Building a Communication Friendly School
Report 2012/13

1. Background

In 2011/12 Elklan Community Interest Company (CIC) piloted a successful project in conjunction with the Communications Trust with funding received from the Department of Education to enable schools to become 'Communication Friendly'. In 2012/13 Elklan CIC was commissioned to conduct a more in-depth evaluation of the programme and use an independent observer to corroborate the findings.

One group of schools (8 in total) were selected from Salford, the findings form the body of this report.

2. Methodology

I.   Eight schools were selected in Salford to take part in the project.
II.   The Elklan 5 step programme to success was followed
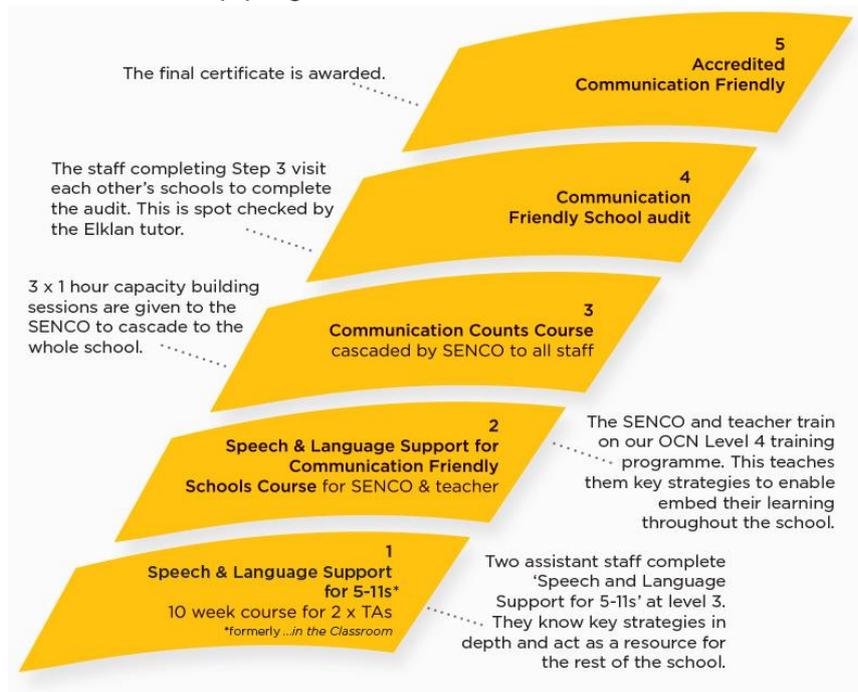
III.   Pre and post questionnaires were completed by staff completing steps 1,2 and 3.
IV.   An independent observer visited a sample of the schools pre and post training to corroborate the findings.

3. Executive summary

Step 1. Fifteen teaching assistants (TA's) from the eight schools were trained and have achieved the Elklan/Open College Network(OCN) level 3 Award in Speech and Language Support for 5-11s. One TA had been trained on the programme in the last

two years and so was exempt. Data measuring impact was collected from their portfolios of evidence.

Step 2. Two senior teachers (one being the SENCO) from each school are being trained using the level 4 accredited course, Speech and Language Support for Communication Friendly Schools. This 3.5 day course is being delivered over the academic year with sessions run in September 2012, January 2013, April 2013 and May 2013 (the latter to be completed). Data on impact will be collected via their portfolio of evidence. One school had to withdraw due to additional work as a result of an inspection report, they will complete next year. We expect 14 staff will achieve accreditation at level 4.

Step 3. The Communication Counts course has been cascaded to 346 members of the school team including lunchtime organisers, support staff, welfare offices and administrative personnel by the teachers completing step 2 in October 2012, February 2013 and May 2013 (to be completed). Each training session lasts one hour. Evaluation of the impact on class teachers surveyed has been significant. Data has been collected via pre and post questionnaires (for details see appendix) and the findings corroborated by an independent observer.

Step 4. The audit. Pre training only 14% (1) school had a nominated governor with responsibility for speech, language and communication (SLC). 28% (2) schools had a named person who can provide guidance on SLCN. 14% of schools (1) reported they accurately identified children with SLCN and 28% (2) of schools had school rules explicitly and prominently displayed. This has not been corroborated by an observer. None of the other elements of the audit (see appendix) were in place in any of the schools. To achieve the accredited friendly status 100% of schools will need to provide evidence externally validated that all of the audit demands have been met.

Step 5. Certification. 7 schools are on target to achieve this by December 2013.

4. Outcomes

4.1 Increased skills and knowledge
100% of TA's achieved accreditation at level 3.

100% of TA's reported a significant improvement in their ability to collaborate and share information with other colleagues regarding children' speech, language and communication skills.

100% of teachers are completing level 4 accreditation (to be completed July 2013).

4.2 Increased ability to support communication development
100% of TA's reported a significant improvement in being able to support the communication skills of **all** children in the classroom.

100% of TA's reported a significant improvement in being able to support the communication communications skills of children with speech, language and communication needs (SLCN).

4.3 Improvement in children
72% of TA's reported that children had made better or much better progress than they would have expected at this stage in the school year. This was corroborated by the class teacher.

4.4 Increased effectiveness – Following Communication Counts training (Step 3) teachers valued appropriate interactions strategies more highly following training, post training they rated 90% of the interaction strategies as effective or very effective (up from 57% pre-training).

4.5 Increased use - Following Communication Counts training (Step 3) teachers evaluations showed that they were using effective strategies to support interaction in the classroom on average 87% of the time when it was appropriate to do so (up from 29% pre-training.)

The independent observer's assessment was in agreement with the teachers' self-evaluation of the frequency of use of the interaction strategies 88% of the time.

4.6 Improved differentiation - Following Communication Counts training (Step 3) teachers' ability to differentiate questions to children as measured by the Language of Learning Model (Blank) improved significantly. Post-training **84%** of the questions asked the more able children were at an appropriate level (up from 71%). **71%.**of the questions asked the less able children were appropriate, (up from 49%). There was a 50% reduction in the numbers of closed and forced choice questions.

4.7 Increased use of strategies to support understanding - Following Communication Counts training (Step 3) teachers' use of appropriate strategies to support children's understanding of questions across the school demonstrated a **61% increase** (15% pre-course). All of the appropriate strategies used had been taught on the Elklan course. Teachers were also more specific in their description of appropriate strategies.

The independent observer agreed with the teachers own ratings of their use of appropriate strategies to support children's understanding of questions 78% of the time across pre and post observation visits.

These findings, which have been corroborated by an external observer, demonstrate the impact of the Elklan Communication Friendly Schools programme to effect change in knowledge and practice across a whole school setting. This has been achieved by training 4 members of staff to a high level of who are then given the resources and confidence required to train others and so embed and extend learning throughout the whole school. It is extremely cost effective working out at £23 per person trained.

5. Detailed report and analysis:

5.1. Step 1 - Training for Teaching Assistants (TA).

The level 3 Award, Speech and Language Support for 5-11s was delivered over 10 weekly sessions commencing September 2012 and the content covered was:

5.1.1 Course content

What is communication?
- Identify the processes involved in communication.
- Demonstrate the wide range of communication difficulties and the impact this has for the child.

Improving listening, attention and independent learning skills.
- Identify nonverbal communication behaviours.
- Explore strategies to support children with poor listening and attention.

Listening, memory and understanding spoken language.
- Explore a simple model of memory.
- Learn about strategies to enable differentiation whilst supporting memory and independent learning.

Modifying adults' speech to help a child understand language.
- Practise modifying the adult's language through an understanding of information carrying words.

Understanding beyond simple sentences.
- Discuss supporting verbal reasoning skills, including why & how questions, inferences, sequencing, predicting.
- Practise modifying the adult's language accordingly.

Promoting vocabulary development.
- Identify vocabulary to target.
- Develop a range of strategies to support the learning and retention of new words.

Encouraging expressive language and narrative development.
- Identify the processes involved in expressive language.
- Consider issues pertinent to children learning additional languages.
- Discuss the development of expressive language and story-telling and how to support children with these skills

Promoting effective communication and social skills.
- Reflect on the effects that interaction patterns between adults and children have on communication.
- Share ideas to encourage children to speak out and seek appropriate help.
- Identify skills required for successful social skills and share ideas as to how to promote these.

Supporting children with unclear speech and exploring the link between speech, reading and writing
- Explore the development of speech sounds and clear speech.

- Discuss strategies to support children with unclear speech.
- Consider the link between speech, reading and writing.
- Review phonological awareness and the four main components.

Management of stammering and other issues raised during the course.
- Share ideas to support children who stammer.
- Present evidence of applying knowledge gained across the course during everyday classroom activities.

The learners all presented their work in a portfolio of evidence which demonstrated their ability to reflect and evaluate on their learning.

5.1.2   Outcomes at step 1

Quantitative data:

- 100% of participants achieved accreditation at level 3.
- 100% of TA's reported a significant improvement in being able to support the communication skills of all children in the classroom.
- 100% of TA's reported a significant improvement in their ability to collaborate and share information with other colleagues regarding children' speech, language and communication skills.
- 100% reported a significant improvement in being able to support the communication communications skills of children with speech, language and communication needs.
- 72% reported that following discussion with the teacher children had made better or much better progress than they would have expected at this stage in the school year.

Qualitative data:

Impact on the child:
'The child I have been working with had almost no spoken English. I have used strategies in the Language Builders book and others learnt during the course to help this child….During a recent test the child I have been working with received a 100% score in her times tables which she could not do previously due to her lack of knowledge of numbers. I have now been asked by the teacher to use modelling and visual support to help the child work through maths problems. The child is now able to work in a small group and not 1:1. The confidence of the child has enabled her to socialise in the playground within a period of 6 weeks, she now works comfortably with her peers'. K Dixit Dec 2012.

'All the children I support have benefited from the things I have learnt on the Elklan course… I now use different strategies to support children as a result and consider the strategies to have worked because I can see improvement in all the children I work with. An example is the visual support created for session 3 to help children

think of sentences they are going to write. They use this visual and as a result their sentences are better than they were previously….I feel I have learnt so much relating to speech and language support during the course and use several strategies every day that I would not have used before'. D Walker, Dec 2012.

'I have been told by a number of staff and by the child's mum that the child I am working with is a lot more confident. He is talking more with adults that have not worked with him before'. A Walsh Dec 2012

Impact on the learner:
'I really enjoyed the course. I feel more confident when I am working with speech and language'.

A really helpful course, I have learnt a lot of different strategies/activities. L Conlon Dec 2012.

5.2.   Step 2 - Training for teachers/SENCOs

This is on-going, 2/3rds has been completed, the course taught is the Level 4 course - Speech and Language Support for Communication Friendly Schools. Fourteen teachers (including 7 SENCO's) will complete this in June 2013 and their portfolios marked and analysed at this point. Results will be made available in the final report December 2013.

The course is taught over 3.5 days (one day per term plus a follow up half day at the end of the third term) and teaches the most important strategies to embed in a school to ensure it is communication friendly. These are also taught in the level 3 TA training programme.

5.2.1. Course content:

The course covers the aspects taught in Step 1 which have the most significant impact in changing practice in schools.

Day 1:
Interaction – key evidence based principles are taught and specific strategies given to help develop the interaction skills of children within the classroom and on a 1:1 basis.
Think about questions – The Blank language scheme is taught and participants encouraged to share together how to differentiate questions and directions in the classroom and wider school environment.

Day 2
Embedding vocabulary – participants are taught about the different tiers of vocabulary and given strategies to help children learn and remember new words.
A Presentation is given by all participants of the implementation of Communication Counts session 1 in their school. This is an opportunity to feedback on how the

course was received and how schools have made changes to embed the learning across the whole setting.

Day 3
Make it visual – Visual strategies to use within the classroom across the curriculum and in behaviour management are presented.
Stories and narrative – the complexity of storytelling and writing is discussed and a visual support tool 'Colourful stories' is given to staff for them to use and evaluate.
Speak out – Active listening is taught and participants encouraged to reflect on how they enable children to 'Speak out!'.
A Presentation is given by all participants of the implementation of Communication Counts session 2 in their school.

Final half day
Participants attend to share how they have embedded the 'Make it visual', 'Stories and narrative' and 'Speak out' elements that they learned in day 3.

5.2.2. Outcomes of step 2

No data at present, a final report will follow in December 2013 following submission of the portfolios.

5.3. Step 3 – Communication Counts. Training for the whole school.

274 staff have been trained by the teachers in the 7 schools using information provided by Elklan to the teachers as part of their level 4 training programme. The outcomes of the delivery of the sessions has been analysed and forms the majority of the data collected to date in this report.

The Communication Counts sessions are prepared and given to the learners completing step 2 by Elklan. Each session runs for 1 hour and is designed to be for ALL staff in the school, teachers, assistants, ancillary staff etc in staff meetings. Sessions are delivered by the SENCO/teacher within two weeks of receiving the information themselves.

5.3.1 Course content
There are three sessions in total (one per term) which cover the 5 ITEMS:

    I.   **I**nteraction – key evidence based principles are taught and specific strategies given to help develop the interaction skills of children within the classroom and on a 1:1 basis.

    II.   **T**hink about questions – The 'Blank' language scheme is taught and participants encouraged to share together how to differentiate questions and directions in the classroom and wider school environment.

III. **E**mbedding vocabulary – vocabulary tiers, vocabulary maps and Mind Maps™ are taught.
IV. **M**ake it visual – task plans and visual strategies to support learning in the classroom are demonstrated.
V. **S**tories and narrative and **S**peak out. A narrative pack to be used across the whole school is given to participants and activities to encourage children with SLCN to actively participate in class are discussed.

To date the first three ITEMS have been cascaded, the last two will be cascaded following the final training session which will be run in April 2013.

5.3.2 Outcomes

5.3.2.1 Strategies to support interaction

Two teachers from each Key stage completed the 'Chat challenge' questionnaire before and after receiving the Communication Counts training session. This measured their use of appropriate strategies to develop adult child interaction They rated their use of the strategies listed pre and post training in one of their lessons and how they valued each parameter. In three of the schools an independent observer visited to confirm their ratings.

5.3.2.1.1 Quantative data:
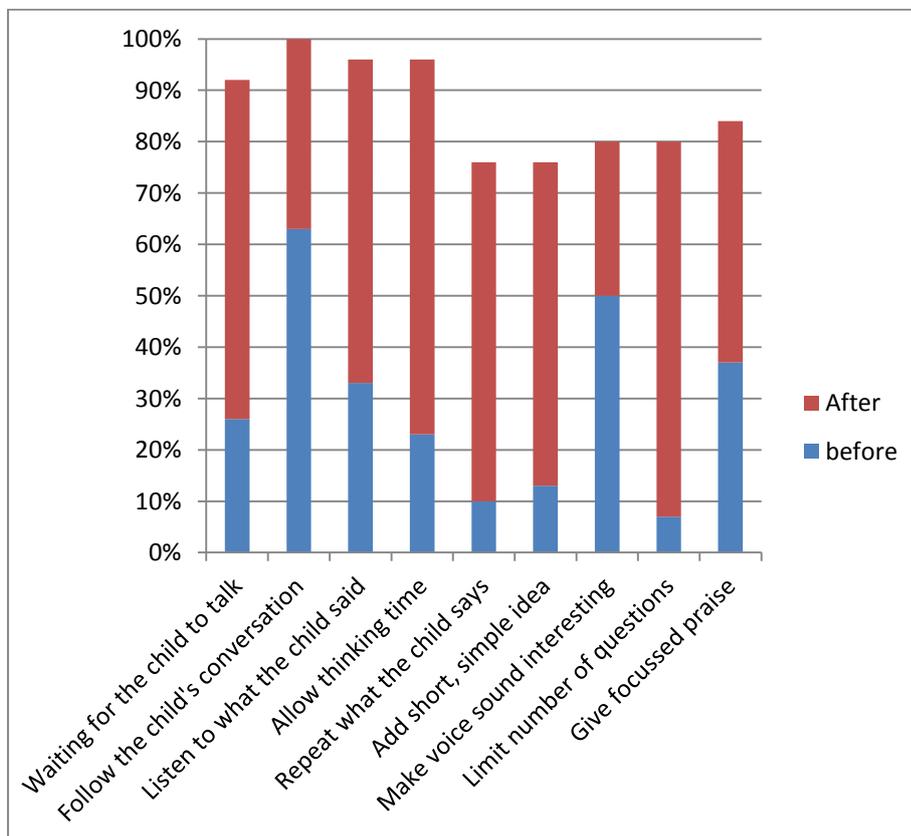
5.3.2.1.1 a. Increased use:

The results demonstrate that following training staff in all Key stages were consistently using effective strategies to support interaction more frequently.

Teachers evaluation showed that they were using these effective strategies to support interaction in the classroom on average 87% of the time when it was appropriate to do so (up from 29% pre-training.)

This was corroborated by the independent observer, there was 88% agreement with the teachers' ratings.

5.3.2.1.1 b. Increased effectiveness:

Post training teachers valued the interaction strategies more highly as they appreciated the importance of their use and their effectiveness. They rated 90% of the interaction strategies as effective or very effective (up from 57% pre-training).
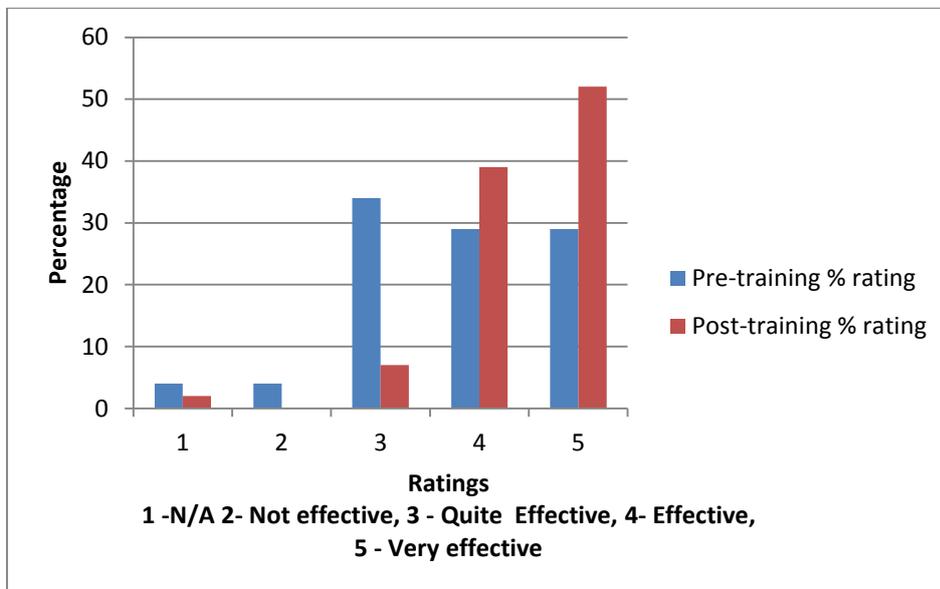
5.3.2.1.2 Qualitative data

Comments were collected from the teachers and the observer regarding the effectiveness of the Communication Counts course.

Teachers' comments
'I have used many more strategies to develop 'thinking time' following the training.'

'Lots of explanations of what the children are doing well, encourages positive behaviour and good listening.'

'For those children who are 'quieter in' sessions, they are now more involved following the implementation of new strategies.'

Observer's comments on the teachers.

'I felt that her listening skills and allowing thinking time were very good.'

'Good interaction skills with the children in terms of pace. Very positive'

'Clearly have done a lot of work and discussed chat challenges'

5.3.2.2   Developing teachers' ability to ask effective questions and differentiate language in the classroom.

A questionnaire was given to six teachers in the school (two from each Key stage) where they recorded strategies they used to help children in the classroom understand questions and directions. They rated how frequently they used each strategy and how effective they found each to be. Following the training the teachers repeated the questionnaire adding in any new strategies and evaluating all those they had recorded in terms of frequency of use and effectiveness.

The independent observer validated the results from one teacher in three of the project schools.

The same teachers recorded four questions they would ask a less able child and four they would ask a more able child in a lesson. The questions were analysed and a 'Blank' level was attributed to each. 'Blank' would recommend that more able children are asked questions at levels 3 & 4 and less able at levels 1 & 2 to ensure understanding.

5.3.2.2.1 Quantative data

5.3.2.2.1a Improved knowledge of appropriate strategies
Only 13% of strategies used pre-training to ask effective questions were deemed by the analyst to be appropriate. Of these 23% were being used frequently, 76% were used very frequently.
Post training 62 new strategies were recorded. 90% of these were taught during the Elklan course and 92% of them were deemed to be appropriate by the analyst.

5.3.2.2.1b Increased use of appropriate strategies
Post training analysis of the new strategies recorded indicated 32% were being used frequently and 68% were being used very frequently.
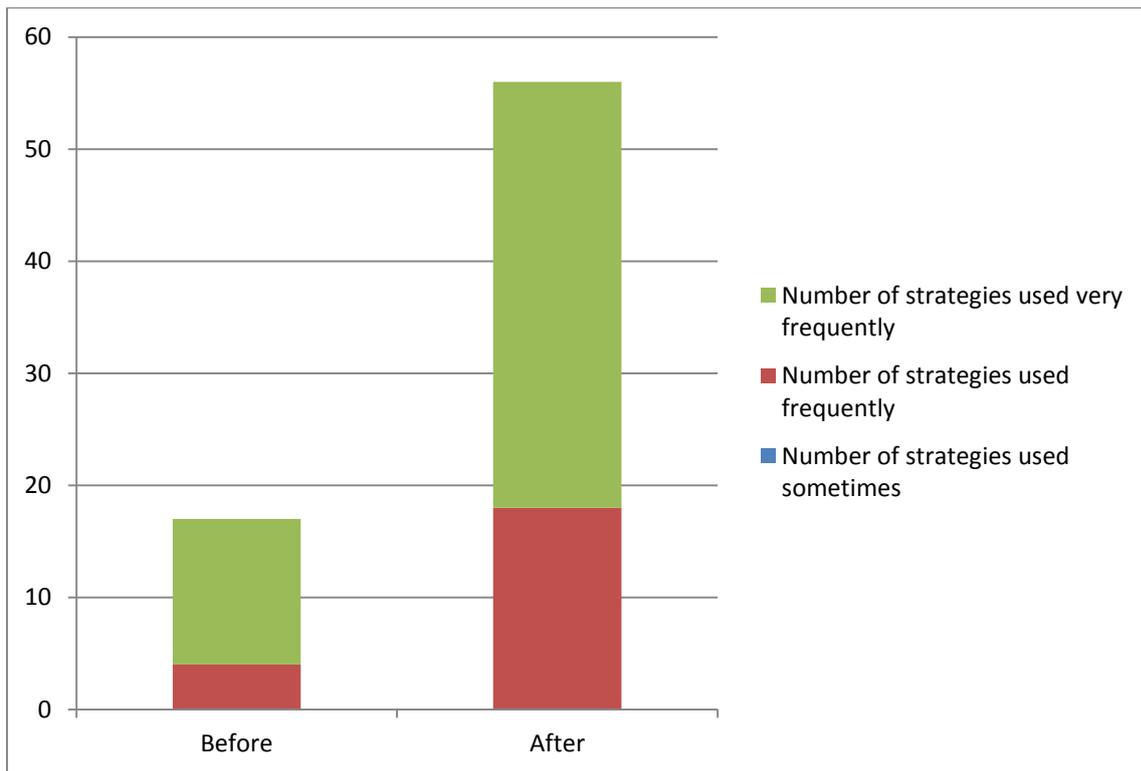
5.3.2.2.1c Increased effectiveness

Pre-training of the appropriate strategies 53% were effective. None were felt to be very effective. Post training 89% of the new strategies were rated as effective or very effective.
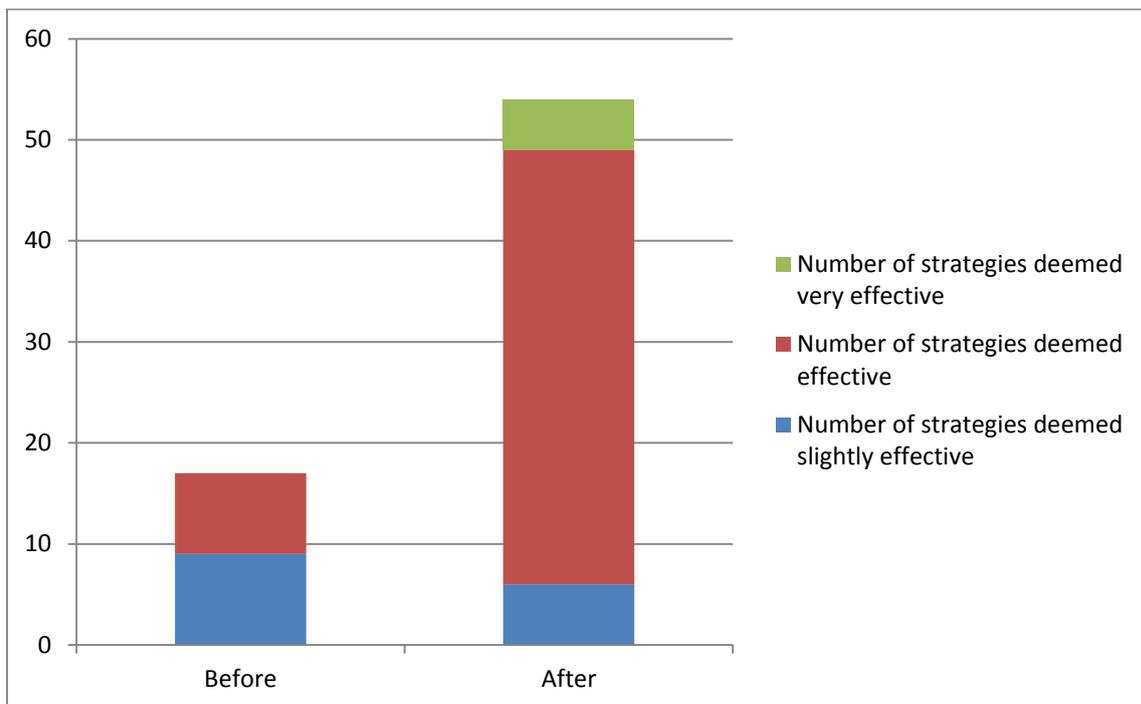
5.3.2.2.1d Increased ability to pose questions at appropriate level post training

- 83% (up from 73%) of questions the teachers asked more able children were appropriate.
- 71% (up from 48%) of those directed to the less able were appropriate
- There was a 50% reduction in the numbers of closed and forced choice questions asked to all the children.
- Questions were simplified for the less able children in terms of their vocabulary rather than the complexity of their language form.
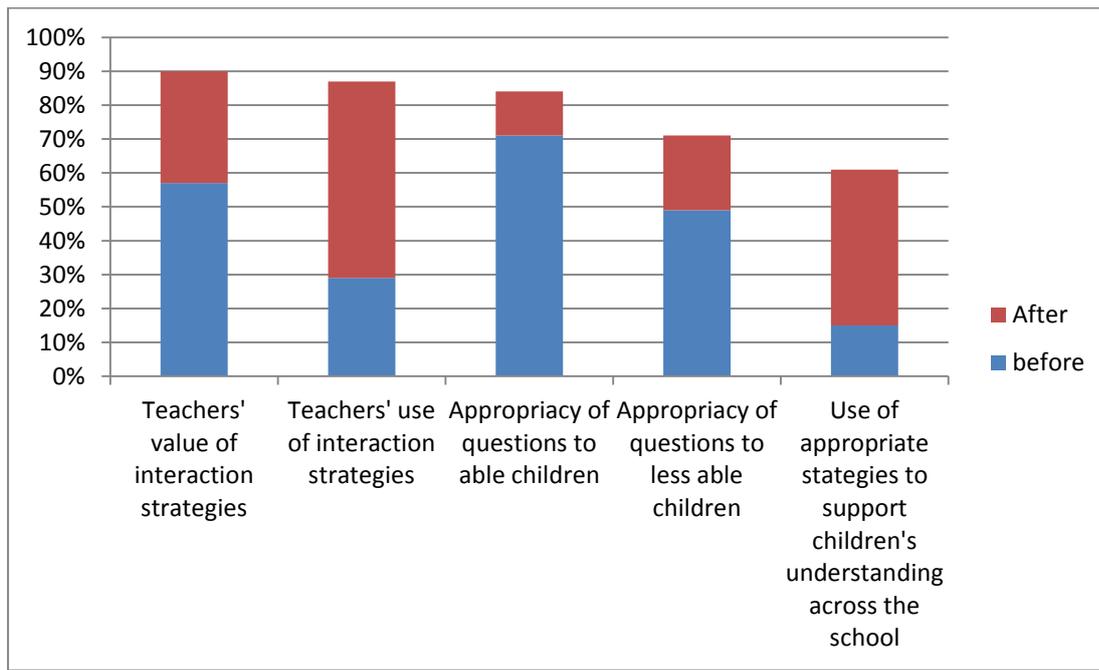
5.3.2.2.1e Evidence of sustainability

The data collected was skewed by one staff member who recorded no change in the questions she gave to the children pre and post training; they were ALL 100% accurate for the skill level of the children. She noted that she had been Elklan trained two years previously and therefore demonstrated the effectiveness of the training over a longer period of time.

5.3.2.2.2 Qualitative data

Teachers' comments

'My planning for question is more detailed. I use my Elklan 'Think About Questions' posters in my classroom to help inform my questions.'

'My knowledge of questioning techniques has greatly improved. The Blank level questioning - in particular level 4 help children to provide more detailed answers.'

'I am much more aware of the levels of questioning and how to differentiate my levels to the child's ability. '

'I am more aware of giving children more thinking time when asking questions and different levels of questions.'

'I now level my questions more appropriately to children's ability and try to extend their understanding more. I allow thinking time now.'

'Aware of the levels of questioning which that wasn't understood before.'

'We now know all the pupils' Blank level.'

'We are adding example level 1 questions to the continuous provision posters around the classroom to support staff asking the correct level question. '

'The task about an incident in the playground during the training session was the 'key' to awareness.'

'Have 'levelled' children from Blank questions – saw a link with P levels and will include in IEP's in future.'

Observer's comments
I agreed with SENCO re observation of strategies for questioning. Had clearly taken on board Blank levels and was able to use them effectively in class.'

'When children struggled the teacher modified 'how' to 'what' appropriately and used visual support. '

'School very positive about how effective the training has been particularly the inclusiveness of it e.g. participation of dinner time staff. '

General comments from teachers.
'Good stimulus for the whole team to reflect on the practice in class.'

'The project within school has been very useful and has refreshed my knowledge. '

Further analysis:

The Communication Counts sessions are continuing to be delivered and more data to analyse will be available following completion of the whole project.

6   The Audit

Schools are still in the process of completing the programme and the audit cannot happen until the end of the project. The pre course questionnaire (see appendix) listed one school as having a named Governor for SLCN and two schools named their SENCO as the staff member who had specific information regarding SLCN. No other schools completed the form.

7   Summary

The outcomes of the project indicate that:

6.1 Teaching assistants are:

a. Better equipped to support the communication skills of all children but especially those with SLCN.
b. Able to collaborate effectively with other professionals and colleagues regarding children with SLCN.
c. Using their new skills to be more effective in supporting children in their setting.

6.2 Teachers are:

a. Effectively taught by colleagues to know how to use appropriate interaction skills appropriately and frequently in their classrooms.
b. Skilled at differentiating questions and directions to suit the language levels of the child.
c. Able to frequently use effective strategies to develop children's understanding of spoken language in the classroom and throughout the school.
d. Enjoying the programme and finding it fulfilling.

6.3 Schools have:

a. Increased awareness of SLCN.
b. Have prioritised children with SLCN and are focused on meeting their needs
c. Have the skilled staff throughout the whole school to change practice and develop a communicatively nurturing environment.

The Elklan CIC will continue to provide evidence of the effectiveness of the project and provide further detailed data and analysis in December 2013.

With thanks to:
Fiona Taylor, Speech & Language Therapist, Team Lead for Education, Salford Royal Foundation Trust, Salford
The staff and pupils in the participating schools:
St. Pauls C of E Primary School, Crompton Street, Salford
St Pauls C of E Primary School, Cross lane, Salford
Riverview Primary School, Salford
Irlam Endowed Primary School, Irlam, salford
St Joseph's Primary School, Salford
Springwood Primary School, Salford
Wardley Primary School, Salord

A further report will be issued December 2013

Liz Elks and Henrietta McLachlan March 2013

APPENDIX

Contents

1. Questionnaire
    a. Strategies used to support understanding of questions and directions
    b. Differentiation of questions for different children
    c. Communication Counts questionnaire (impact and use of interaction strategies)
2. The audit – steps 4 and 5 which will be completed before certificates are awarded.

PRE-TRAINING QUESTIONNIARE FOR ELKLAN'S ACCREDITED COMMUNICATION FRIENDLY SCHOOL STATUS

AIMS

1. The aim is to monitor how schools support the communication skills of all children but particularly those with SLCN **before** receiving Elklan training and **after.**

2. The questionnaire will involve outside observers verifying the statements and changes in practice recorded by the senior teacher and SENCO who attended the Elklan level 4 training course. Schools will be randomly selected for visits from an outside observer and schools will be kept fully informed about the arrangements.

Elklan's Accredited Communication Friendly School Status

Pre and post-training Questionnaire

Name of school   Name of teacher   KS

Communication Friendly Schools pre-training questionnaire

SCHOOL'S NAME**:**

ADDRESS:

TELEPHONE:

SENCO attending the level 4 Elklan Communication Friendly Course:

Teacher attending the level 4 Elklan Communication Friendly Course:

DATE QUESTIONNAIRE WAS COMPLETED:

The first two sections were developed with the help of AFASIC. For more useful information and guidance please see 'Is your school a Communication Friendly School?' published by AFASIC and their website: www.afasic.org.uk.

PRE-TRAINING

Please note that schools are NOT expected to have many aspects of these first two sections: 'School Communication Policy' and 'Teacher Support for communication', in place before the Elklan training.

Please ONLY provide evidence if you consider that your school achieves the aim. (Your appendix pre-training may therefore be brief! We are expecting this)

POST-TRAINING

If the aim was achieved pre-training and evidence provided in an appendix, please do not feel that you have to provide further evidence BUT if you feel your evidence has changed/improved as a result of the Elklan training, we would be interested to hear about this and see the evidence.

Name of school   Name of teacher   KS

Communication Friendly Schools pre-training questionnaire

Aim	Evidence to demonstrate achievement of aim	Aim achieved Pre-training	Aim achieved Post-training
A School Communication Policy			
School has a clear Communication Policy.	A copy of the school's Communication Policy is attached in Appendix 1.		
School has a nominated governor with responsibility for SLC within the school.	The name of the governor is:		
Staff are aware of the Communication Policy and know where to find it.	Staff have signed Appendix 2 and it is attached. 100% compliance is achieved.		
The Communication Policy states clear referral pathways for children with SLCN*.	A copy of the school's Communication Policy is attached in Appendix 1.		
Up to date contact name and contact details of local SLT service is stated.	Contact name and contact details of local SLT:		
The Communication Policy specifies training in communication will be provided to staff.	A copy of the school's Communication Policy is attached in Appendix 1.		
All school staff have essential training in communication. A summary of courses attended by staff is provided. 100% of staff receive training in communication during every school year.	A summary of courses attended by staff is attached in Appendix 3. Percentage of staff receiving training in communication this year is:		
School induction procedures for new staff [and supply staff] make explicit reference to expectations relating to supporting speech, language and communication. This may be stated in the school's Communication Policy.	A copy of the school's Communication Policy (or document where this information is stated) is attached. It is marked as 'appendix 1' or 'appendix 1b'.		
School can provide evidence that the Communication Policy is being implemented and monitored.	School to decide on evidence. Supporting evidence is attached in Appendix 4.		

Name of school   Name of teacher   KS

Communication Friendly Schools pre-training questionnaire

School Support for communication			
The school has a named person - this would usually be the Special Educational Needs Co-ordinator [SENCO] - who can provide guidance on SLC.	The named person is:		
Prior to school entry, parents/carers are asked to complete and return a communication questionnaire.	Sample questionnaire is attached in Appendix 5.		
Children's speech, language and communication needs are accurately identified –	Number of children referred to the SLT service: Number of children taken onto SLT caseload: Are 80% of referrals are taken onto SLT caseload? (This is evidence of accurate identification)		
A smooth transition between settings/classes is ensured by exchanging accurate and up-to-date records, profiles and ways of working with the child with SLCN.	Evidence is provided in the form of supporting documentation and is attached in Appendix 6.		
School rules are explicit and prominently displayed. A 'Behaviour Management System' should give children with SLC needs clear rules in simple accessible language or pictorial form.	Photographic evidence of one example is attached in Appendix 7.		
School works closely in partnership with parents/carers to support the child.	Two case studies are attached in Appendix 8.		

Teacher Support for communication		Aim achieved	Verified by observer
Staff are aware of the importance of identifying and providing for those children who have SLCN.	To tick this, there is evidence of differentiating the curriculum in the classrooms observed.		

Name of school   Name of teacher   KS

Communication Friendly Schools pre-training questionnaire

Instructions.

1. The two teachers who are completing the level 4 course, Speech and Language Support for Communication Friendly Schools must complete the Think about Questions' section of the questionnaire with three teachers in the school. One teacher must be from Foundation stage, one from KS1 and one from KS2. In an Infant school randomly select three classes.
2. The two teachers must also carry out the Chat Challenge with 3 teachers in the school from each Key Stage.
3. Additional instructions have been issued to ensure the smooth running of the process.
4. Please contact Liz Elks, 028 9029 6772 if further clarification is required.
5. Please indicate if any of the staff in the classroom have had any previous training from SLT services and any SLT services delivered in the classroom

PRE-TRAINING SUMMARY OF CURRENT PRACTICE

'**Think about questions'**

Please ask three teachers, one from each key stage, to list a maximum of 5 typical, everyday strategies they use to help children with SLCN understand the questions they are asked in the classroom.

Interaction – Chat Challenge

Please watch 3 teachers from each key stage in the school and complete the Chat Challenge on each.

POST-TRAINING SUMMARY OF PRACTICE

'**Think about questions'**

Please ask the same teachers who completed this questionnaire before to review the typical, everyday strategies that s/he uses to help children with SLCN understand the questions they are asked in the classroom. If the strategy is no longer used, enter '0'. If additional strategies are used post-training as a direct result of Elklan training, please add to boxes 6, 7 and 8.

Interaction – Chat Challenge

Please watch the same 3 teachers from each key stage in the school and complete the Chat Challenge on each.

Elklan has been asked to provide external verification of the observations made by you. This is to enable us to determine if the Communication Friendly Schools training courses meet the objectives they set out to achieve. It is NOT an inspection, all we are doing is looking to see if teachers understanding of SLCN and their practice changes as a result of completing the training.

Communication Friendly Schools pre-training questionnaire

PRE-TRAINING				POST-TRAINING			
'List a maximum of 5 typical, everyday strategies that s/he uses to help children with SLCN understand the questions they are asked in the classroom.	**Please state how regularly each strategy is used.** 0= Not used 1= Sometimes 2 = Frequently 3= Very Frequently	**Rate the effectiveness of each strategy.** 0= Not effective 1 = Effective 2 = Very effective	**Observer** 0 = Not used 1= Sometimes 2 = Frequently 3= Very Frequently	Please rate the frequency that strategies listed before are now used. Then add any 'new' strategies and rate in the same way.	**Please state how regularly you use each strategy.** 0= Not used 1= Sometimes 2 = Frequently 3= Very Frequently	**Rate the effectiveness of each strategy.** 0= Not effective 1 = Effective 2 = Very effective	**Observer** 0 = Not used 1= Sometimes 2 = Frequently 3= Very Frequently
1				1			
2				2			
3				3			
4				4			
5				5			
				6			
				7			
				8			

7

Name of school   Name of teacher   KS

Communication Friendly Schools pre-training questionnaire

PRE-TRAINING	POST-TRAINING Please rate the change in your knowledge and practical skills to help children with SLCN understand the questions they are asked in the classroom after the Elklan Communication Counts training.
	0 = There has been NO change in my knowledge and practical skills to promote effective questioning
	1 = There has been SOME change in my knowledge and practical skills to promote effective questioning
	2 = There has been a SIGNIFICANT change in my knowledge and practical skills to promote effective questioning
If you would like to any additional comments about how you have modified the way you question children, please use this space and more if needed.	If you would like to any additional comments about the CHANGE in how you encourage 'effective questioning' 'POST-TRAINING' please use this space and more if needed.

Name of school   Name of teacher   KS

Communication Friendly Schools pre-training questionnaire

PRE-TRAINING			
Ask the same teachers to provide 4 examples of a question that s/he would ask a higher ability child in their class.	Level of question – assigned by analyst	Please write down how each question is modified for children with SLCN or learning difficulties	Level of question – assigned by analyst
1			1
2			
3			
4			4

Name of school   Name of teacher   KS

Communication Friendly Schools pre-training questionnaire

POST-TRAINING			
Ask the same teachers to provide 4 examples of a question that s/he would ask a higher ability child in their class.	Level of question – assigned by analyst	Please write down how each question is modified for children with SLCN or learning difficulties	Level of question – assigned by analyst
1			1
2			2
3			3
4			4

Name of school   **Name of teacher**   **KS**

Communication Friendly Schools pre-training questionnaire

INTERACTION - THE CHAT CHALLENGE
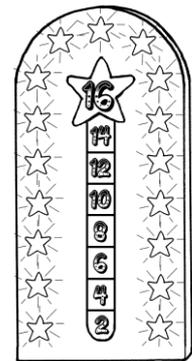
Observe **three teachers**, from each Key Stage interacting with children in the classroom for 30 minutes. Complete the Chat Challenge on each. This will be repeated post training. This is one less than requested in the portfolio because of the additional observations required.

Name of teacher:

Keystage and year group:

Did the teacher…..	Never	Sometimes	Always	Teacher/SENCO. Please discuss with the teacher and rate their perceived effectiveness of the different strategies. 1= Not effective 2 = Quite effective 3= Effective 4 = Very effective
Wait for the child(ren) to talk?				
Follow what the child(ren) wants to talk about?				
Listen to what the child(ren) say(s)?				
Allow thinking time?				
Repeat what the child says so he hears good examples? (This will reinforce appropriate sentence structures)				
Add a short, simple idea? (This will expand vocabulary and knowledge)				
Make your voice sound interesting?				
Limit the number of questions asked?				
Gives specific praise, e.g. good listening, looking etc.?				

Name of school

Name of teacher
KS

Communication Friendly Schools pre-training questionnaire

Score 0 for every 'never', score 1 for every 'sometimes' and score 2 for every 'always'.

Add up the total and enter it on the Chat Challenge totaliser. A score of 12 or more is good. A score below 12 suggests that there is some work to do!

Name of school

Name of teacher

KS

APPENDIX 1

The school's

Communication Policy

Name of school

Name of teacher

KS

Communication Friendly Schools pre-training questionnaire

Name of school

Name of teacher

KS

APPENDIX 2

Staff are aware of the Communication Policy

Name of school

Name of teacher

KS

Name of school

Name of teacher

KS

Communication Friendly Schools pre-training questionnaire

Name of member of staff	I have read the school's communication policy and I know where to find it Please sign as evidence	Date

Name of school

Name of teacher
KS

Communication Friendly Schools pre-training questionnaire

| Name of member of staff	I have read the school's communication policy and I know where to find it Please sign as evidence	Date

Name of school

Name of teacher

KS

APPENDIX 3

Summary of training about speech, language and communication

This may include whole school training during staff meetings as well as opportunities for individual members to attend training courses outside school

Tick this box to confirm that 100% of staff have had access to training in speech, language and communication

Name of school

Name of teacher
KS

Communication Friendly Schools pre-training questionnaire

Name of school

Name of teacher

KS

APPENDIX 4

Documents to provide evidence that the Communication Policy is being implemented throughout the school

Please choose appropriate documentation to attach

Name of school

Name of teacher

KS

Name of school

Name of teacher

KS

APPENDIX 5

PRIOR TO SCHOOL ENTRY, PARENTS AND CARERS ARE ASKED TO COMPLETE AND RETURN A COMMUNICATION QUESTIONAIRE

A sample is attached

Name of school

Name of teacher

KS

Name of school

Name of teacher

KS

APPENDIX 6

EVIDENCE TO SUPPORT THE SMOOTH TRANSITION FOR CHILDREN WITH SLCN BETWEEN SETTINGS AND CLASSES

Please choose appropriate documentation to attach

© Liz Elks and Henrietta McLachlan 2012   Name of school

Name of teacher
KS

Name of school

                                                    Name of teacher
                                                              KS

APPENDIX 7

EVIDENCE OF HOW SCHOOL RULES ARE DISPLAYED VISUALLY

Please decide what evidence you wish to include but a photograph, for example, of a poster would achieve this aim.

Name of school

Name of teacher

KS

Name of school

Name of teacher

KS

APPENDIX 8

SCHOOL WORKS CLOSELY WITH PARENTS/CARERS TO SUPPORT CHILDREN WITH SLCN

2 case studies are attached

Name of school

Name of teacher

KS

Name of school

Name of teacher

KS