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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 ChildrenUsing 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.
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| **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.
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| **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.
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