Introduction to Communication & Language Child Monitoring Audit Tool
Information Sessions held October 2021
Q&As

Will the ECaT Audit dates remain the same?

Yes, the Communication and Language Child Monitoring Audit data will be collected in November and June (second week after half term). The November 2021 Audit will be requested a week later, by **15th November,** this time. A reminder and link to the audit will be sent each time it is due.

Will early years settings and schools use the same audit tool?

The new Communication and Language Child Monitoring Tool is currently only being rolled out to early years provision. Schools will be briefed in the summer term.

How should we record children who have EAL who show as 'not on track'?

For children with EAL presenting as 'not on track' at their Baseline review, we suggest you monitor these children and quite often you will see them move rapidly towards being on track by June/July. Check with their parent/carer that their home language is developing appropriately at home. If they are not developing in their home language, then continue to monitor them as 'not on track' using the audit tool.

Will the Monitoring Form be available in other languages so that it can be shared with parents/carers who have English as an additional language?

The Monitoring Form is a tool for early years practitioners to use and should not be given to parents, however it can be referred to in discussion with parents. The use of a simplified form which could be translated and used to find out about development of a child's home language will be discussed further with Early Years and Speech & Language colleagues.

It may be useful to share the 'What to Expect When in the EYFS' Guide for Parents. Available at the following link: What to expect in the EYFS - A Guide for Parents

Is there support available for settings/schools who have a large number of children 'not on track', including those new to English.

It is planned to reintroduce the ECaT Clubs in a new format, which will be an opportunity for providers to access free training, support, to problem solve and share ideas with early years colleagues. There will also be additional SLCN and BLAST training offered throughout the year.

What about children starting at different times through the year?

Their first assessment should be part of their Baseline, at whatever point they arrive, ready to be included in the next C&L Audit (either November or June).

What about the previous 'traffic light' system, used to show children At risk/As expected/Ahead?

This doesn't fit with the revised EYFS. Some providers have devised their own recording methods, i.e. a highlighted dotted line around a statement, or a box around a statement before being able to highlight the sentences. Providers will find what works for them.

If a child is showing as 'on track' do they still need to be included in the Audit?

Please indicate on the Audit the total number of children attending the Early Years Provision (on track and not on track). If a child is 'on track' you can 'park' them. These children can be included if, at any point, general observation indicates that things may have changed.

The remaining questions on the audit focus <u>only</u> on children who are 'not on track'.

Where do you record on the Monitoring form that a child is 'on track'?

There isn't a need to officially record children who are on track on the C&L Monitoring form, however settings can use their own recording method, if required. The C&L Monitoring form is primarily for use when children are 'not on track' and should be reviewed regularly for these children.

If a child joins the setting when they are 3 years old and appears to be on track, do we look at the milestones/checkpoints for a 2-year-old to make sure we haven't missed anything – or do we start to fill in the checkpoints from their actual age?

If you cover the checkpoints for their age and are happy, as a practitioner, that they are on track, then you could complete the form as that. However, if it is a new child who you don't know that well, it might be helpful to track backwards to previous checkpoints as a way of getting a more complete idea of them being on track. There may be times when there are gaps. The aim of the monitoring tool is to help you identify when children are not quite on track, to monitor their progress and to find out what they cannot yet do so you have an idea of what support to put in place.

Should the Communication & Language milestones be used to monitor babies' development?

The development matters starts from 0 and the first checkpoints start at 6 months.
The monitoring tool should be used with every child in the setting to get into the habit of using it and because you would want to look at babies' development, however, you would not be marking babies as on track / not on track as you would have limited 'data' on them and it would be hard to be confident to say a child this young is 'delayed'. You would also not be putting lots of "interventions" in place at this age. Although of course there may be some babies who may be of a concern and you would want to monitor them. We suggest including children from 18 months onwards on the Communication and Language Audit.

Are the new Speech & Language milestones used to reference on Tapestry?

We are unable to confirm as Tapestry is not a Southampton City Council tool. Practitioners are reporting that they have seen this updated on Tapestry.

Will there be an opportunity for Parent Workshops?

Parent Workshops have been delivered in the past and worked really well. This will be explored as part of the ECaT training offer.

Are there any Speech and Language Top Tips for Parents?

The ECaT Top Tips sheets, which have been produced over the last 5 years, can be found on the Southampton Information Directory:
https://sid.southampton.gov.uk/kb5/southampton/directory/family.page?familychannel=9-17

We can look at producing information sheets for parents/carers that are in line with the new EYFS framework.