

**Early Years**

 **Identifying and meeting speech, language and communication needs**

**Children and Families**

**The “First Assess Communication!” Tool**

**(The FACT)**

**Second Edition**

Assessment of children and

young people with additional needs



**Notes to help with completion of the**

**Early Years FACT (SLCN) Descriptor Profile and Outcome/Review Form:**

1. If a child’s skills for one language area, e.g. Expression, match descriptors from more than one age-band, select one age-band only for each language area (i.e. the band that *best* fits their presentation). So, for example, if a child is showing skills from descriptors for both 16-26 and 22-36 months within Expression, select the level of functioning which is the best fit. A child’s skills might, however, fall into a different age-band for each language area, i.e. for Attention and Listening vs. Interaction.
2. **For a child whose age falls in the overlap between age bands:**
3. **How to decide if their skills are age‑appropriate**: Look not just at whether they display the skills described, but also at how well-established the skills are. This might mean observing the child over a number of weeks (e.g. at different times of the day, during different activities, with different peers and different staff members) to build a profile of the child’s SLCN and areas of strength and need. For instance, a child of 32 months with age-appropriate skills should be well‑established in demonstrating most or all of the skills in the 22-36 month band, and some of the skills - from time to time - in the 30‑50 month age-band.
4. **How to determine the child’s level of SLCN:** If the child’s age is more than halfway through the overlap, think of them as in the higher of the two bands. For example, if a child is 45 months old, think of them as in the 40-60 month band, rather than the 30-50 month band. If they are only 44 months old, think of them as in the 30-50 month band. You can then plot the child’s age-band against their level of functioning (using the table on p.19 to determine their level of SLCN.
5. **If the child’s level of functioning would be Level 3 if they were in the higher age band, and Level 2 if they were in the lower age band,** treat the child as if they are at Level 2, but contact the Early Years Specialist Teachers for advice.
6. Select outcomes and strategies appropriate to the child’s level of functioning. When selecting strategies related to their level of development, if you find that the child copes very well straight away with the first set of strategies selected, review their profile earlier than planned, and select new strategies appropriate to their level of development. Likewise, if the child is not coping well with the selected strategies, review their profile, and select different strategies. For further advice on outcome-setting, see p15-17.

***Early Years Table for calculating***

***the child’s level of speech, language and communication functioning***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |
|  |  | **LEVEL OF FUNCTIONING (months)** |
|  |  |   |
| **AGE OF CHILD (months)** |   | 40 to 60 | 30 to 50 | 22 to 36 | 16 to 26 | 8 to 20 | 0 to 11 | Not yet at 0 to 11 |
|  | 60+\* |   |   |   |   |   |   |   |
| 40 to 60 |   |   |   |   |   |   |   |
| 30 to 50 |   |   |   |   |   |   |   |
| 22 to 36 |   |   |   |   |   |   |   |
| 16 to 26 |   |   |   |   |   |   |   |
| 8 to 20 |   |   |   |   |   |   |   |
| 0 to 11 |   |   |   |   |   |   |   |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Key*** | **Age-appropriate** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
|  |  | **Least severe** | **Most severe** |

\*For some children in KS1, it might be more appropriate to work out their profile using the Early Years descriptors.

**FACT (SLCN) SPEECH AND LANGUAGE DESCRIPTORS**

**EARLY YEARS**

**Child:....................................................Date:......................**

|  |  |
| --- | --- |
| **Age in months** | **Listening and attention** |
| **0-11** | * Looks at pictures and moving objects
* Moves eyes to follow face or toy moving slowly from side to side, close to face
* Looks toward an object or person that moves near by
* Plays with and explores objects by touching them, looking at them, placing them in the mouth and listening to the sounds they make
* Likes listening to music, rattles and other sound-making toys
* Shows interest in moving pictures and sound, e.g. on television
* Turns quickly to hear your voice across the room
 |
| **8-20** | * Attention is only given to self chosen or highly motivating activities; concentrates intently on an object or activity of own choosing for short periods
* Attends to an object when you draw their attention to it, by looking and pointing (joint attention)
* Watches people and events for an increasingly long time, copying some behaviour in own play
* Enjoys picture books and simple stories, often over and over again
* Looks at the person speaking
 |
| **16-26** | * Attention is typically fleeting for adult led play
* Attention is sustained for slightly longer periods for child initiated play
* Attends to speech directed to them and listens with interest to general talk
* At 24 months will attend for approximately two minutes to adult led play
 |
| **22-36** | * Attention can be focused by adults to complete a short activity with prompts (e.g. matching simple pictures of familiar objects such as banana, spoon, dog, shoes and so on)
* Can shift attention from the speaker to the task when prompted to do so, but cannot listen to instructions at the same time as doing something else
 |
| **30-50** | May sit independently for a short group activity with some verbal or visual support to focus* Can focus own attention on speaker when listening to instructions, without needing adult help
* Still has to stop what s/he is doing to listen
* Displays curiosity about the world by looking intently at objects, events and people
 |
| **40-60** | * Can listen to instructions without needing to interrupt the task to look at the speaker
* Initiates conversation, attends to and takes account of what others say
 |

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| **Age in months** | **Understanding** |
| **0-11** | * Recognises and is most responsive to primary carer's voice: face brightens, activity increases when familiar carer appears
* Recognises familiar environmental sounds such as the washing machine, microwave or footsteps
* Responds differently to different tones of voice, e.g., sing-song, questioning, soothing and playful - the tone of voice helps them to understand the meaning
 |
| **8-20** | * Recognises and responds to own name
* Recognises some family names such as Mummy, Daddy or names of siblings
* Can stop what they are doing in response to "No"
* Shows understanding of familiar objects by actions, e.g. pretends to drink from an empty cup or uses a brush on their hair
* Responds to simple familiar language in context, e.g., runs to the door when an adult holds their keys and says "It's time to go"
* Understands names of some common objects or pictures, e.g. picks up or points to something when it is named
* At 12 months understands single words in context, e.g. “cup”, “milk”, “daddy”
* Understands more words than they are able to say
* Understands simple instructions, e.g. “kiss mummy”, “give it to daddy”, “stop”
 |
| **16-26** | * Anticipates what might happen next because of what other people say, e.g. shows anticipation in relation to key phrases in games, e.g. "I'm coming" in hide and seek or chasing games
* Understands and follows stories read to them
* At 24 months understanding of single words develops rapidly during this stage; anything between 200 and 500 words are known
* Understands instructions with 2 information carrying words, e.g. “give the cup to Kim”, “get Jamie’s shoes”
* Picks out two or more objects from a group of four, e.g. "Give me the cup and the doll" , "Where's the...?"
* Understands familiar words in new contexts each week, e.g. a cup in the home corner is the same as a cup in the snack area
* Follows directions accompanied by gesture, game or routine, e.g. "Come and sit down" when a snack or drink is put on the table
* Identifies 5 simple body parts on self, and later points to body parts on others
 |
| **22-36** | * Understands simple explanations and reasons given by others
* Demonstrates some understanding of quantity, e.g. 'Take one biscuit', 'There are many blocks'
* Understands size differences, e.g. selects the big or small object or picture when asked
* Understands 'who', 'what', 'where' in simple questions
* Responds appropriately to simple two-part instructions or requests such as "Get your shoes and put on your coat" or "Pick up the ball and give it to me"
* Identifies action words by pointing to the right picture, e.g. "Who's jumping?”
* Shows understanding of prepositions 'in' and 'on', e.g. by carrying out action "Put dolly in the box" or selecting correct picture
* Will point to smaller parts of the body such as chin, elbow or eyebrow
* Understands a simple story supported by pictures
 |
| **30-50** | * Understands use of objects, e.g. "What do we use to cut things with?"
* Can identify picture or object with three critical elements, e.g. 'big girl jumping'
* Shows understanding of prepositions such as 'under', 'on top', 'behind' and 'next to' by carrying out action or selecting correct picture
* Identifies objects by description, e.g. 'the wet one' or 'the dirty one'
* Understands all pronouns: ‘I’, ‘me’, ‘you’, 'he', 'she', 'him', ‘her’, ‘we’, ‘us’, ‘they’ and ‘them’
* Answers 'yes/no' questions appropriately
* Begins to develop sense of time, understands terms such as ‘now’, ‘next’, 'later',
 |
| **40-60** | * Enjoys listening to and using spoken and written language, and readily turns to it in their play and learning
* Sustains attentive listening, responding to what they have heard with relevant comments, questions or actions
* Listens with enjoyment, and responds to stories, songs and other music, rhymes and poems and makes up their own stories, songs, rhymes and poems
* Begins to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping, to clarify ideas, feelings and events
* Terms such as, 'tomorrow' and 'yesterday' are beginning to develop but are not used accurately
 |
| **Age in months** | **Expression** |
| **0-11** | * Cries and uses vocalisations to communicate needs and discomfort
* Reacts to familiar sounds or sights by changes in behaviour, e.g. extends arms and legs
 |
| **8-20** | * Shows some spontaneous imitation of actions demonstrated by child or adult
* Uses 'symbolic sounds' for objects and animals in pretend play
* Attends to pictures for a short time, labelling and making a comment, either with adult guidance or independently
* Uses voice or gesture to: attract attention (e.g. holding up objects, waving arms); ask for things or request more (e.g. reaching, opening and shutting hands); refuse (e.g. pushing objects away, shaking head)
* Uses voice, gestures or actions to join in with a familiar rhyme or game
* Copies gestures as part of games and familiar routines, such as clapping hands, waving 'bye', blowing kisses, opening hands for 'where is it' or 'all gone'
* Communicates for a range of different purposes including to greet, to request, to protest, to name objects and people
* Asks for favourite games using words or gestures, e.g. playing peek-a-boo, saying "Boo" or hiding face in hands
* At 12 months starts to use single words, e.g. “mama” “dada” “du” (juice)
* At 12-15 months says around 10 single words, although these may not be clear
* At 15-18 months still babbles but uses 20 single words correctly, although these may not be clear
* At 15-18 months uses intonation, pitch and volume when “talking”
 |
| **16-26** | * Imitates and sometimes shows they have remembered actions demonstrated by a child or adult in a familiar context
* Expresses discomfort, hunger, thirst and wishes to you
* Shows persistence in expressing needs or wishes if not met
* Builds vocabulary for familiar objects and events
* Uses basic verbs and adjectives, e.g. 'go', 'sleep', 'hot', 'big'
* Sings along with favourite action rhyme (although words may not be clear)
* At 24 months uses 50 single words and starts to combine words into two and three word phrases, e.g. “daddy car”
* Frequently asks questions, e.g. the names of people and objects
 |
| **22-36** | * Starts to know their own mind and expresses this through action, gesture or spoken words, for example, "No want bath" or "No go bed"
* Displays curiosity about the world by asking questions
* Shares books with adult or other child, making 'comments' about the events and pictures
* Uses 'me' to refer to self
* Asks simple questions with a quizzical face (e.g. “you go swimming?”)
* Talks aloud when playing with others
* Uses words to alert adults to needs, e.g. when hungry, thirsty or tired
* Combines two words such as "Daddy gone" and makes short phrases such as "Me got one". Later, uses three to four words such as "Mummy go shops now"
* Uses words: to ask and find out about things; during play and almost all activities; to ask for help, e.g. when washing hands
* Answers simple questions, e.g. "Where's Mum?”
* Uses several pronouns correctly, such as 'I', 'me' and 'you'
* Uses 300 words including descriptive language, time, space and function
* Links four or five words together
* Uses words to describe things such as "It's wet" or "It's too hot"
* Uses appropriate intonation to ask questions
* Remembers a sequence of activities and events and 'tells' parents what they have done or seen, e.g. "Mummy train ice-cream"
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| **Age in months** | **(Expression cont...)** |
| **30-50** | * Expresses personal views in conversation
* May argue to achieve own wishes
* Uses language to give reasons, say what they want, play with others, direct others, tell others about things
* Uses simple statements and questions (typically 3-5 words, e.g. ‘I got new shoes’, ‘where’s daddy gone?’), which may be supported with gestures
* Can retell a simple past event in correct order, e.g. went down slide, hurt finger; later, can retell a simple story recalling events and characters
* Can give information about own life and favourite things
* Uses a range of tenses, e.g. 'play', 'playing', 'will play' and 'played'
* Asks increasingly detailed questions to find out information
* Answers questions more fully, providing more than one piece of information
* Uses plurals, e.g. 'cats'
* Uses possessives, e.g. 'the boy's teddy'
* Likes saying learned expressions such as name and age or address
 |
| **40-60** | * Enjoys talking about past experiences, the present and future plans
* Asks ‘Why?’ frequently and considers replies
* Extends vocabulary, especially by grouping and naming, exploring the meanings and sounds of new words
* Uses vocabulary and forms of speech that are increasingly influenced by their experience of books
* Links statements and sticks to a main theme or intention
* Can consistently develop a simple story, explanation or line of questioning
* Uses language for an increasing range of purposes
* Begins to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to how events lead into one another
* Begins to use talk to pretend imaginary situations, and recreate roles and experiences
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| **Age in months** | **Speech** |
| **0-11** | * By 6 months: Babbles and coos; babbles consist of short sounds, e.g. 'da da, ma ma'
* By 9 months: Babbling begins to reflect the intonation (ups and downs) of speech
 |
| **8-20** | * By 12 months: Babbling becomes more tuneful and inventive; strings a greater variety of vowels and consonants together to make repetitive sounds
 |
| **16-26** | * Pronounces at least ten words consistently, although may still be best understood by familiar adults
* Uses a limited number of sounds in their words – often these are p, b, t, d, m and w. Will often miss sounds at the ends of words. Can usually be understood about half of the time
 |
| **22-36** | * Beginning to use more sounds at the ends of words
* Pronunciation of the same word on separate occasions might be variable, as the child tries to develop their speech towards the adult form
* Sometimes sounds as if stammering or stuttering. Usually trying to share ideas before language skills are ready. This stage is known as normal non-fluency
 |
| **30-50 and** **40-60 (select most appropriate range)** | * At 36 to 41 months (3;0 to 3;5):
* Can imitate the sounds p, b, t, d, k, g, m, n, ng, f, v, s, z, h, w, l, y, but might not use all these sounds in words
* Typical substitutions: ‘t/d’ for ‘k’, ‘d’ for ‘g’, ‘p/b’ for ‘f’, ‘t/d’ for ‘s’, ‘t/d’ for ‘ch’, ‘w’ for ‘r’, ‘y’ for ‘l’, and simplification of all blends, e.g. ‘sp’ (for ‘spot’, saying ‘bot’)
* At 42 to 47 months (3;6 to 3;11):
* Can imitate all of the above, plus ‘ch’, but might not use all these sounds in words
* Typical substitutions are as above, but ‘f’ and ‘s’ should be beginning to be used in words
* At 48 to 53 months (4;0 to 4;5):
* Can imitate all of the above, plus ‘j’, but might not use all these sounds in words
* Typical substitutions are as above, but ‘k’ and ‘g’ and some blends (e.g. sp, sm, bl) should be beginning to be used in words
* At 54 to 60 months (4;6 to 5;0):
* Can imitate all of the above, plus possibly ‘sh’, but might not use all these sounds in words
* Typical substitutions affect ‘ch’, ‘j’, ‘l’, ‘r’, and simplifications of complex blends, e.g. ‘spl’, ‘str’
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| **Age in months** | **Interaction** |
| **0-11** | * Makes sounds and movements to initiate social interaction
* Plays active role in conversation-like exchanges; vocalises back when talked to (making own sounds) especially to familiar people and when a smiling face is used
* Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention
* Vocalises more when adults use child-directed speech (baby talk)
* Prefers particular people: for example, is happier and more settled with preferred carers and is unsettled or distressed with less familiar people
* Snuggles into your body when held
* Shows affection
* Shows pleasure at being tickled and other physical games
* Calms from being upset when held, rocked, spoken or sung to with soothing voice
* Very early imitation of adults, e.g. tries to move hands or object after watching adult
 |
| **8-20** | * Points with index finger to draw other people's attention to things of interest
* Expresses affection to familiar carers
* Likes to be close to adult and may cry and try to follow (by looking, reaching or crawling) when familiar adult leaves room
* Shows an interest in interacting through checking familiar adult’s reaction to new toys, environments and people
* Initiates turn taking games by offering objects or action which quite often involve toys and other objects, e.g. fetching games, feeding dolly
* Can wait for speaker to finish before taking their turn
* Looks towards place where you are looking
* Waves 'bye-bye' through imitation, copying when other people wave and later waving 'bye‑bye' when asked or spontaneously
 |
| **16-26** | * Actively draws others into social interaction
* Hands a toy to an adult for assistance when unable to get it to work
* Plays ball cooperatively with an adult, e.g. may kick or roll the ball back and forth
* Plays 'ready, steady, go' or 'one, two, three, go' games, listening and waiting or sometimes imitating alongside speaker
* Spends time in groups of other children engaged in own play, but watching the other children
* Copies things they see and hear others doing around them, e.g. phrases
 |
| **22-36** | * Imitates and shows they have remembered actions demonstrated by a child or adult
* Strong sense of ownership of toys, but will share at times
* Shows active sense of humour; does things to make others laugh
* Very aware of others' reactions; likes to demonstrate prowess
* Demonstrates concern for others when they are upset, for example, offers favourite toy, pats arm or back, offers cuddle
* Shy with strangers, especially adults; may hide against a more familiar adult when introduced
* Plays lots of interactive games with adult or older child
* Plays alongside other children and occasionally allows them into play, e.g. hands toys to them
* Begins to copy the actions and sequences of play of other children
* Imitates longer sequences in play, e.g. copies adult pouring tea, putting in sugar, stirring and then giving to doll
 |
| **30-50** | * Likes to sit, have a cuddle and share events of the day with a familiar adult
* May form a special friendship with another child
* Understands they have to share (e.g. toys) but might not always be willing to do so
* Plays well with two to three children in a group
* Uses doll or teddy as partner in play, talking to it and telling it what to do next
* Knows when to wait while others are talking and can control the urge to butt in
* Realises the correct volume to talk at, not too loud or quiet
 |
| **40-60** | * Shows compliance with social expectations
* Often actively seeks sharing and fairness
* Has strong sense of fun and humour; is able to engage others in pleasurable interaction
* Positively values playing with other children and joins in shared play
* Has confidence to speak to others about their own wants and interests
* Uses talk to gain attention and sometimes uses action rather than talk to demonstrate or explain to others
* Interacts with others, negotiating plans and activities and taking turns in conversation
* Speaks clearly and audibly with confidence and control and shows awareness of the listener
 |

**Triggers for the FACT Plus in Early Years**

Some CYP who present with SLCN might have particular difficulties with social communication. If this is the case, their social communication skills should be profiled using the FACT Plus tool.

**If the child profiled at level 4 in ‘Understanding’ and level 3 or 4 in ‘Interaction’ and has 5 or more of the following descriptors then you should profile them using the FACT Plus. If they do not, you should continue outcome-setting using the FACT document.**

* Does not make sounds and movements to initiate social interaction
* Does not use voice, gesture, eye contact and facial expression to make contact with people and keep their attention
* Does not engage in copying games initiated by adults
* Does not point with index finger to draw other people’s attention to things of interest
* Does not show an interest in interacting through checking a familiar adults reaction
* Does not initiate turn taking games by offering objects or action e.g fetching games, feeding dolly
* Does not look towards place where you are looking
* Does not spend time in groups of other children (engages in solitary play)
* Does not wait whilst others are talking and is not able to control the urge to butt in.
* Does not comply with social expectation e.g. unintentionally walks through people/pushes them aside
* Plays with toys in a repetitive manner
* Excessively possessive over toys, objects or people
* Only communicates to have needs met
* Appears eccentric in their choice of activity / style of interaction
* Often makes comments that are inappropriate to the social situation e.g. ‘that lady is fat’.
* Appears over friendly or aloof/ indifferent to adults
* Has difficulty initiating with others, negotiating plans and activities
* Does not show understanding of familiar objects by actions e.g. does not pretend to drink from an empty cup or use a brush on their hair
* Doesn’t recognise examples of same item out of context e.g. that a cup in home corner is the same as the cup in the home corner
* Usually only attends to activities of their choosing
* Becomes over focussed on detail/object
* Can say more words than they understand (mismatch)
* Does not anticipate what might happen next even though there are contextual clues
* Finds difficulty organising and sequencing activities
* Finds difficulty coping when there is a change to the perceived plan
* Sometimes reverses use of pronouns e.g. you and me
* Often introduces irrelevant topics into the conversation
* Has literal understanding e.g. ‘pull your socks up’ –child pulls socks up
* Uses stereotypical words and learnt phrases and / or repeats back (parrots) what is heard without understanding (echolalia)
* Appears very articulate but misses cues when communicating e.g. misreads situations
* Appears to be totally unaware of people and events around them for long periods (in their own world)
* Appears not to be listening but can respond appropriately when questioned
* Has in depth knowledge of particular subjects but often misses some obvious associations e.g. knows all about planets but even so, sometimes has surprising knowledge gaps, e.g. knows all about planets, but insists that someone who studies them is called a ‘scientist’ not an ‘astronomer’.
* Makes wrong assumptions about people’s intentions
* Very articulate for age (little professor)

**Early Years FACT (Speech, Language and Communication)
Descriptor Profile**

|  |  |
| --- | --- |
| **Setting:**  | **Date of Completion:** |
| **Child’s Name:**  | **Completed by:** |
| **Date of Birth:**  | **EY Foundation Stage:**  |
| **Age:** | **EYFS Levels:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Descriptor Profile: Language Areas** | **Level of Functioning****(months)** | **Level of SLCN** | **Comments** | **Focus****Please tick priorities** |
| Listening and Attention |  |  |  |  |
| Understanding |  |  |  |  |
| Expression |  |  |  |  |
| Speech |  |  |  |  |
| Interaction |  |  |  |  |
| **Child’s views:** |
| **Parents’ comments:** *(e.g. about profile at home; about suggested focus and strategies at home; parental aspirations)*Signed (parent): Date: |
| **Does the profile trigger progression to the FACT Plus? Yes/No** |
| **SLT Drop-in (**≤**F1 only):** **Planned action. Tick as appropriate.** | **Seen for assessment** |  | **Waiting List for Intervention** |  | **PAL** **Drop in** |  | **Discharged** |  |

**Early Years FACT (Speech, Language and Communication) Outcome and Review Form**

|  |  |
| --- | --- |
| **Child’s Name:**  | **Date of Birth:**  |
| **Date:**  | **Setting:**  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Baseline (based on the descriptor, what can the child do, and what is challenging?)** ***Assess*** | **What outcome(s) are we trying to achieve?*****Plan*** | **What strategies and interventions will be used?** ***Do*** | **Have we achieved the outcome(s) and how do we know?*****Reviewed*** |
| **Language Area:**  |  |  | **Review date: (4-6 weeks)** |

|  |
| --- |
| **What strategies will be used to achieve the outcome(s)?** |
| ***Creating a communication-supportive environment/Quality First Teaching* (Reflect on your communication-supportive environment/Quality First Teaching. Is there anything else you could do that would benefit this child?)** |
| **Environment:** **Language Area:** |

cont...

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| --- |
| ***Targeted Provision*(Refer to the targeted provision section of the FACT in the area you have prioritised)** |
| **Language area:** |
| ***Personalised Provision*(Refer to the personalised provision section of the FACT in the area you have prioritised)** |
| **Language area:** |
| **Updated EYFS Levels:**  |
| **It is the expectation that setting and home will work together to achieve the outcomes.** |
| ***Next Steps*** **(Refer to the ‘Pathway’ flowchart)** |
|  |
| ***Support Service use only:*** |
| **Moderation****Name:**  | **Signature:**  | **Designation:**  | **Date:**  |

**Appendix II**

**A Communication Supportive Environment Audit Tool**

|  |
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| **A** **Communication** **Supportive** **Environment** **Audit** |
| - This is an audit tool to identify what you are already doing and what other policies/practices could be implemented as part of whole school policy. The audit could also provide a measure of the impact of your school’s development work in relation to SLCN.- Consider each of the statements and make a judgement about how often these strategies are used in your school |
| **Audit** **completed** **by:** **Date:** |
| **1.** **A** **Whole** **School** **Approach** | **Never** | **Sometimes** | **Often** | **Always** |
| School Development Plan | SLC(N) development is a priority and recognised as the shared responsibility of all members of staff |  |  |  |  |
| SLC(N) development targets feature on the School Development Plan |  |  |  |  |
| There is a designated member of staff who is responsible for overseeing SLC(N) development throughout the school with an appropriate allocation of time to fulfil this role |  |  |  |  |
| An audit tool is used on at least a yearly basis to identify the impact of the school’s development work in relation to SLC(N), areas for development and staff training needs |  |  |  |  |
| Communication support features within all curriculum policies and SEN policy |  |  |  |  |
| A specific whole school strategy or approach receives focused attention each term e.g. implementing a ‘think time’ rule, a visual support strategy, making speaking and listening explicit in lesson plans etc |  |  |  |  |
| Environment | Whole school visual displays are supported with a consistent symbol system |  |  |  |  |
| Visual support strategies are incorporated in whole school events and presentations |  |  |  |  |
| A range of extra curricular activities are available to develop SLC/accommodate SLCN |  |  |  |  |
| The environment is monitored by all staff for ‘communication friendliness’ |  |  |  |  |

Adapted from the Communication Supporting Classroom Observation Tool Better Communication Research Programme 2012 The Communication Trust 1 SLC = speech, language and communication SLCN = speech, language and communication need

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| --- | --- | --- | --- | --- |
|  | **Never** | **Sometimes** | **Often** | **Always** |
| Provision management | The school’s provision map features evidence of strategies relating to SLC(N) across the school |  |  |  |  |
| The school’s provision map features small group language interventions across the school to address a range of SLC(N) |  |  |  |  |
| Lesson planning features explicit reference to differentiation of content, presentation and outcome to accommodate a range of SLCN |  |  |  |  |
| Identification of SLCN | There is a standard tool used throughout the school to identify children presenting with SLCN e.g. The FACT |  |  |  |  |
| All staff are aware of their responsibilities in relation to the identification of SLCN |  |  |  |  |
| All staff are aware of the criteria for involvement of external agencies where this is appropriate |  |  |  |  |
| All staff working with pupils with SLCN have access to reports and assessment from other professionals and are released to meet with these professionals on their visits |  |  |  |  |
| Advice from external agencies is explicitly included in provision recording |  |  |  |  |
| There is a process in place to monitor and review the progress of pupils with SLCN |  |  |  |  |
| Provision | There is a system in place for matching need to provision using the school’s system of provision management |  |  |  |  |
| IEPs contain specific targets relating to language and communication development where there are identified SLCN |  |  |  |  |
| Resources for SLC(N) are organised, catalogued and matched to class, individual and group interventions |  |  |  |  |
| Provision for social-emotional development is incorporated alongside/within SLC provision |  |  |  |  |
| Lesson plans features explicit differentiation for pupils with identified SLCN |  |  |  |  |

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2

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| --- | --- | --- | --- | --- |
| **2.** **Staff** **knowledge** **and** **skills** | **Never** | **Sometimes** | **Often** | **Always** |
| Knowledge | All staff have Universal Knowledge about SLCN (as per the Speech Language and Communication Framework www.thecommunicationtrust.org.uk) |  |  |  |  |
| Lunchtime supervisors have been trained to encourage group activities and social interaction for pupils who need support |  |  |  |  |
| Opportunities are provided for staff to share information and knowledge about SLCN |  |  |  |  |
| Staff undertaken a self evaluation audit on at least a yearly basis to identify areas for development and training needs |  |  |  |  |
| Environment | Teachers regularly review the organisation of their classrooms to ensure the learning environment supports pupils with SLCN |  |  |  |  |
| Language for learning | Teachers understand the range of language use in school e.g. labelling, describing, instructing, questioning, classifying, telling narrative, discussing, negotiation, managing behaviour and have some understanding of the developmental sequence attached to each aspect |  |  |  |  |
| SLC/SLCN components | Staff understand the different components of SLC and SLCN |  |  |  |  |
| Staff understand the impact that SLCN can have on learning and participation, social/ emotional development and behaviour. |  |  |  |  |
| All staff are adept at adapting their language to the needs of the full range of pupils, including pupils with identified SLCN, for curriculum delivery and behaviour management |  |  |  |  |
| All staff are aware of and apply strategies to address different aspects of SLCN |  |  |  |  |
| Teachers are able to set suitable communication targets for children with SLCN |  |  |  |  |
| Identification | All staff know who to approach in school if they have concerns about an individual pupil |  |  |  |  |
| Teaching staff are able to identify pupils with SLCN using a standard tool |  |  |  |  |

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3

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| --- | --- | --- | --- | --- |
|  | **Never** | **Sometimes** | **Often** | **Always** |
| Curriculum planning and delivery | The class teacher takes responsibility for curriculum planning/delivery and IEP planning for pupils with SLCN |  |  |  |  |
| Multi sensory approaches are applied within teaching and learning so they enhance the learning opportunities for all |  |  |  |  |
| Support staff | Support staff have skills and knowledge in relation to SLC(N) |  |  |  |  |
| Time is allocated to involved TAs in planning, preparation of additional resources and maintenance of monitoring records |  |  |  |  |
| Teaching assistants particular knowledge, skills are opportunities are utilised e.g. focused observations |  |  |  |  |
| Appropriate numbers of staff are trained in the use of voice/symbol supported software and resources e.g. Communicate in Print, Clicker, Inspiration etc |  |  |  |  |

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4

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| --- | --- | --- | --- | --- |
| **3a)** **Communication** **supportive** **environments** **–** **Physical** | **Never** | **Sometimes** | **Often** | **Always** |
| Physical environment | An organised calm learning environment with equipment well organised and labelled with pictures and words |  |  |  |  |
| Photos of staff and pupils are displayed in entrances and each classroom |  |  |  |  |
| Classroom furniture is arranged to ensure all pupils can see the teacher, board, displays etc |  |  |  |  |
| Environmental factors e.g. temperature, lighting, fresh air, space, background noise which may distract or affect pupil’s attention are considered and adapted as appropriate. |  |  |  |  |
| Transition times are managed effectively so that noise levels are not excessive and children know what to expect next. |  |  |  |  |
| Colour coding/visual support | There is visual support to help pupils understand health and safety rules |  |  |  |  |
| Resources and equipment are labelled with symbols and words e.g. scissor drawer with picture |  |  |  |  |
| Visual timetables are in place to help organisation, memory, structure of lesson, daily routines and these are used with the whole class as well as individual pupils |  |  |  |  |
| The rules and routines for lessons are taught and displayed (with visual cues) |  |  |  |  |
| Multi sensory approaches | Pupils are given opportunities to demonstrate their knowledge in a variety of ways e.g. writing frameworks, mind-maps, diagrams, posters, tell a friend etc |  |  |  |  |
| Symbols, drawings, prompt cards and photos area used to support teaching at macro and micro levels e.g. learning outcomes, specific vocabulary, to sequence the steps with an activity |  |  |  |  |
| Pupil groupings | Consideration is given to how pupils are paired or group s e.g. a pupil with poor concentration with more settled pupil, in groups for task not ability |  |  |  |  |
| Listening | The classroom is physically organised to make it conducive to good listening and attention |  |  |  |  |

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5

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| --- | --- | --- | --- | --- | --- |
|  |  | **Never** | **Sometimes** | **Often** | **Always** |
| The rules of good listening (sitting thinking looking waiting) are taught, modelled and regularly reinforced with the use of visual cues, e.g. prompt cards, displays, symbols, and adults are aware of the listening strategies children may use |  |  |  |  |
| Pupils have access to quiet distraction free area to work e.g. work station |  |  |  |  |
| Resources and opportunities | Books - specific areas are available with an appropriate range of books e.g. traditional stories, bilingual books and a variety of genres and books related to children’s own experience. |  |  |  |  |
| Play areas, outside and in, include imaginative role play |  |  |  |  |
| Good quality toys, small world objects and real/natural resources are available |  |  |  |  |
| Children have opportunities to engage in interactive book reading facilitated by an adult |  |  |  |  |
| Children have opportunities to engage in structured conversation with adults |  |  |  |  |
| Children have opportunities to engage in structured conversations with peers |  |  |  |  |
| Vocabulary | There are clear links with what pupils already know when teaching new vocabulary |  |  |  |  |
| Semantic link information is provided for new vocabulary e.g. category, function, location attribute etc |  |  |  |  |
| Activities such as description, categorisation and word association are used to reinforce new vocabulary |  |  |  |  |
| Vocabulary is accompanied with visual support e.g. objects, drawings, and bilingual key words are included to support learning with EAL |  |  |  |  |

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6

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| **3b** **Communication** **supportive** **environments** **-** **Adult** **use** **of** **language** **and** **response** **to** **child** **initiations** | **Never** | **Sometimes** | **Often** | **Always** |
| Means | Adults use child’s name to draw their attention |  |  |  |  |
| Adults get down to the child’s level when interacting |  |  |  |  |
| Natural gestures and some key word signing are used in interactions with children |  |  |  |  |
| Positive interaction and good communication is modelled by staff |  |  |  |  |
| Symbols, icons, pictures, topic webs, practical demonstration, signing real objects photos etc are use do support spoken and written language |  |  |  |  |
| A range of resources such as large topic maps, post it notes, instructions on language master, talking word processor, memo cards, small white boards are used. |  |  |  |  |
| Cuing and reinforcement | Pupils are aware of pre arranged cues for active listening e.g. symbol, prompt card, verbal cue |  |  |  |  |
| Positive reinforcement is given when pupils are listening e.g. I like the way Jack is looking at me. |  |  |  |  |
| The delivery of information is slowed down and pauses are given when needed, to ensure pupils retain key points. |  |  |  |  |
| A signal is given ahead of time to alert the pupil that you are going to expect a response e.g. a signal to a pupil that you are going to expect a comment after you have heard from pupil X and Y |  |  |  |  |
| The ’10 second rule’ is used to give pupils time to process information and respond |  |  |  |  |
| Pupils are given a demonstration and/or example of what is expected |  |  |  |  |
| Pupils are encouraged to use visual feedback e.g. thumbs up/down; traffic lights to mean I’m not sure or Say it again please. |  |  |  |  |

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7

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| --- | --- | --- | --- | --- |
|  | **Never** | **Sometimes** | **Often** | **Always** |
| Instructions | The language of instruction is differentiated to meet the needs of pupils with SLCN |  |  |  |  |
|  | Adults understand the concept of information carrying words |  |  |  |  |
|  | Key words are emphasised when speaking |  |  |  |  |
|  | Non-verbal communication e.g. gestures, signing, facial expression, eye contact, nodding etc is used to reinforce spoken language |  |  |  |  |
|  | Sequential instructions are presented in the order of action e.g. wash hands, get coats, line up, instead of before you line up get your coats |  |  |  |  |
|  | Pupils are encouraged to repeat information and/or instructions to ensure they have understood |  |  |  |  |
|  | Pupils are helped to develop awareness of what they do and do not understand and encouraged to practice asking for clarification and further explanation |  |  |  |  |
| Questions | Adults are familiar with and can apply an approach such as the Blank model to differentiate questioning for pupils with SLCN |  |  |  |  |
|  | Adults apply graded prompts to help children respond to questions e.g. YES/NO, direct imitation, alternatives, modelling, rhetorical questions |  |  |  |  |
|  | Adults teach links between question words and semantic information when teaching new vocabulary e.g. What is it? What do you do with it/what does it do? Who uses it? Where do you find it? What is it like? |  |  |  |  |
|  | Adults teach links between question words and story components in narrative work, using colour coding and visual prompts |  |  |  |  |
|  | Questions are not over used, but rather used sparingly alongside other techniques e.g. commenting, modelling, expanding to engage with children |  |  |  |  |

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8

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| --- | --- | --- | --- | --- |
|  | **Never** | **Sometimes** | **Often** | **Always** |
| Techniques to facilitate expressive language are in evidence | **Pacing:** Adults uses a slow pace during conversation; give children plenty of time to respond and take turns in interacting with them |  |  |  |  |
| **Pausing:** Adults pauses expectantly and frequently during interactions with children to encourage their turn-taking and active participation |  |  |  |  |
| **Labelling:** Adult provides the labels for familiar and unfamiliar actions, objects or feelings |  |  |  |  |
| **Confirming:** Adults responds to the majority of child utterances by confirming understanding of the child’s intentions. Adults do not ignore child’s communicative bids. |  |  |  |  |
| **Imitating:** Adult imitates and repeats what the child says |  |  |  |  |
| **Commenting:** Adult comments on what is happening or what children are doing at the time |  |  |  |  |
| **Extending:** Adult repeats what child says and adds a small amount of syntactic or semantic information |  |  |  |  |
| **Open** **questioning:** Adult asks open ended questions that extend children’s thinking (what where when how and why) |  |  |  |  |
| **Scripting:** Adult provides a routine to the child for representing an activity and engages the child in known routines |  |  |  |  |
|  | Adult provides child **with** **choices** e.g. would you like to read a story or play on the computer? |  |  |  |  |
|  | Adult uses **contrast** that highlights differences in lexical items and in syntactic structures |  |  |  |  |
|  | Adult **models** language that the children are not yet using themselves |  |  |  |  |
|  | Adults are mainly **responsive** rather than directive or interrogative in their use of language |  |  |  |  |

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9

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| --- | --- | --- | --- | --- |
| **4.** **Supporting** **individual** **pupils** **with** **SLCN** | **Never** | **Sometimes** | **Often** | **Always** |
| Lunchtimes | Support is available for vulnerable pupils at unsupervised times such as breaks, lunch with an alternative environment to the playground on offer |  |  |  |  |
| Curriculum planning and IEP setting | The curriculum is differentiated in terms of content, presentation and outcome to accommodate this individual child’s SLCN and this is explicit in teacher planning |  |  |  |  |
| Assessments from external agencies are used to inform IEP target setting |  |  |  |  |
| The child’s IEP features specific targets for language/ communication |  |  |  |  |
| Pupil’s views are sought and their views influence provision and the setting of learning targets |  |  |  |  |
| Teaching plans are annotated to show how and when strategies identified on pupil’s IEP will be used |  |  |  |  |
| There are planned interactions between the teacher and child as well as the TA |  |  |  |  |
| All staff are clear about their roles in supporting this child |  |  |  |  |
| Provision for pupils with SLCN is recorded, mapped, monitored and evaluated and these records are available to all involved with the child |  |  |  |  |
| Information transfer | Systems are in place to ensure a smooth transfer and transmission of information between classes, Key Stages, schools etc |  |  |  |  |
| Use of additional adults | Additional adult support is used to teach skills, promote learning and foster independence |  |  |  |  |
| Signing is used to give extra visual support e.g. a formal system sign-along or based on natural gestures |  |  |  |  |
| The child is seated optimally to promote learning, participation and social inclusion |  |  |  |  |

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10

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| --- | --- | --- | --- | --- | --- |
|  | Adults are aware of pupils’ concentration and attention span and provide appropriate rest breaks, brain breaks, visual sand timers for tasks, arrows on clock, staged praise and rewards etc |  |  |  |  |
| Checklists and task management boards are used to ensure pupils know what to do e.g. photos/symbols used as visual checklist of equipment needed, stages of practical activity, steps in everyday routines |  |  |  |  |

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| --- | --- | --- | --- | --- |
| **5.** **Engagement** **with** **parents/carers** **and** **families** | **Never** | **Sometimes** | **Often** | **Always** |
|  | Parents’ views are considered |  |  |  |  |
|  | Parents are shown how visual timetables/task management boards can help with organisation at home |  |  |  |  |
|  | A range of information is available to support parents, individually and in groups e.g. parent meetings to discuss SLCN, leaflets with strategies to support their children at home, home-school diaries where needed, websites. |  |  |  |  |
|  | Parents are advised of targets being taught so it can be reinforced at home |  |  |  |  |
|  | Copies of the school’s communication action plan are displayed around the school and referred to in communication with parents e.g. via a news letter. |  |  |  |  |

**Comments/areas** **for** **development**

**1.**

**2.**

**3.**

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**Appendix III**

**Early Years**

**Monitoring Sheet**

**Monitoring Sheet**

|  |
| --- |
| **Name: DOB: Class: Adult support:**  |
| **Date** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Outcome 1** |  |  |  |   |   |  |  |  |   |  |  |  |  |   |  |  |
| **Outcome 2** |  |   |    |   |  |  |   |  |   |  |  |  |  |  |   |  |
| **Evaluation of outcome 1**  |   |
| **Evaluation of outcome 2** |  |

**Notes:**

* **Evaluate progress: Evaluate in the daily box level of progress made by each child e.g. Red or X = no progress made; Amber or □, some progress made (added comments e.g. with visual prompt V/P, verbal prompt –V/V physical prompt P/P); Green or △, good progress made (achieving the outcome independently).**
* **Level 1 (quality first teaching) up to two outcomes can be set; level 2 -4 (quality first, targeted and personalised) one outcome should be set.**
* **If a significant event occurs the back of the sheet can be used for a dated written comment.**
* **Sheet can be adapted according to individual needs.**

**Monitoring Sheet**

 ***This example of a monitoring sheet shows how it can be used, but can be adapted according to need, e.g made simpler- just colours, or shapes or codes.***

|  |
| --- |
| **Name: David Jones DOB: 10.11.08 Class: 2S Adult support:**  |
| **Date** | 05/01 | 07/01 | 09/01  | 12/01 | 14/01 | 16/01 | 19/01 | 21/01 | 23/01 | 26/01 | 28/01 | 30/01 | 02/02 | 04/02 | 06/02 | 09/02 |
| **Outcome 1**David to learn and use vocabulary related to our topic ‘animals’  |  X |  X | P/PSnake Fish  | P/PSnake Fish  | V/PSnakeFish Lion  | V/P | V/P | V/V |  V/V\* | V/V | 5 animals | 5 animals | 6 animals | 7animals  | 7animals | 7animals |
| **Outcome 2**For David to recognise if two spoken words rhyme | X |  X |   X | P/Pat words  | V/Vat words | V/Vat words  | V/Vat , in words  | V/Pat, inwords | V/Pat , in words  | V/Pat, in words  | V/Pat, in words | V/Pat , in words | \*at, in words ay words | at, in ay words  | at , in ay words  | at , in ay words |
| **Evaluation of outcome 1**  | David initially provided some visual and verbal prompts, but can now say 7 animals when he sees there picture. He now longer needs the sentence template as long as the question is asked in a similar way. 23.01 David was heard to spontaneously comment on an animal when looking at his reading book.  |
| **Evaluation of outcome 2** | David can recognise if two spoken words are rhyme and is more confident with at, and in words. He still needs some visual prompts with ‘ay’ words. \*02/02 David spontaneously commented that two words fin and bin rhymed when looking a topic book. |

**Notes:**

* **Evaluate progress: Evaluate in the weekly box level of progress made by each child e.g. Red or X = no progress made ; Amber or □ some progress made ( added comments e.g. with visual prompt V/P, verbal prompt –V/V physical prompt P/P ); Green or △ good progress made (achieving the outcome independently).**
* **Level 1 (quality first teaching) up to two outcomes can be set; level 2 -4 (quality first, targeted and personalised) one outcome should be set.**
* **If a significant event occurs the back of the sheet can be used for a dated written comment.**
* **Sheet can be adapted according to individual needs.**