

COMMUNICATION & INTERACTION (SPEECH & LANGUAGE)

Whole School Audit:

WHOLE SCHOOL RESPONSIBILITIES				
This Audit is designed to be completed by the senior leadership team as an aid to school improvement. It is recommended that the Teacher Audit is completed first in order to inform the answers of this Audit.	Embedded	Developing	Emerging	None
1.1 The teaching of communication and interaction skills is recognised as the responsibility of all staff and is incorporated in all subject areas of the curriculum.				
1.2 The promotion of speech and language is considered in the English and SEND policies.				
1.3 Associated school policies such as Equality, Marking and Feedback, and Behaviour are implemented and regularly reviewed and take account of language needs.				
1.4 The senior leadership team ensures that all staff in school are aware of their individual responsibility with respect to SEND and are aware of the key content in the relevant documents, including: <ul style="list-style-type: none"> • The SEND Code of Practice (2014) • Equality Act (2010) • What works Intervention for children and young people with speech, language and communication needs (DfE, 2010) • Exploring interventions for children and young people with speech, language and communication needs: A study of practice (DfE 2010) 				
1.5 There is a designated lead for speech and language development in school (this may be the SENCo) who is responsible for: <ul style="list-style-type: none"> • promoting speech and language skills within school • provide support and guidance to all staff around speech and language issues • being one point of contact for external support services, eg Speech and Language Therapists • engaging parents/carers in supporting children's language development • maintaining awareness of relevant research and policy updates in the area of speech and language • identifying the potential risk factors within the vulnerable groups in school 				
1.6 The school leadership team promote the importance of effective language and communication and its impact on learning.				

1.7 The school leadership team ensure there is a clear process for the dissemination of information regarding language and communication.				
1.8 School systems are flexible enough to support the individual needs of all children/young people on roll at the school including those educated off-site.				
1.9 There is adequate time available for school staff to fulfil their SEND duties as required, for example liaising with Speech and Language Therapists.				
2. Whole School Procedures				
2.1 All staff are committed to the promotion of effective language and communication in school.				
2.2 Schools encourage and support a team approach to improving speech and language. In particular: <ul style="list-style-type: none"> • Staff are given encouragement and opportunities to discuss concerns, problem solve and provide support both practically and emotionally to each other • There are planned opportunities for key staff to share good practice with staff from other schools • Senior staff actively promote and facilitate these networking and mentoring opportunities 				
3. Whole School Assessment, Identification and Monitoring				
3.1 There are procedures in place for the senior leadership team to assess how effectively staff are meeting language needs, for example learning walks, drop ins and classroom observations.				
3.2 There are whole school assessments, tracking and target setting procedures in place across the curriculum for all children/young people that allows staff to identify any children not achieving or making the expected progress as early as possible.				
3.3 There is a whole school system in place to further assess whether language skills are barriers to learning. When required, language skills are assessed in order to inform intervention.				
3.4 Children and young people with speech and language needs make at least expected progress.				
3.5 There are processes in place to monitor and record identified children's progress more closely such as Pupil Progress Reviews and Individual Support Plans using the principles of Assess, Plan , Do, Review which includes the views of teachers, parents and the child/young person.				
3.6 Children and young people are aware of who to approach in lessons and around school to seek help themselves.				
3.7 Parents/carers know who to approach in school if they have concerns or information regarding their child's language.				
3.8 There are processes in place in school for sharing information with all staff regarding individual children/young people's language communication.				

QUALITY FIRST TEACHING				
4. Assessment, Identification and Monitoring				
4.1 Teachers use recent assessment information to gain a better understanding of an individual child/young person's speech and language skills and to identify whether it is a barrier to their learning in the classroom.				
4.2 Teachers will monitor the engagement in lessons and motivation of their class groups and plan appropriate interventions that can be delivered within class through the curriculum.				
4.3 Teachers are aware of the targets/outcomes that the children/young people with speech and language needs in their class are working towards.				
4.4 Children/young people are involved in the development and evaluation of language support strategies in class.				
5. Curriculum Content				
5.1 Speech and Language skills are incorporated in the school's curriculum and reflected across all subjects.				
5.2 Teachers ensure that teaching and learning opportunities are appropriately differentiated to take into account language levels and to ensure there are appropriate levels of intellectual challenge and support.				
5.3 Tasks are planned so that pupils are encouraged to talk through ideas with peers and adults.				
5.4 Teachers reflect on the language demands of the subject area and make adjustments in order to improve access through: <ul style="list-style-type: none"> Identifying sequential skills that are explicitly linked to prior learning Identifying target vocabulary and using pre and/or post tutoring if needed Differentiating by task, outcome or teaching materials Opportunities for distributed practice and interleaved learning 				
5.5 Language and communication skills are explicitly taught, for example: <ul style="list-style-type: none"> Listening skills Participation in groups Turn taking Figurative speech Non-verbal communication 				
5.6 Vocabulary is explicitly taught by the following methods: <ul style="list-style-type: none"> Linking new vocabulary to prior learning Adults using new vocabulary Using pictures/photos Using definitions Using actions Using synonyms Using direct instruction 				

<ul style="list-style-type: none"> Recognising when new vocabulary is used by the children 				
6. Curriculum Delivery				
6.1 Teacher take opportunities to model extended vocabulary and promote incidental learning about the structures of language.				
6.2 The instructions in the classroom are clear, concise and consistent – longer instructions are broken down into smaller steps when required.				
6.3 Pupil name or other pre-arranged cues are used to gain attention, especially prior to asking a question.				
6.4 Children/young people who are meeting and exceeding classroom expectations are frequently noticed and specifically praised, as appropriate to individual need.				
6.5 Teaching is delivered through: <ul style="list-style-type: none"> Sequential skills that are linked to prior learning Using meaningful and useful tasks Ensuring children/young people in the class understand the purpose of the lesson and the desired outcome Teaching independent learning skills Utilising learning opportunities within the lesson to the best effect Practical, highly generalizable skills where possible Providing targeted marking and feedback on identified areas of need 				
6.6 Teachers use a range of questioning techniques including: <ul style="list-style-type: none"> Open questions to encourage discussion Multiple choice questions eg 'Tell me 3 things..' Questions that are pitched to challenge Questions to encourage participation, e.g 'Who agrees with Grace and why?' Explicit teaching of different type of questioning Giving children/young people warning that you are going to ask them a question Giving children/young people time to formulate a response to the question The use of peers and older children For example, the Blanks model of questioning 				
6.7 There are opportunities for flexible groupings and pairings and children/young people have access to positive language role models for their learning.				
6.8 Teachers use inclusive strategies, such as: <ul style="list-style-type: none"> peer tutoring co-operative learning a no hands up policy at certain times task management schedules/checklists colourful semantics 				
6.9 Pupils are given opportunities to demonstrate their learning in a variety of ways, such as: <ul style="list-style-type: none"> Writing frameworks Mind maps 				

<ul style="list-style-type: none"> • Diagrams/pictures • Explain their learning to others • Speaking in a range of contexts 				
6.10 Teaching assistants work as part of a team with the class/subject teacher and are used to deliver structured evidence-based language interventions.				
6.11 Teaching resources are age appropriate, inclusive and relevant and include: <ul style="list-style-type: none"> • Semantic dictionaries • Knowledge organisers • Learning mats • Illustrated glossaries 				
6.12 Praise and rewards are given for requesting support, self-awareness and taking risks with learning, as well as for their achievement.				
7. Communication Friendly environment				
7.1 Teachers use resources, such as Communication Friendly Checklists to inform their classroom practice.				
7.2 There is a colour-coded map of the school available and clearly displayed.				
7.3 There are photos of staff and pupils displayed in entrance foyers and in each classroom.				
7.4 There are visual resources (such as visual timetable, symbols etc.) displayed in school to support children to understand and follow rules and routines.				
7.5 Colourful semantics are used.				
7.6 Lunchtime supervisors are trained to encourage group activities and social interaction in unstructured times.				
7.7 There are alternative locations for play as well as the playground.				
7.8 All children are appropriately seated to access the information provided the teacher.				
7.9 The school and classrooms are free from clutter.				
7.10 There are sensory spaces available for children/young people who need it.				