

Primary Age Communication Supportive Environment Checklist

A Communication Supportive Environment Audit was completed in XXXX, by **XXX XXX**, Speech and Language Therapist (SLT) **and/or XXX XXX**, Special Educational Needs Coordinator (SENCo).
Please see below for a summary of what is working well and steps for development.
For further support and information, please liaise with the SLT and/or SENCO.

RAG Rating Key	Green: strategy consistently & confidently used
	Amber: evidence of strategy use
	Red: no evidence of strategy at this time

Classroom Organisation

Area	RAG	What's working well...	Even Better If...
Demarcated displays on display boards only		•	•
Space for children to move around the classroom (N.B. Areas for both learning and well-being)		•	•
Labelling of equipment in designated areas (N.B. Is this consistent around the classroom, are the labels appropriate)		•	•
Cataloguing of book corners		•	•
Organised areas (N.B. Are resources easily located, do those available have a clear purpose)		•	•
Displays and resources represent the culture of the local school and community		•	•
Table Layout (N.B How big are tables, can the board, teacher and displays be seen, are the opportunities to change the layout)		•	•
Access to Learning (N.B how are children grouped, are resources available to facilitate/support learning)		•	•

Use of Visuals

Area	RAG	What's working well...	Even Better If...
Displays have a clear purpose, are used and referred to		•	•
Visuals have a clear purpose, are used and referred to		•	•

Language is visually presented e.g. instructions, questions, vocab, target sentences		•	•
Classroom rules are displayed & referred to		•	•
Adult's Use of Language			
Adult Language	RAG	What's working well...	Even Better If...
Staff delivery of information is suitable e.g. time, language, complexity and amount		•	•
Expected language and non- verbal communication skills are modelled		•	•
Topic and complex vocabulary are directly taught e.g. topic, emotions, feelings		•	•
Staff demonstrate understanding of typical development and ask questions/give feedback appropriately		•	•
Staff check for understanding and give specific praise and accurate feedback		•	•
Peer Interactions			
Peer interactions	RAG	What's working well...	Even Better If...
Opportunities are available for scaffolding within peer interactions in pair and group work		•	•
Opportunities for developing social communication skills, emotional health and wellbeing are available		•	•
Further examples of good practise	•		
Further comments and/or suggestions	•		
Agreed Actions and Timeframe for Completion			
Agreed Action	Person(s) Responsible	Completion Date	

*The Communication Supportive Environment Audit will be reviewed by **XXX XXX**, Speech and Language Therapist (SLT) **and/or XXX XXX**, Special Educational Needs Coordinator (SENCo) on **XX/XX/XXXX**.*