

# COMMUNICATION FRIENDLY AWARD – SCHOOL FEEDBACK FORM



School Name: **Cauldwell School**

STANDARDS	EVIDENCE AND OUTCOMES REQUIRED
<p><b>I. ENVIRONMENT:</b> a. Environment</p>	<p>1.1 The environment (indoor and outdoor) supports Communication and Language across the curriculum</p>
<p>b. A Comfortable Environment</p>	<p>1.2 Where necessary, environmental factors, which may affect a child's communication and language are considered and adapted e.g. temperature, lighting, background noise 1.3 Staff are aware of and make reasonable adjustments for children's attention levels e.g. rest breaks, visual timers, praise</p>
<p>c. A Welcoming Environment</p>	<p>1.4 Staff understand their role in listening to children and promoting communication 1.5 A culture exists where children's views are sought and considered. Their views are used to help inform provision 1.6 A culture exists where children feel safe to make choices, take risks and are confident to ask questions or seek help e.g. 'I think I need to explain it better or in a different way' rather than 'you weren't listening' 1.7 A culture exists where children feel safe to contribute and explore their ideas through talk e.g. talk partners, buddy system 1.8 Environment and adult/child interactions support children to make choices, take risks and develop self esteem 1.9 Classroom is arranged to ensure all children can see the teacher, board, displays, etc. 1.10 Staff have been trained to encourage group activity and social interaction for children who may need support at break and lunchtimes through the use of playground monitors, lunchtime clubs, friendship stop, buddying, etc. An alternative play/lunch time environment is offered, where appropriate, instead of the playground</p>
<p>d. Seating Arrangements</p>	<p>1.11 Children are positioned in the classroom to ensure greatest access e.g. child with hearing impairment seated near to teacher 1.12 Quiet, distraction-free area to work is available 1.13 Consideration is given to collaborative learning opportunities and pupil groupings</p>
<p>e. A visually supportive environment</p>	<p>1.14 Rules and routines are taught and reinforced visually 1.15 Symbols, pictures, practical demonstrations, signing, real objects, photos, etc are used to support the spoken and written word 1.16 Visual support systems are matched to children's need, appropriate to their developmental stage. The same level of visual support is provided for homework tasks 1.17 Resources are labelled with word and symbol. These labels are consistently used across the school 1.18 Visual timetables are in place to support organisation, memory, structure of lessons, daily routines and are used with the whole class and individual children 1.19 A narrative structure is used across the curriculum e.g. colour coding, symbol 1.20 The environment celebrates children's achievements and the high profile given to Communication and Language through the use of photos, videos,</p>

	performance, etc
<p><b>Comments</b></p> <p>The CFA visit showed a drive by all leads which was evidenced in strong practice and reflective approaches.</p> <p>1.10 Evidence of practice via timetable but limited evidence of CPD. Would have been helpful to cross reference to aspect 2.2.</p> <p>1.16 Consider further development of visual support systems for homework or to meet individual needs (point may be a result of evidence provided rather than that this is not included in practice)</p> <p>1.19 Area for further development but evidence of implementation both in documentation and observation visit.</p> <p>1.20 Strong evidence also seen as part of visit.</p>	
<p><b>2. Whole School Approach</b> Leadership and Management</p>	<p>2.1 School have undertaken a self-evaluation audit to identify areas for development and training needs</p> <p>2.2 School has a coherent whole school approach to the development of speech, language and communication skills. This includes monitoring, evaluation and identifying next steps</p> <p>2.3 Provision for children with SLCN is recorded, mapped, monitored and regularly evaluated and these records are readily available to all involved</p> <p>2.4 Learning walks are carried out in school to identify ways to improve the environment and the quality of teaching and learning</p> <p>2.5 SLCN development is a priority and the shared responsibility of all members of staff</p> <p>2.6 A Communication Lead / designated member of staff responsible for overseeing SLCN development throughout the school has been identified (This could be the SENCO or another member of staff who works closely with the SENCO)</p> <p>2.7 The school has a coherent whole school approach to teaching listening and attention skills and vocabulary development</p> <p>2.8 The school has a planned Speech and Language CPD programme that impacts on all staff and which might include in-school coaching</p> <p>2.9 At least 1 Staff member holds a Level 2/3 Elklan Speech and Language Support 5-11s accreditation</p> <p>2.10 There is an identified budget and resources to support the development of speech, language and communication</p> <p>2.11 Governors are aware of the school's practice with regards to speech, language and communication</p> <p>2.12 Every adult understands their role in listening to children and promoting communication</p>

<p>a. Teaching and Learning</p>	<p>2.13 Staff know the school's graduated response to meeting the needs of children with SLCN</p> <p>2.14 Staff use the knowledge they have of the language levels of children and the language demands of the environment / curriculum to plan appropriately to support individual children's needs</p> <p>2.15 Staff understand the principles underpinning quality first teaching e.g. creating time to talk and listen, modelling and refining language, valuing mother tongue</p> <p>2.16 Staff in all Key Stages employ a range of strategies to develop speech, language and communication, including the use of talk buddies, think-pair-share, group interaction techniques, oral story-telling, role play</p> <p>2.17 In addition, staff in the Early Year's Foundation stage (EYFS) scaffold children's language and employ strategies including time for rhyme and song 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> <p>2.18 Opportunities to develop speech, language and communication and social interaction are planned across the school day, including lunchtimes, playtime and during the extended day</p> <p>2.19 School provides targeted intervention for children with delayed language or other communication needs e.g. group/1:1 intervention. Opportunities are planned for specific teaching of social communication skills. School monitors the impact of these interventions</p> <p>2.20 School utilises the support from their named NHS Speech and Language Therapist, including support to develop staff expertise as well as support for individual children</p> <p>2.21 Where children are receiving therapy, the approach used is one of 'team around the child' – therapist, teacher, support staff and parents working together to support the child. Staff are given time to meet with the Speech and Language Therapist involved with children in their class</p> <p>2.22 School has systems in place to ensure a smooth transition between classes, Key Stages, move to new school</p>
<p>b. Involvement of parents and carers</p>	<p>2.23 School warmly welcomes parents/carers and visitors and helps them feel at ease</p> <p>2.24 Parents/carers have a clear understanding of the school's systematic approach to speech, language and communication development, and parents/carers' opinions are listened to and acted upon</p> <p>2.25 Parents/carers are supported in developing their child's speech, language and communication skills through workshops, sharing of support strategies, family learning opportunities, talk homework</p> <p>2.26 Where children receive targeted intervention, parents/carers are involved in reviewing their child's progress and in identifying and supporting next steps</p>

**Comments**

2.3, 2.13 Not directly evidenced but is contained within other sections. Area identified by the school as for further development. Consider whole school provision mapping process re SLCN to identify duplication, a specific graduated response and areas for further improvement.

2.4. It is obvious from policy and comments that learning walks and observations take place. It would have been helpful to include an example to evidence. Ensure that there is specific monitoring of strategy to ensure CPD etc is embedded.

2.5 Consistent practice and approaches seen across the school. Identified for further development by the school.

2.11 Some limited evidence of governor involvement. Consider as an area of further development.  
 2.14 Strong evidence of planning to meet individual needs and which also supports effective TA practice in the classroom.

Although the school has identified work with parents as an area for further development CFA visit and discussion with staff evidenced a proactive approach which went above and beyond the school itself.

<p><b>3. PROMOTING GOOD COMMUNICATION</b></p> <p>a. Use of adults Language and Communication</p>	<p>3.1 Non-verbal communication including gesture, signing, facial expression, eye contact, nodding is used as an extra visual support to reinforce spoken language</p> <p>3.2 The child's most appropriate form of communication is used</p> <p>3.3 Key words / vocabulary are emphasised</p> <p>3.4 Appropriate language models are used rather than correcting the child</p> <p>3.5 Volume, intonation and pitch are altered as appropriate</p> <p>3.6 A range of multi-sensory approaches are used to support speech and language including concrete apparatus, symbols and pictures</p> <p>3.7 Non-literal and figurative language is explained to children who need it</p>
<p>b. Listening and Attention</p>	<p>3.8 Rules of good listening are taught, modelled and reinforce including the use of prompt cards, displays, symbols. Adults are aware of a range of listening strategies children may use</p> <p>3.9 Children are aware of pre-arranged cues for active listening including symbol, prompt card, verbal cue</p> <p>3.10 The child's name or agreed cue is used to gain the child's attention</p> <p>3.11 Positive reinforcement is given when children are listening and attentive</p> <p>3.12 Adults are aware that some children may find it hard to listen and write at the same time and adapt their practice accordingly</p>
<p>c. Understanding of Instruction and Information</p>	<p>3.13 A range of visual cues including symbols, props, cue cards, pictures are used to support spoken language</p> <p>3.14 Sequential instructions are presented in the order of action and broken down into manageable chunks</p> <p>3.15 Checklists and task boards are used to ensure children know what to do including photo/symbols used as visual checklists of equipment needed, stages of practical activity, steps in daily routines</p> <p>3.16 Information and instructions are repeated and simplified, as necessary. The words are not changed when instruction are repeated.</p> <p>3.17 The delivery of information is slowed down and pauses are given when needed, to ensure children retain key points</p> <p>3.18 Children are encouraged to repeat back information and/or instructions to ensure they have understood</p> <p>3.19 Children are given a demonstration and /or example of what is expected</p> <p>3.20 Children are encouraged to give visual feedback including thumbs up and thumbs down, traffic lights</p> <p>3.21 Children are encouraged to seek clarification if they have not understood or if they need help</p>
<p>d. Questioning</p>	<p>3.22 Questions are asked which encourage participation of all. A 'no hands up' policy is used at times to encourage participation (with awareness of those who can't)</p> <p>3.23 Questions are pitched to challenge children of all abilities and alternatives are provided to invite a response. Multiple-choice is used</p> <p>3.24 Open ended questions are used to encourage children to think, reason and speculate</p> <p>3.25 Prompt cards to support the understanding of question words in narrative work are used including Who? What? Where? When?</p>

	<p>3.26 Pair, share, talk strategies are used to encourage responses</p> <p>3.27 A signal is given ahead of time to alert the child that you are going to expect a response</p>
e. Processing and Memory	<p>3.28 The 10 second rule is used to give children time to process information and respond</p> <p>3.29 Children are clear about how long they have before being asked to respond</p> <p>3.30 A range of resources including topic maps, post-it notes, memo cards, easi-speak microphones, small whiteboards are used</p> <p>3.31 Children are given time to process and organise spoken and written information</p> <p>3.32 Links to prior learning are explicitly made</p>
f. Independent Learning	<p>3.33 The role of the additional adult is considered when planning including pre-preparing children to help them access the lesson</p> <p>3.34 Tasks are explained clearly and with a definite end point</p> <p>3.35 Children are helped to develop awareness of what they do and do not understand and encouraged to practise asking for clarification and further explanation</p> <p>3.36 Visually accessible task boards are available which list key tasks in order of action</p> <p>3.37 Children are given opportunities to demonstrate their knowledge in a variety of ways including writing frames, mind maps, diagrams, tell a friend</p> <p>3.38 Audio, visual aids and / or ICT are used as an alternative form of recording and accessing information</p> <p>3.39 Key learning points are reviewed at appropriate times during the lesson and at the end of the lesson</p> <p>3.40 Resources such as semantic dictionaries, learning mats, self-help resources, illustrated glossaries are readily available</p> <p>3.41 Children are actively involved in setting their learning targets</p> <p>3.42 Children are given opportunities to record key points visually as an aide memoir, thus reducing memory load and anxiety</p> <p>3.43 Training for staff in the use of voice, symbol supported software and resources is provided e.g. communication in print, clicker</p>
g. Topic related/key vocabulary	<p>3.44 New, technical, key vocabulary is identified and pre-taught to those who need it</p> <p>3.45 There are clear links with what children already know when teaching new vocabulary</p> <p>3.46 Practical activities such as categorisation activities, descriptive games and word association tasks are used to reinforce teaching of new vocabulary</p> <p>3.47 Relevant semantic information is provided for new vocabulary e.g. function, category</p> <p>3.48 Vocabulary is accompanied with visual support e.g. objects, gestures, pictures</p> <p>3.49 Personal semantic dictionaries, word banks, subject dictionaries, glossaries are available</p> <p>3.50 Children are taught how to represent vocabulary visually using techniques such as word maps, attribute maps, multiple meaning trees and mind maps</p> <p>3.51 Parents/carers are advised of the target vocabulary being taught so it can be reinforced at home</p>
<p><b>Comments</b></p> <p>Strong evidence of high quality teaching and learning which was observed in CFA visit</p> <p>3.13 Photo missing but some evidence in practice e.g. in classrooms.</p>	

<p>3.14 Maths – build it, say it, draw it, write it is a new development which shows evidence of actions to further improve practice.</p> <p>3.18 Clear modelling observed and high QTF.</p> <p>3.28 Thinking time not observed and identified as an area for further development by the school</p> <p>3.36 Some evidence of task boards/ clear steps approach seen in some lessons observed.</p> <p>3.38 Seen for accessing information. Not as much seen for recording.</p> <p>3.41: Folder empty but some evidence in IEP review comments</p> <p>3.43 SENCO has done training. Will roll out to other staff.</p>	
<p><b>4. STAFF DEVELOPMENT</b></p>	<p>4.1 Staff have a universal knowledge about Communication and Language</p> <p>4.2 Opportunities are provided for staff to share information and knowledge about SLCN</p> <p>4.3 A Communication Lead / designated member of staff responsible for overseeing SLCN development throughout the school has been identified (This could be the SENCO or another member of staff who works closely with the SENCO)</p> <p>4.4 Staff know who to approach in school if they have concerns about an individual child</p>
<p><b>Comments</b></p>	

**Summary:**

There is evidence of strong effective practice against all aspects. This was clearly demonstrated on the CFA visit. The school demonstrates a reflective approach to the further development of high quality practice for communication and to meeting the needs of all pupils. Practice in the school should be used as an exemplar for others. Well Done!