

Whole School Survey – Teaching Staff Speech, Language and Communication Audit

To be completed by **all** teaching staff (class teachers, support staff, teaching assistants, higher level teaching assistants, learning support assistants, speech & language teaching assistants, and members of the senior leadership team who directly work with pupils.)

Please indicate your role in the school:	School/Site:
Indicate the Key Stage you predominately work in:	

The aim of this audit is to provide a language supportive environment for all pupils across the school.

The objective is to examine the way in which the **speech, language and communication needs (SLCN)** of pupils are being met to build on good practice and identify areas for improvement.

This questionnaire will provide details relating to staff perceptions of their level of understanding of SLCN and classroom practice.

Please consider each of the statements below about the class you mostly work in and mark the appropriate box on the rating scale with your score, as follows:

Agree/Routinely = 2 points

Partially/interventions = 1 point

Rarely/disagree = 0 points

My knowledge	Agree	Partially agree	Disagree
I feel confident in explaining what the terms <i>speech, language, and communication</i> mean.			
I know the risk factors that may indicate a pupil has an underlying SLCN.			
I know where to find information on the SLCN of my pupils e.g., speech and language therapy reports, therapy programmes, progress reviews, activities log.			
I know what my pupils' targets are in relation to SLCN.			
I can access resources/information/leaflets for parents regarding speech, language, and communication.			
I have had sufficient training on speech, language, and communication needs (SLCN).			

Universal screening needs to be undertaken to ensure all children with SLCN are identified.			
TOTALS			

Communication within the school	Agree	Partially agree	Disagree
I have enough time to plan for my pupils with SLCN.			
When teachers/TAs have specialist knowledge (e.g., from training) this is utilised and shared among all staff.			
I know who to speak to regarding speech, language, and communication concerns/referrals.			
I discuss my SLCN knowledge and training needs as part of my performance management meeting/review.			
Time is available for me to meet with the SENCo/inclusion manager/lead SLCN staff member to discuss SLCN pupils regularly.			
I share vocabulary taught in the classroom with parents to reinforce it at home.			
Parents and carers have regular opportunities to discover what is being covered in the classroom and their role in supporting this learning at home.			
Information given to parents and carers is always accessible, relevant, and easily understood.			
Pupils and parents/carers are involved in planning additional support for SLCN where relevant.			
TOTALS			

Please consider each of the strategies listed below for the class you mostly work in and mark them based on frequency of use.

My Communication in the classroom	Routinely	Only in specific interventions	Rarely or never
I use non-verbal communication (gesture, signing, eye contact) to reinforce my spoken language.			
I emphasise key words/vocabulary.			
I model back correct language/grammar/sentence structure.			
I use visual cues to support spoken language e.g., symbols, pictures, objects, signing, cards.			

I use checklists, task management boards, and visual timetables to ensure pupils know what to do next/know the routine.			
I use specific positive reinforcement when the pupils are listening appropriate to pupil's age (e.g., " <i>You are doing good looking, that tells me you are listening</i> ").			
I encourage and reward pupils who feedback to me when they have not understood or ask for clarification appropriately.			
I ensure pupils can understand concrete questions (who, what, where, when) before using more complex questions (why, how).			
I give pupils plenty of time to understand and respond (e.g., the ten second rule: allowing the pupil ten seconds to respond before I repeat or modify my language).			
I encourage pupils to describe words (e.g., category, function, look, feel, sound).			
I provide opportunities for SLCN pupils to talk to a peer before talking in front of the class.			
I confirm that pupils have understood a task by asking them to <i>show</i> me what to do. (Rather than asking "Do you understand?")			
TOTALS			

Environment	Agree	Partially agree	Disagree
The school's vision as an inclusive and communication friendly environment is known and understood by all members of staff.			
A 'buddy' mentoring system in the class and/or in the playground is in place to encourage communication, support, and inclusivity.			
Parents and carers are familiar and on board with the school's vision of inclusivity and a communication friendly approach for all.			
Lunchtime supervisors, canteen and office staff, caretaking and cleaning staff understand the importance of adapting their communication skills for pupils and carers so that it is accessible.			
The wider school community has access to basic speech language and communication awareness training and information.			

Information and displays that I create are communication friendly for the whole school community.			
Opportunities for communication are maximised at less structured times of the school day (e.g., play time, lunch time).			
Resources in the classroom and around the school are labelled with symbols, words, and pictures.			
I am aware of how to organise a learning space to make it an optimum listening and communication environment.			
TOTALS			

Thank you for completing this survey!

	KNOWLEDGE <i>(max 14)</i>	COMMUNICATION Sum 'Communication within the school' and 'Communication in the classroom' sections <i>(max 42)</i>	ENVIRONMENT <i>(max 18)</i>
TOTAL SCORE			