**Communication Supportive Environment Checklist CSEC**

**Creating a Physical Environment to Support Communication- Part 1 of 3**

**School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Key:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Environment** |  |  |  | **Up to half boxes ticked in each section** | **Over half boxes ticked in each section** |
| **Legend** | | | | | |
| ***Classroom organisation*** | | | | | |

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| **1.Classroom organisation**  **Resources and furniture** | |  |  |  | | 1. All equipment is organised for easy access to children 2. Children’s equipment/books in labelled trays or some kind of system that is easy for children to access 3. *Pictures, symbols and words for resources labels (use where appropriate depending on developmental needs* 4. *Felt is used in pen pots and resource trays* 5. Resources all have places they can be stored when not needed 6. Nothing on walls outside of display boards 7. Windows are free from displays to allow for as much as natural light as possible 8. *Think about what is needed on tables – eg. do the children need to have a pot of felt tips on the table at all times?* 9. All areas in the classroom are labelled where appropriate 10. Spaces are created between areas for children to walk 11. Areas above tables and furniture free from hanging objects, except in role play or book corner areas 12. In the interest of the environment, as much is possible, natural material is used in furniture, furnishings, display backings and equipment 13. Book corner is organised with a filing system. Not too many books out at once   ***See book area checklist***   1. Colour created through children’s work rather than through bright primary colour backing and framing of boards 2. Teacher’s area is organised 3. Any adult coming into the classroom is able to see where resources are and what is the focus of learning 4. Colour created through children’s work rather than through bright primary colour backing and framing of boards   ***See Declutter Checklist and Research-base for CSE document*** | |
| **1.2.Classroom organisation**  **Access to learning** | |  |  |  | | 1. Children are mostly in groups of 4 2. *Ensure all children are positioned so that they can see each member of the group (e..g in a circle or horse -hoe formation).* 3. Ensure all children can see teacher/whiteboard during whole class instruction *and easily turn towards children who may be responding to a teacher’s question* 4. Sometimes children in different group sizes other than individuals, pairs or groups. For example 3’s for learning triads or in the book corner 5. *Photos of children to be placed at their learning stations, or carried with them to new area to help with transition* 6. The classroom is set up in a general formation but moved around to best support learning:   ***Maths: all children can see the whiteboard***  ***Discussion: circle or horseshoe***  ***Group work: Groups of 4 which can easily be split into groups of 2.***  ***Social/emotional learning: maybe be appropriate in groups of 6***   1. Some children may have other seating arrangements including wobble chairs or stand-up desks 2. Teacher spends time with lower ability groups if children are grouped this way 3. *Buddy’ system for children to pair with child on autism spectrum - rota and structure to model social, play skills* 4. Children change groups depending on activity/skill level in different subjects 5. Pair work is mixed ability to support good models of language   ***See research document on organising collaborative working*** | |
| **1.3.Classroom organisation**  **Physical needs of children** | |  |  |  | | 1. There are different ways that children can sit e.g. on floor, at table, on wobbly cushion or standing 2. Tables and chairs are moved to the carpet area to create more space when needed, or for a group to sit on the floor 3. Not all children need to be sitting at chairs and tables at the same time to create space in the room 4. *Chairs should be placed on carpet to avoid sound of chairs scraping when children move. Alternatively, rubber feet can be placed on the bottom of chairs.* | |
| **1.4.Classroom organisation**  **Children with specific needs** | |  |  |  | | 1. The teacher is aware of children with additional needs and seats them appropriately 2. Children who need adult support due to SEMH needs are near the teacher and supporting adult if needed 3. *Workstations are available for children who are easily distracted and who need structured support when working independently* 4. *The workstation has clear start and finish box/tray - tasks that are achievable, and which have a clear finish point – set away from other children with minimal distractions* 5. Left-handed children are appropriately seated 6. Any child with a walking aid is seated in an appropriate position where they have space but can interact with others 7. *Children with unilateral (one-sided) hearing loss may need to be placed to the side of the ear with better hearing, particularly for 1:1 interaction or partner work* 8. *Children with hearing or visual loss are seated near the front of the carpet/classroom* 9. *Movement breaks are provided in the middle of a lesson (pre-thinking where they sit during carpet times can be helpful) for those children who need it* | |
| **1.5.Classroom organisation**  **Access to additional resources** | |  |  |  | | 1. Children are able to see display if teacher is using one to illustrate or demonstrate specific learning 2. *EYFS/KS1 children have visual/object props during stories/discussion time and/or a personal copy of a story text* 3. *KS1 / KS2 children have individual copies of the teaching information from the whiteboard, so they can refer to it easily and follow the lesson* 4. Children may move around, stand up or be on more informal furniture on the carpet when listening to teacher directed input 5. *Additional equipment for a child is set up and/or checked to ensure it is working (e.g. hearing aids, iPad,Radioaids)* 6. *Some children with autism may benefit from being shown a visual resource to reinforce the verbal instruction* 7. *Children with autism have own computer/tablet display for IWB or individual mini whiteboard for written instructions.* | |
| **1.6.Classroom organisation**  **SEMH needs** | |  |  |  | | 1. Space has been created for children who need some down time. It is comfortable and semi-private 2. The space is set up as a low arousal area with few objects and calm colours 3. There is a pop-up tent/basket/washing line with material to create a separate quiet space and to lower distraction if no space in room | |
| **Using Visuals in the Classroom** | | | | | | | |
| **2.Supporting Learning through visuals**  **Displays** | |  |  |  | | 1. The topic that is being taught is apparent from the display 2. There are displays that show the process of current learning 3. Any working wall reflects what the children are learning and include their contributions   ***See working walls information document***   1. Some displays are interactive and invite exploration and investigation 2. Children’s work is on display along with published or commercial materials 3. To highlight the children’s work, plain backing paper and frames are used so as not to distract from the display 4. *Use of low arousal colour on boards e.g., not red and preferably natural materials such as hessian* 5. Each display is bordered and distinct so that they do not run into each other. Easy to see what learning is being supported by the display   ***See display checker***   1. Display boards are backed with hessian which is both neutral and environmentally friendly 2. *Display boards are backed with felt where appropriate in order to absorb sound as much as possible.* 3. Displays reflect the diversity of the classroom and the world around us   ***Positive promotion of children in ‘non-traditional’ roles and activities***  ***Positive promotion of people with varied skin colours as positive role- models***  *Displays reflect examples of differently abled children*  ***Where possible and relevant there are examples of home languages***   1. *Laminated resources to be checked for glare can be distracting for some children with autism, as light reflects off the glossy surfaces* | |
|  | | | | | |
| **2.1.Supporting Learning through visuals**  **Timetables** | |  |  |  | 1. There is a visual timetable   ***Located at the front of the class***  ***It is current to what is happening in the day***  ***Pictures or symbols are clear, consistent and large enough for everyone to see***  ***Children’s attention is drawn to the VT consistently throughout lessons or the school day***  ***There is an additional individual timetable for anyone who needs it***   1. Visual session menu or help boxes are used to support the process of lessons   ***An example of a generic menu might be*. Listen, talk, write, group work etc.**   1. Complex instructions are presented in a visual help box or similar format. 2. *For children with VI, the QTVI is consulted and the visual timetable is adjusted to ensure the child is able to see it (e.g., non-shiny laminate, an individual timetable* | | |
| **Supporting Learning Through Visuals**  **Listening, Understanding, Speaking**  **Active Listening Posters**  **Clarification Questions**  **Story Clown**  **Story Hand**  **Skilled Speaking Poster**  **Sound meteres**  **Word Wizard**  **Feedback Sandwich**  **Checklist for listening and speaking in groups** | |  |  |  | 1. Whole Body or Active Listening Posters are at children’s eye level where they can be seen and referred to 2. The poster should be laminated and each section separately velcroed so that they can be interacted with 3. The appropriate poster is on display for different developmental levels 4. ‘How to ask for clarification’ questions are on display as an interactive tool as above for listening posters, or on children’s tables 5. Visuals that support children’s development of asking and answering ‘wh’ questions, such as Story Clown or Question Hand for older pupils, to be available when needed   **S*ee framework for using putting up visual supports in the classroom.***   1. Skilled Speaking Posters are displayed as interactive tools at the front of the classroom 2. The SS Posters are developmentally relevant for the age group   75. Voice or sound meters are up in the classroom  76. Vocabulary is displayed in context of learning and is current– see vocabulary below.  *77*. There is access to visual support for listening and speaking in groups  ***How to Give Feedback***  ***Listening and Speaking Checklist for Groups*** | | |
| **2.2.Supporting Learning Through Visuals**  **Visual support for the learning process** | |  |  |  | 1. The lesson objectives and outcomes are displayed on the whiteboard e.g. what we will be learning type language 2. The presentation of the lesson includes visuals for supporting the understanding of difficult vocabulary and/or concepts 3. All children have access to concrete, multi-sensory materials where needed to fully understand concepts taught in the lesson | | |
| **Supporting Learning Through Visuals**  **Vocabulary**  **Word Wizard** | |  |  |  | 1. Use of word teaching and learning process such as Word Aware or Mrs Wordsmith involving the use of visuals and multi-sensory activities and resources for teaching vocabulary 2. Vocabulary boards display nouns, verbs and adjectives 3. Vocabulary is taught explicitly using visuals and/or real-life objects ad experiences to show meaning 4. Vocabulary is displayed in context of learning display e.g. a geography display of a river might include words like mouth or sources, bank etc | | |
| **Supporting Learning through visuals**  **SEMH** | |  |  |  | 1. There is an area of low arousal for those who need it 2. There is also a place where children can go for ‘Time- in’ with another adult if needed 3. *There is a bespoke system for those children that are not motivated by the school/class system* 4. *The system includes effective rewards, clear expectations and appropriate time demands.* 5. *There is an awareness of difficulty some children with autism have tolerating praise – use of comments and visuals/photos to show success may be less threatening* 6. There is a visual representation of the processes that make clear and transparent the chosen policy of the school to all children and visiting adults. 7. Visuals show process of what happens when a child is doing their best or when they may need to reflect on their actions 8. There are no public displays of children’s behaviour, sanctions or rewards 9. *Children with autism may need visual cues to show specific expectations for positive behaviour – how to move back into ‘good’ zone* | | |

**Instructions for Use:**

* Schools decide which criteria they would like to focus on building on what is already green
* Observations are carried out by teachers in their own or a peer’s classroom based on the chosen criteria
* SENCO does a learning walk
* Red is no evidence, yellow is half criteria in one area ticked, and green is fully ticked
* Checklists are collected and information is entered into an Excel Spreadsheet
* Where there is an area that is predominantly yellow, targeted training is delivered.