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| **Child’s name** | **Date of birth** | **Date child started at setting** | **School Start date** | **Name of 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)  (**The Education People and Speech and Language Therapy**) |  |  |  |
| Every Child a Talker (ECAT) (**The Education People**) |  |  |  |
| Using Visual Support in Early Years (**The Education People**) |  |  |  |
| Makaton (**The Education People/Specialist Teaching and Learning Service or another provider**) |  |  |  |
| Targeted Level Speech and Language training **(Speech and Language Therapy / Specialist Teaching and Learning Service /The Education People)** |  |  |  |
| Autism Awareness for Early Years (**Specialist Teaching and Learning Service**) |  |  |  |
| Language for Learning (**Specialist Teaching and Learning Service**) |  |  |  |
| Record any other training that you have attended linked to Communication and Interaction: | | | |

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| **Points to consider when using this document:**  This audit is a valuable source of information to support Kent SEND processes and at times of transition.  **When other professionals are supporting a child, the impact of Best Practice Guidance strategies will be recorded on the Personalised Plan.**   * *Complete in line with the Best Practice Guidance document in relation to the child’s main area of need (see Broad Areas of Need section in the BPG)* * *Use as a tool to support reflection and planning* * *To be completed by the key person with the SENCo* * *Use and review as a working document over time; dates can be added as the impact or strategies are monitored* * *Refer to strategies from documents such as the Inclusion Development Programme (IDP), I CAN resource pack – Babbling Babies, Toddler Talk, Chatting with Children, Universally Speaking Birth to 5 Years (The Communication Trust), ECAT.*   **Please remember that pre-LIFT support can be sought from the Early Years Equality and Inclusion team, using the request for support form on Kelsi.** |

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| **Communication and Interaction (C&I)** **Universal Level** – Whole Setting Response for All Children  Using the Best Practice Guidance document, consider universal practice in your setting and describe the impact | |
| **Current Practice:** The following are suggestions and should not be considered exhaustive or used as a tick list. Complete as appropriate for the child in question. | **IMPACT:** Notedown how and when the child has (or has not) responded to universal strategies. |
| **Things to consider, in conjunction with the Best Practice Guidance.**  **Learning Environment - what is the impact of:**   * setting up a calm area * using visuals supports – visual timetables, ‘golden rules’ * labelling your environment * making resources accessible to ALL children * providing opportunities for developing language.   **Provision - what is the impact of:**   * differentiated planning, resources, groupings * using children’s interests to support learning * deploying staff to support children to play alongside and with peers, join groups, aid transitions etc. * planning for clear routines * planning to promote the Characteristics of Effective Learning.   **Communication - what is the impact of:**   * planning for positive role models – e.g. ECAT strategies * implementing different communication methods e.g. hand over hand, pointing * planning reduced time for circle time and small group * supporting children with English as an Additional Language * implementing effective strategies to involve parents in developing their child’s communication and language e.g. *What to expect, when*? document. |  |

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| **Communication and Interaction (C&I) – Targeted Support**  What interventions are in place for the individual child at a targeted level | | |
| **Current practice:** The following are suggestions and should not be considered exhaustive or used as a tick list. | **What action has been taken?**  What have you done?  What adjustments have you made? | **What has been the impact of this?**  What difference has this made for the child? Include dates. |
| **Learning Environment - how did you provide:**   * additional calm spaces * multi-sensory circuits * alternative ways to support sensory play/sensory processing * planned key person support to access group activities, at transition, etc**.** * a reduction in noise levels that could cause distress. |  |  |
| **Provision - how have you planned:**   * to use strategies from autism spectrum disorder (ASD) and speech language and communication needs (SLCN) focused trainings * to promote participation and independence e.g. using a choice board for snack/to access activities, now and next board, use of real objects * to promote independence skills e.g. visual schedule for washing hands, getting coat etc. * to support social inclusion e.g. smaller groups, turn-taking games, use of ‘mini me’ resources, alternative activity at group time or sensitive grouping/pairings for a range of activities with peers and adults. |  |  |
| **Communication - how did you:**   * review with parents to ensure progress is being maintained * respond to the child’s preferred method of communication * differentiate visual support using pictures and real objects * provide additional support to develop relationships * plan opportunities to develop social communication with peers * promote self-esteem through positive reinforcement * use specific interventions to support children’s language e.g. I CAN Early Talk Boost programme. |  |  |