Communication friendly schools checklist

The following features demonstrate good practice for supporting pupils with speech, language and communication needs (SLCN) in school. This checklist can be used to audit your classroom and identify things to improve.

- ☐ I use visual support systems
- ☐ My classroom environment is not too cluttered
- ☐ My teaching incorporates use of visual and tactile approaches
- ☐ Staff in my classroom use non-verbal communication to support what they are saying
- ☐ I have careful seating arrangements so that children face me and can clearly see visual prompts
- ☐ Children are given time to respond to allow time for their thinking
- ☐ I make time for pupils to plan work before they are required to begin writing
- ☐ I use strategies to ensure a child is paying attention
- ☐ I make sure my language is not too complicated and instructions are short and repeated for those who need it with support from visual cues
- ☐ I give opportunities for a child to work at their own level
- ☐ I have additional resources available if they are needed
- ☐ I make sure speech, language and communication goals are incorporated into lessons wherever possible
- ☐ I make sure that there is a quiet area for work on phonics
- ☐ I have received some training about support for pupils with SLCN, and have been given information about SLCN in the classroom by a speech and language therapist

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