




SLCN Quick Review Checklist – settings level

Questions	RAG rating explanation
1. Is this something we already do?	Red - e.g. we don't have this in place at all. It was in place but has lapsed
2. Do we do it well? Not very well?	Amber - e.g. in place but not embedded; not everyone aware; evidence of effectiveness not known
3. How do we know? What is our evidence?	Green – e.g. Robustly in place; clear evidence of impact of this

Priority area	Checkpoint	R ●	A ●	G ●	What's our plan?
Leadership	1.1 We have someone within our setting(s) in a leadership position with the responsibility for leading on speech, language and communication policies				
	1.2 Our data indicates the prevalence of children with speech and language needs in our settings matches evidenced expectations, considering our local context.				
	1.3 Our data is used effectively to identify the right level of support for children (Universal, Targeted or Specialist) and track the effectiveness of this at each level.				
Staff development	2.1 All staff are aware of the importance of early language development for learning, literacy development, social interaction and school readiness.				
	2.2 We have key members of staff who undertake professional development activities focussing on early language and communication and there are systems to ensure they pass these skills on to other staff members.				
	2.3 Our staff implement a range of strategies to support communication across the setting. Strategies are monitored through peer to peer and staff development observations.				

Priority area	Checkpoint	R 	A 	G 	What's our plan?
Communication supportive practice	3.1 We consistently use at least one evidenced communication-supportive strategy throughout the setting, e.g. adults support small groups so that every child has a talking turn; adults use comments and open questions to support language; adults support interactive book sharing activities; adults provide good language models for children.				
	3.2 Our planning system ensures systematic inclusion of appropriately structured speaking and listening activities relevant to the session and based on good practice.				
	3.3 We all know how to and actively do support learning of new words and concepts development.				
Supporting children with SLCN	4.1 All staff have a basic understanding of SLCN, both for children with long-term needs and those with delayed early language development				
	4.2 Most staff are confident they would be able to identify a child with speech, language and communication needs and know the process for flagging concern, both internally and to external agencies				
	4.3 There are at least two people within the setting in leadership roles who know where to go for additional support and how to source the most effective interventions for children who are struggling.				
Engagement with parents and other EY Professionals	5.3 Our setting helps all parents to become more aware of the importance of early language development and the process for flagging any concerns.				
	5.2 Communication and Language progress is shared with parents in our settings e.g. through learning diaries and regular face to face conversations to ensure a healthy, continuous dialogue. Staff in our settings are confident to raise concerns about language development in these interactions.				
	5.3 We share information , knowledge and skills in early language development with our early years' colleagues. We actively engage with and learn from professionals with expertise in this area, such as Health Visitors, Early Years Advisors and Speech and Language Therapists.				