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| **Reception Class Communication Supportive Environment Survey** |
| This survey was carried out by …….(school staff) and shared in discussion with ……. (e.g Autism Advisory Teacher) |
|  **Key** :Level of attention needed in this area – and/or support required to think it through | **Green:** I think we use this strategy/do this all the time.**Amber**: I think we do this sometimes or to an extent. (This might be something I would like support to implement further.)**Red:** I think this is something we don’t do at the moment. (This might be something I would like support to implement.) |
|  *Please take a few minutes to consider key areas in your classroom/outside area. Don’t worry – we don’t have to tackle everything at once! Often a few small adjustments can make a huge difference.* *It’s fine to rate as much as you need to at yellow and red – this gives us an opportunity to plan how we can develop key areas. This sheet is a tool to help us plan some next steps together.* |
|  **Classroom Organisation**  |
| **RECEPTION CLASSROOM** | ***RAG***  | ***What’s working well…***  | ***Even Better If…***  |
| **The environment** (walls, storage space, window areas, area around teaching space – eg white board, teacher’s desk) is organised and uncluttered to reduce distraction and overwhelm |   |   |   |
| **Displays** are clear and meaningful/accessible to children.  |   |   |   |
| **Resources** are limited to those required for the session (e.g. not too many choices/ toys out.) |   |  |   |
| **Noise** for example during transition is managed to reduce stress/overwhelm |   |  |  |
| **Carpet Time/Whole Class Input** has been carefully considered to meet the needs and be engaging for all learners (e.g. children with SLCN sitting near teacher or supported by TA, pace of sessions and time spent on carpet has been considered, teaching input is supported by songs, rhymes, actions, real world objects and visuals to encourage participation)  |  |  |  |
| **PLAYGROUND/OUTDOOR AREA** |   |  |  |
| Quiet areas for calm activities available – eg colouring or Duplo table |   |  |  |
| Not too much equipment out – rotate equipment available across week as appropriate.  |   |  |  |
| **Use of Visuals**  |
| ***Area:***  RECEPTION CLASSROOM | ***RAG***  | ***What’s working well…***  | ***Even Better If…***  |
| **Visual Timetable is clearly displayed** at children’s eye level. Ideally, children interact with this as pictures are taken off throughout the day. |   |  |   |
| **A Listening Checklist is clearly displayed** and is referred to throughout carpet time input to help children understand and follow adult expectations |  |  |  |
| **Toy and equipment storage clearly labelled with photos and word labels.** (Ideally, have an extra set of these for children who need it to match or use on a choice board.) |   |  |   |
| **Pupils who need extra support** for example with transitions, with structured work at the table **have personal visuals –** e.g. a now and next board, objects of reference |   |  |   |
| **Adult’s Use of Language**  |
| ***Adult Language***  | ***RAG***  | ***What’s working well…***  | ***Even Better If…***  |
| Adults are aware of when pace of speech needs to be slowed, and complexity of language reduced. |   |    |  |
| Adults support spoken instruction/key words with simple Makaton sign for group instructions as well as individual |   |  |  |
| All adults understand how to engage learners with SLCN: (E.g. reduce language, support with signing/Makaton, gesture, reduce questioning as a way of engaging in an activity, comment rather than questions when engaging in play.) |   |  |  |
| Children are given specific praise – “good listening” and general praise – well done! |   |   |   |
| Children are greeted when they arrive at school/in classroom. |   |  |  |
| **Learning and Playing with Peers** |
| ***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*  |   |   |   |
| **Transition Times** |
| Transitions are supported with familiar songs, visuals and/or verbal instructions to reduce noise, uncertainty and anxiety. |  |  |  |
| Adults model successful transitions through their use of language, tone, body language and use of praise |  |  |  |
| Some children may need to be directed towards a specific job or have ownership of a specific task at points of transition (e.g. putting the scissors away at tidy up time, handing out lunch boxes when lining up for lunch) |  |  |  |
| Key children are supported to manage transitions with appropriate strategies. (e.g. use of visuals, personal schedules, familiar cues, advance warning of approaching changes, co-regulation support) |  |  |  |
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| **Further examples of good practice**  |  I think we do this well…. |
| **Further comments and/or suggestions**  | I am curious to try.... |
|  **Actions and Timeframe for Completion**  |
| **Action**  | **Person(s) Responsible**  | **Completion Date**  |
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| *The Communication Supportive Environment Survey will be reviewed by ……… and/or ……..Special Educational Needs Coordinator (SENCo) on  ………* |