

WellComm Good Practice Audit Tool Guidance Document

This guidance document has been designed to assist you to work with your staff teams and reflect on how you are using the WellComm toolkit in practice. The WellComm toolkit can be used to support children aged 6 months up until the age of 6 years. The early identification of any speech and language difficulty or delay is key to the progressive development of a young child's overall development. It is therefore essential to ensure that all Early Years practitioners have a good awareness of what represents appropriate development at each stage.

The WellComm screening should be used when a concern around a child's communication and language development has been raised by a professional or parent and is considered to be below in age related expectations in the Early Years Foundation Stage (EYFS), if they have scored grey or black on the ASQ-3 screening tool, or white on ASQ-3 with a concern around the home learning environment (see Bolton Communication and Language Pathway Protocol for more information).

The guidance document is broken down into the following sections. It is good practice to continue to review this at regular intervals throughout the year to ensure progress is being made.

The rating score is displayed on each page and will help you to reflect on how the WellComm toolkit is used in practice.

Section 1 – Understanding the use of the WellComm screen and intervention – Ensuring that all the team are aware of what typical communication and language development looks like and what additional screening tools are available.

Section 2 - Environmental factors – Takes into considerations as to where the screening takes place and who the best person is to carry out the assessment.

Section 3 – Carrying out the screen – This ensures that all staff follow the same screening guidance and records their information correctly.

Section 4 – Feedback and involving families – Ensures that all staff are keeping parents informed about the WellComm screening and discussing how parents can support their child in the home learning environment.

Section 5 – Intervention – Following the screening results, ensure that all staff are aware of what interventions to use to support the child's communication and language development, decide if these need to be offered on a 1-1 basis or in small groups (if appropriate).

The last page contains an action plan which will help you to identify which areas you have identified when working your way through the guidance document and will help you to know which section to focus on. We recommend completing this as you work through the document, capturing any priorities as you go. It is important to share this with all your staff and discuss the actions at team meetings and then review this regularly.

For any further guidance and support please contact: **Early Years Communication and Language Development Service**
[BoltonStartWell@bolton.gov.uk](mailto: BoltonStartWell@bolton.gov.uk) or Tel: 01204 338 349

WellComm Good Practice Audit Tool Guidance - Bolton

Setting.....

Lead.....

Understanding the use of WellComm screen and intervention

<u>Section 1</u>	Pre	Post	Development Areas & Review
1.1) Understand with whom a WellComm screen should be carried out e.g. concern around the child's communication and language development being below age related expectations, scored grey or black on ASQ.			
1.2) Awareness of whole team of what typical Communication and language development looks like, use of Early Communication and Language Journey resource.			
1.3) Aware of the guidance in the handbook around using the WellComm screen with children who have EAL and/or SEND children			
1.4) Ensure majority of practitioners within the setting have attended the training and/ or shadowed a trained practitioner so WellComm can be easily used when needed			
1.5) Ensure all practitioners are familiar with the Bolton Communication and language Pathway and how to support a child who has scored amber or red on the WellComm screen.			
1.6) Ensure WellComm results are recorded clearly as part of Early Help processes.			
1.7) Ensure processes support tracking of WellComm screens and impact of intervention e.g. rescreen dates (not within 3 months) and activity taking place.			

Environmental factors

Section 2

Rating

1 = Most of the time
2 = Sometimes
3 = Not yet

	Pre	Post	Development Areas & Review
2.1) Distractions are limited e.g. quiet room, no music/ T.V. on			
2.2) Activities take place in a suitable position for the child e.g. child's level, on floor			
2.3) Health and safety issues are considered both for child and self-e.g. no trip or choking hazards, home visiting policy adhered to if appropriate			
2.4) Is aware and takes into consideration cultural values e.g. dress code, shoes off, suitable resources used			
2.5) Check child is well and settled			
2.6) Familiar adult to carry out screen or be present to ensure child feels at ease e.g. key person, familiar health professional			

Carrying out the screen

Rating

1 = Most of the time
2 = Sometimes
3 = Not yet

Section 3

	Pre	Post	Development Areas & Review
3.1) Check if a WellComm screen has been carried out previously and if so when and what happened as a result of this e.g. check child's red book, talk to previous or existing childcare professionals, refer to transition information.			
3.2) Ensure screens are not repeated within a 3-month period.			
3.3) Makes sure screen starts at child's chronological age			
3.4) Has all correct forms and resources required for the screen, are easily accessible e.g. uses the Little Book of Rules alongside the score sheet so they know exactly what to ask for each section.			
3.5) If parent is present, informs parent/carer of the screening plan and advises them not to provide clues that might help their child.			
3.6) Make sure adult removes cues such as gestures which may result in inaccurate screening.			
3.7) Screening instructions followed effectively e.g. not naming items/breaking down instructions etc.			
3.8) Make sure the screen is carried out screening back to find out where child scores 'green'?			
3.9) Confidence to suspend the screen at appropriate time e.g. if child is becoming tired or uncooperative.			
3.10) Record what the child scored at chronological age e.g. red/amber and then screen at which they scored green. This is key information.			

Feedback and involving families

Rating

1 = Most of the time

2 = Sometimes

3 = Not yet

Section 4

	Pre	Post	Development Areas & Review
4.1) Summarise your findings/outcomes to the parent/carer in a clear and precise manner			
4.2) Give parent/carer an opportunity to ask any questions			
4.3) Discuss the follow up plan with the parent			
4.4) Provide demonstration and activity from Big Book of Ideas for use at home			
4.5) Know when to refer questions/issues to SALT			
4.6) Respects and always maintains confidentiality e.g. asking if it is acceptable to talk to or work with the child's nursery/ Public Health Nurses any other professionals involved			
4.7) Liaise with other professionals involved with the family around activity to support child and plans for rescreen			
4.8) Ensure any WellComm screen information is included in transitions for children between/ into settings and between key professionals.			

Intervention

Section 5

Rating

1 = Most of the time
2 = Sometimes
3 = Not yet

	Pre	Post	Development Areas & Review
5.1) Where a referral was indicated on the screen do you understand how to action this.			
5.3) Where a referral was indicated on the re-screen was this negotiated and dealt with appropriately?			
5.3) From the screen results prioritise activities from the section where the child scored green to focus on (e.g. 1 or 2 activities)			
5.4) When sharing activities to be carried out at home you explain the activity simply and clearly			
5.5) When supporting parents and other adults do you model using clear language at the appropriate level			
5.6) Demonstrate activity to parent/carer and check they have understood			
5.7) Check progress with actions, at home and within the setting, and follow up with more activities as appropriate, referring to the screen			
5.8) Consider the results of WellComm screens completed and the impact on provision, e.g. any common themes, changes need to be made to practice and provision			
5.9) Ensure all practitioners/ professionals involved with the child are aware of the focus for the child and how to support them e.g. through activity in continuous provision			
5.10) Consider similar needs of individuals to run an intervention group if appropriate			
5.11) Confidence to use other interventions as appropriate within the setting alongside Well-Comm			

Action Plan (detail any actions needed following your reflections):

Section	Action	Key Staff	Action By	Progress Made	Review Date	Reflection