

Communication standards audit: Primary

What is the Communication standards audit?

The Communication standards audit is a tool to help schools and settings support children's speech, language, and communication development. In this tool, we use the terms 'speech and language challenges' and 'challenges with talking and understanding words' to refer to 'speech, language and communication needs'.

Why is it important to have a whole-setting approach to supporting speech, language and communication?

Strong speech, language and communication skills are linked to better outcomes for children and young people in school and beyond. These skills are the foundation of learning, and a key part of the curriculum and the Ofsted Framework. The Communication standards audit will help you to:

- see what you are already doing to support children's speech, language and communication development
- identify areas where you could do more to support these skills
- plan actions that will make your setting more communication-supportive.

How do we complete the Communication standards audit?

- We recommend that you complete the audit at least once a year, and whenever there are significant changes to staffing.
- The audit should be done by staff who have completed our free course [Introduction to speech, language and communication](#), or have equivalent knowledge and experience.

	Name(s)
Who will complete the audit?	
Who will review the audit? (include at least one person in a leadership role)	

Speech and Language UK

Unit A The Cube Building, 17-21 Wenlock Road, London, N1 7GT | Tel: 020 7843 2510 | speechandlanguage.org.uk

Speech and Language UK is the operating name of I CAN Charity, a registered charity in England and Wales (210031) and Scotland (SC039947), which is a company limited by guarantee registered in England and Wales (00099629). Registered address: 17-21 Wenlock Road, London, N1 7GT.



Who will complete the action plan?	
------------------------------------	--

Date audit completed (mm/yy): _____

Priorit y area	Good practice indicators	✓ x	Evidence <i>How do you know that you do this?</i>
Leader ship	1.1. There is someone on our leadership team and governing body who leads on children's speech, language and communication development. Their role includes updating and sharing policies that link to speech, language and communication.		
	1.2. We follow a clear process for identifying children who are struggling with talking and understanding words.		
	1.3. Our policy documents show a clear focus on speech, language and communication development, and identifying children with challenges. This includes staff training, working with families, and recognising links between behaviour and speech, language and communication skills.		

	1.4. We have a clear offer of support (universal, targeted, targeted plus and/ or specialist) for speech, language and communication development. We have clear processes for evaluating how well support is working for each child.		
--	--	--	--

Speech and Language UK

Unit A The Cube Building, 17-21 Wenlock Road, London, N1 7GT | Tel: 020 7843 2510 | speechandlanguage.org.uk

Speech and Language UK is the operating name of I CAN Charity, a registered charity in England and Wales (210031) and Scotland (SC039947), which is a company limited by guarantee registered in England and Wales (00099629). Registered address: 17-21 Wenlock Road, London, N1 7GT.



Staff development	2.1. We all recognise the important role that speech, language, and communication skills play in every part of children's learning and development.		
	2.2. We all have access to training and development opportunities to learn about speech, language and communication skills and challenges with talking and understanding words. This might include face-to-face or online training (like courses on our Learning Centre), shadowing, peer coaching, publications, trusted online information (like our Resource library), and time to reflect on new learning.		
	2.3. We embed our learning about speech, language and communication into daily practice through supervision, practitioner observations, appraisals, and performance management.		
	2.4. Key members of our team take part in more in-depth professional development that focuses on supporting children's speech, language and communication skills, and they share this knowledge and expertise with the wider team.		

Co mm uni cati on- sup port ive pra ctic e	3.1. We all use a range of communication-supportive strategies with all children. For example, we balance questions with comments, model words and sentences, support talking partner activities and create opportunities for quality adult-child and peer-to-peer interactions.		
	3.2. We all use visual support strategies consistently throughout the setting. For example, we use visual timetables, word maps, and signs and symbols to label areas of learning and equipment.		
	3.3. We all know how to actively support children to learn new words and concepts. We provide a range of opportunities and multi-sensory activities that help embed new learning.		
	3.4. The physical environment - inside and outside - supports communication and learning. For example, we create quiet spaces and areas that encourage play, interaction, and conversation.		

Supporting speech and language challenges	4.1. We all feel confident identifying a child who has challenges with talking and understanding words. We use the tools available to explore our concerns (like our Progress checker). We all understand the process for raising concerns internally and with external agencies.		
	4.2. We can all differentiate and remove barriers to learning for children who have challenges with talking and understanding words. For example, we pre-teach vocabulary, simplify language, give extra thinking time, and use extra visual support.		
	4.3. We offer evidence-based, targeted interventions (like Talk Boost KS1 and KS2) for children who have challenges with talking and understanding words.		
	4.4. We follow a clear transition process that includes extra support for children who have challenges with talking and understanding words when they start school, move class, or go onto secondary school.		

Eng ag em ent wit h fam ilies and oth er prof essi ona ls	5.1. We have processes in place that help families understand language development and know how to raise any concerns. For example, we have information evenings, and we send information home or share links to trusted online resources (like our Advice library).		
	5.2. Speech, language and communication skills are a central part of our feedback to families about their child's progress.		
	5.3. We provide opportunities for our children to practise specific communication skills ready for life beyond school.		
	5.4. We make sure that relevant information, knowledge, and skills are shared with other professionals. We maintain active engagement with speech and language therapy services.		

Action plan

Choose three or four of the good practice indicators from the audit to focus on in your action plan. Choose actions that would make the most difference to the children you support. Complete the action plan table below.

Actions	How will we know we have achieved this?	When will we review this? Who will review this?	Date and outcome of review (✓ X)
Example: 2.1. We all recognise the important role that speech, language, and communication skills play in every part of children's learning and development.	All staff will have completed the online course Introduction to speech, language and communication.	3 rd July Charlie Lopez (SENCo)	✓
1.			
2.			
3.			
4.			
Date of next audit (mm/yy)			

You can find a range of training options to support you to complete your actions on our Learning Centre:
<https://learningcentre.speechandlanguage.org.uk/>

Speech and Language UK

Unit A The Cube Building, 17-21 Wenlock Road, London, N1 7GT | Tel: 020 7843 2510 | speechandlanguage.org.uk

Speech and Language UK is the operating name of I CAN Charity, a registered charity in England and Wales (210031) and Scotland (SC039947), which is a company limited by guarantee registered in England and Wales (00099629). Registered address: 17-21 Wenlock Road, London, N1 7GT.

