*When completing this audit tool please do so in conjunction with the Best Practice Guidance document, in relation to the child’s main area of need.*

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| **Name** | **DOB** | **Date child started at setting** | **School Start date** | **Setting** |
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| **Training we have attended:** | **Y/N** | **Date** | **Has this been cascaded to the rest of the team?**  **Y/N** |
| Prime Importance of Communication and Language (PICL) |  |  |  |
| Language for Learning |  |  |  |
| Using signs and visual supports in Early Years |  |  |  |
| Targeted level speech and language training |  |  |  |
| Autism Awareness for Early Years |  |  |  |
| Makaton/signing training |  |  |  |
| Speech day workshop (SALT) |  |  |  |
| Please list any other training that you have attended linked to Communication and Interaction: | | | |

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| **Points to consider when using this document:**   * *To be used in conjunction with the Best Practice Guidance* * *To be used by the key person with the SENCo* * *To be used and reviewed as a working document overtime, dates can be added as the impact is monitored during this period.* * *Refer to strategies from documents such as Inclusion Development Programme (IDP),* I CAN resource pack – babbling babies, toddler talk, chatting with children, The Communication Trust – Universally Speaking Birth to 5 Years.   *Please remember that support can be sort from the Early Years Equality and Inclusion team, using the request for support on Kelsi* |

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| **Communication and Interaction - Universal Level – Whole Setting Response**  We have implemented the following strategies identified in the universal column of Best Practice Guidance.  Please indicate the impact of these. | |
| **STRATEGIES**  What the setting has available for ALL children | **IMPACT**  How have the universal strategies made a difference for the child in question? |
| **Things to consider, in conjunction with the Best Practice Guidance.**  **How have you ….**   * deployed staff? * differentiated planning, resources, groupings? * planned reduced time for circle time and small group? * used visuals – visual timetable, now and next? * planned for positive role models – e.g. ECAT strategies? * implemented different communication methods e.g. hand over hand, pointing. * labelled your environment? * made resources accessible to ALL children? * planned for clear routines? * set up a calm area? * implemented characteristics of effective learning? |  |

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| **Communication and Interaction – Targeted Support**  **What interventions are in place for the individual child, at a Targeted level** | | |
| **Provision** | **What action has been taken?**  What have you done? | **What has been the impact of this?**  Include dates and comment on what difference has this made for the child? |
| **Have you held reviews to ensure progress is being maintained?**  Things to consider when answering this question:   * how often are meetings held? * who attends? * how is information shared? * what information has been shared? E.g. targeted plan, summative assessment * how are parents continuing targets at home? |  |  |
| **How are strategies from ASD and SLCN training being implemented?**     * List strategies in place. |  |  |
| **Practitioners are aware of and implement the child’s preferred method of communication as recommended by the Speech & Language Therapist if appropriate. Please outline these recommendations and record the impact.**   * Refer to Speech and Language report and the targets outlined on this report, if the child has been seen. |  |  |

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| **How have you used observation of the child’s communication experiences in a session to plan for inclusive learning and development?**   * Link back to training attended – what strategies have been implemented? |  |  |
| **What communication tools have been implemented and planned into group work?**  For example:   * now and next boards * visual supports * Communicate in Print * photographs |  |  |
| **What changes have been made to the environment/EYFS Curriculum in order to support the child?**  For example:   * additional quiet/calming area * sensory area/ sensory resources * visuals identifying how to use each area e.g. photographs * objects of reference * enclosed spaces so child feels safe when playing * reviewed layout of the room * choice board for snack and choosing * grouping of children * Early Years Talk Boost |  |  |
| **How are adults deployed to...**   * **promote participation and independence** e.g. Using a choice board/now and next, adult to support sitting at group times/snack * **support multi-sensory learning** e.g. leading sensory circuits * **promote independence skills** e.g. visual schedule for washing hands, getting coat etc.. * **support social inclusion** e.g. smaller groups, turn taking games, role modelling, giving children additional time. * **ensure instructions given to the whole group are understood** e.g. visuals for rules, signing, simplified language. |  |  |
| **How have you supported receptive (understanding) & expressive (communication) language and social communication skills to develop**   * **social interaction** e.g. smaller group with adult support, use of mini me’s, turn taking games. * **Literacy and Numeracy** e.g. duplicate books, visuals to support counting and stories/songs. * **self-organisation and independence** e.g. visual supports * **communication** e.g. sound buttons, dragging an adult, pointing to what they want. * **listening** e.g. reduce the amount of time that they expected to listen. reduce background noise. |  |  |

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| **Communication and Interaction Personalised / Individualised Learning**  *(complete this section if relevant and specifically for SENIF requests following advice from a Specialist Teacher)*  A Personalised Plan should now be in place | | |
| **Provision** | **What action has been taken?**  What have you done? | **What has been the impact of this?**  Include dates and comment on what difference has this made for the child? |
| **Has consideration of further assessment processes including Children’s Care Co-ordination Team / Statutory Assessment taken place?** |  |  |
| **How have you introduced highly differentiated literacy and numeracy programmes at an appropriate developmental level, (if appropriate)?**  For Example…   * Picture Exchange Communication System * TEACCH   *Ensure that training has taken place from specialists.* |  |  |
| **How have you incorporated specialist advice into planning for specific interventions? Please give details.**  Refer to…   * Specialist Teacher Report * Speech and language * Portage Profile * Occupational Therapist * Physiotherapist |  |  |