept in place (Corina)
• 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.			🟩		All TAs have had extensive training around S&L needs and many staff have had specific training on Talking Partners, Talk Volunteers, Language Groups, Jabedeo, Play and Say.	Implement Talk Volunteers
• 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			🟩		Wherever possible this is done. Meetings take place in school with parents and all staff involved. Missed appointments are followed up.	Teachers to know in advance when appointments are due.

Wave 2 and 3: Evidence of Impact
Provision Map, HT Report, PPM reports, SEN distribution of needs

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.			🟩	Inclusion survey March 2011 WCM Common Agreements	A welcoming and inclusive environment is one of the key features of WCM. Recent parent survey and visitor feedback is extremely positive	
• 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.		🟨			Parent workshops (particularly in EY), home visits and S&L therapist + involvement in AfA have all helped to give parents a clearer understanding of school's approach.	
• 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.		🟨			WCM has developed a series of high quality workshops for parents to help them understand SLC development. Family learning through the ENGAGE programme is also a strength of the school.	CLLD team to consider making more effective use of talk home learning and other strategies to engage parents.
• At wave 2 and 3, the school provides regular opportunities for parents/carers to review their child's progress and support next steps.			🟩	Parent evening attendance SEN reviews	Extensive use of 'structured conversations' over the past 2 years with many staff trained. Between 90-100% attendance at parent evenings.	Continue to personalise SEN reviews and other opportunities for parents to support their child's progress – including more extensive use of VLC.

Parental Involvement: Evidence of Impact

Inclusion Survey, Parent Evening Attendance, F1 workshop leaflet, parent policies, CSDF (Creative Partnerships)

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.