*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?
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| **How are strategies from ASD and SLCN training being implemented?** * List strategies in place.
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| **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?
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| **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.
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| **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
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