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| **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 |
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| **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* |  |  |  |
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| **Further examples of good practise** |  |
| **Further comments and/or suggestions** |  |
| **Agreed Actions and Timeframe for Completion** |
| **Agreed Action** | **Person(s) Responsible** | **Completion Date** |
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| *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.* |