**South Yorkshire Talking Together-**

**SLC Assessment Tool for Early Years Providers**

***This assessment tool has been designed to help you provide support for any children identified with a Speech, Language and Communication need. It’s purpose is for you to conduct a reflective audit of the support you have already put in place and to enable you to identify any further support that you can provide. Your assessment can be used to support your referral to Speech Language Therapy if required and provide them with a comprehensive overview of the support the child has received.***

***N:B//This is a supportive tool- not mandatory***

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| General | | Notes/Further Actions |
| Do you have a language champion in your setting? | Y/N |  |
| Have you attended the Universal SYTT training? | Y/N |
| Have you attended the Enhanced SYTT training? | Y/N |
| Have you identified the child’s current level of Speech, Language and Communication?  (**SYTT monitoring tool** and Universally Speaking) | Y/N |  |
| Attention and listening | | |
| **Are you using the following strategies?**   * Removing visual distractions at times when you need the child to listen? * Using gestures, props and other visuals to maintain attention * Using visual timetables, now-next boards, task planners to support transition between activities and independence * Making sure you are at the same level as the child where they can easily see you * Gaining the child’s attention before giving an instruction (e.g. saying their name, gentle tap) * Adapting your language – use short sentences, simple words, varied facial expressions and voice | Y/N | Notes/Further Actions |
| Understanding of language | | |
| **Are you using the following strategies?**   * All the strategies outlined above for attention and listening * Allowing more time for the child to process what you are saying * Using song baskets and resources to support understanding of the words * Using story sacks/baskets to support understanding of stories and story vocabulary | Y/N |  |
| Vocabulary | | |
| **Are you using the following strategies?**   * Supporting new vocabulary and concepts through **repetition, emphasis, multisensory experiences** – see it, feel it, touch it, do it * Using mind maps/ word webs to support new vocabulary learning * Sharing and displaying new vocabulary, e.g. wall display, word tree * Sharing ideas with families around new vocabulary | Y/N |  |
| Spoken language | | |
| **Are you using the following strategies?**   * Allowing more time for the child to find the words they need to say * Encouraging both verbal and non-verbal means of communicating * Giving forced alternative questions, e.g. is it a book or a magazine? * Using wordless books, toys and puppets, audio stories to enhance spoken language, vocabulary and a love of reading * Offering multiple opportunities and reasons to communicate in daily routines | Y/N |  |
| Speech | | |
| **Are you using the following strategies?**   * A ‘book about me’ with photos of people, activities and places important to the child to support successful communication * A home-setting book/email/’tapestry’ tool to share information to support communication with the child * Being honest about what you have understood and what you haven’t * Encouraging other methods of communication – e.g. showing you, gestures, drawing * Repeating back clearly what the child has said without asking them to repeat * Listening and phonological awareness activities – e.g. listening games – instruments, environmental sounds, syllable clapping, rhyme play, alliteration | Y/N |  |
| Support from the Early Years Inclusion Team |  | |
| * Has the child been discussed during an Inclusion conversation? * Have you completed an APDR cycle? * Has the child made any progress? | Y/N |  |