

## Primary Age Communication Supportive Environment Checklist

A Communication Supportive Environment Audit was completed in **XXX** Primary School on **XX/XX/XXXX**, by **XXX XXX**, Speech and Language Therapist (SLT) **and/or XXX XXX**, SLCN Advisory Teacher and **XXXXXX**(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 Advisory Teacher

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

### Classroom Organisation

Area	RAG	What's working well...	Even Better If...
Demarcated displays on display boards only (not on walls) with interactive materials where relevant.		•	•
Display boards are backed in neutral colours to enable work to be the focus.		•	•
Space for children to move around the classroom easily.		•	•
Learning zones which support independence (equipment or areas)		•	•
Tables in groups of 4 and/or flexible room arrangements where appropriate (e.g. maths might need all children facing the whiteboard.)		•	•
Labelling of equipment, trays, areas including words and visuals.		•	•
Book corners include a catalogue system, easy access to books, tidy and organised. Not too many books out at once.		•	•

### Use of Visuals

Area	RAG	What's working well...	Even Better If...
Clear area around the whiteboard		•	•
Is there a: Visual timetable; Listening checklist; Skilled speaking visual?		•	•
Are visual supports used to support understanding of instructions e.g., help box, task planner?		•	•
Vocabulary: Display uses words with visuals		•	•

6 – 8 words per topic display including nouns, verbs and adjectives			
Are visuals supports as above being referred to in order to support the learning e.g. is the VT up to date?		•	•
Classroom expectations are displayed & referred to so that all adults and children are able to access them.		•	•
<b>Adult's Use of Language</b>			
<b>Adult Language</b>	<b>RAG</b>	<b>What's working well...</b>	<b>Even Better If...</b>
Staff delivery of information is: well-paced clear accessible language – (vocabulary, sentences, instructions given, questions asked.)		•	•
Adults model correct use of spoken language and use non-verbal communication to support e.g. gestures		•	•
Adults support children's language: Repeating sentences where needed Emphasising words Expanding sentences		•	•
Topic and complex concept vocabulary are directly taught using Word Wizard e.g. topic, feelings, words that children will use across topics/ situations.		•	•
Staff demonstrate understanding of typical development of child's understanding and ask questions. Staff make more comments than questions.		•	•
Staff support understanding through checking and encouraging clarification questions.		•	•
Staff give specific praise		•	•
<b>Peer Interactions</b>			
<b>Peer interactions</b>	<b>RAG</b>	<b>What's working well...</b>	<b>Even Better If...</b>

Group/paired work is well structured: Mixed ability Scaffolds visuals (sentence starters) Built into lessons		•	•
Opportunities to work with different children		•	•
Specific skills of group work are taught to children		•	•
Children are encouraged to ask questions of each other		•	•

<b>Further examples of good practise</b>	•
<b>Further comments and/or suggestions</b>	•

**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**, **and/or XXX XXX**, SLCN Advisory Teacher and Special Educational Needs Coordinator (SENCo) on **XX/XX/XXXX**.*