Primary Age Communication Supportive Environment Playground Checklist

A Communication Supportive Environment Playground 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 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 Advisory Teacher

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

Playground Organisation and equipment

Area	*RAG*	*What's working well…*	*Even Better If…*
Playgrounds have designated quiet spaces. E.g. A bench/ fort/ grass area/ option to be in the library.		•	•
Organised play zones (equipment or areas).		•	•
Labelling of equipment, areas including words and visuals. (N.B. Is this consistent around the playground, are the labels appropriate).		•	•
Playgrounds have designated 'meet-up' spaces.		•	•
Playgrounds have equipment which requires more than one child/ young person to operate.		•	•
Structured games are available e.g., board games, table tennis.		•	•
Clubs are offered as an alternative to being in the playground		•	•
		•	•

Use of Visuals

Area	*RAG*	*What's working well…*	*Even Better If…*
		•	•
Is there a visual timer/ clock so children know how long they have in the playground?		•	•
Is there a visual checklist of activities which children may do whilst in the playground		•	•
Vocabulary: *Is vocabulary displayed, including nouns, verbs and adjectives related to the activities?*		•	•

Are visuals supports as above being referred to in order to support the development of social skills?		•	•
Playground expectations are displayed & referred to so that all adults and children are able to access them.		•	•
		•	•

Adult's Use of Language

Adult Language	RAG	What's working well…	Even Better If…
Model what the child could say - *Initiating a conversation* - *Continuing a conversation*		•	•
Support collaboration and conflict resolution - *Questioning* - *Modelling ideas for resolution*		•	•
Supporting empathy - *Labelling emotions* - *Supporting executive functioning and reasoning*		•	•
		•	•
		•	•
		•	•
		•	•

Peer Interactions

Peer interactions	RAG	What's working well…	Even Better If…
Assigned playground buddies		•	•
		•	•
		•	•

		•	•

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 Playground Audit will be reviewed by XXX XXX, Speech and Language Therapist (SLT) and/or XXX XXX, SLCN Advisory Teacher and XXX XXX, Special Educational Needs Coordinator (SENCo) on XX/XX/XXXX.