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| **Name:**  **Date of Birth:**  **Current Year Group:** |
| **Universal Provision checklist** |
| Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.  SEND Code of practice p97 |

| Communication and Interaction  **Speech and Language** | |
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| Receptive language (understanding language and communication) | Y/N |
| Are difficulties listening to and understanding instructions or stories anticipated and planned for? |  |
| Do staff regularly monitor pupil’s understanding by asking the pupil to show them or explain the instructions in their own words? |  |
| Are visual supports provided for the pupil to indicate when s/he has/hasn’t understood? e.g. a traffic light system |  |
| Is visual support used to aid the understanding of important words (signing, symbols, pictures, objects, highlighting in colour? |  |
| Are visual timetables and/or schedules available for pupils to refer to at all times? |  |
| Are visual reward system used, such as a ‘now and next’ board? |  |
| Is the pupil encouraged to indicate when s/he has not understood? |  |
| Is additional processing time provided i.e. give the pupil more time to respond? |  |
| Is the pupil supported to respond, by, for example, offering alternatives e.g. “Is it...or…?” |  |
| Are multi-sensory approaches to teaching new vocabulary and concepts used and are there opportunities for repetition and reinforcement? |  |
| Is Information given in small ‘chunks’ in clear, concise language? |  |
| Are explanations of expressions given e.g. “up you hop” “bright as a button?” |  |
| Are aspects of work related to pupil’s direct experience whenever possible? |  |
| Is the level of questioning differentiated to suit individual pupils e.g. “what/where” questions easier than “when/why?” |  |
| Are pupils encouraged to use strategies to process information e.g. silent rehearsal of instructions, identifying the important words in the instruction? |  |
| Are key words emphasised using slight stress and/or appropriate non-verbal communication? |  |
| Do staff avoid the use of sarcasm, ambiguities and idioms? |  |
| Expressive (spoken) language and communication | Y/N |
| Is confidence built through adults giving their full attention to what the pupil is saying and finding ways to understand e.g. “show me”? |  |
| Is language expanded? e.g. pupil says “ball gone” adult adds a word e.g. “red ball’s gone” or “ball’s gone in box” ? |  |
| Are talking partners used? |  |
| Is language modelled in all contexts? Are examples given of what could be said? Is the pupil led into a sentence by the first few words being given to him/her? |  |
| Do all staff use grammatically correct language and punctuation? |  |
| Are simple comments made about a pupil’s play and what they are doing e.g. “the train is in the tunnel now” or “you’re pouring the water”? |  |
| Are questions kept to a minimum? (aim for 4-5 comments to every 1 question.) |  |
| Are alternative methods of communication available? (signing, symbols, pictures) |  |
| Are pupils given time to respond? (wait for up to 10 seconds after you say something to them.) |  |
| Do adults wait for pupil to initiate conversation sometimes and wait for a few seconds between turns? |  |
| Intelligibility | Y/N |
| When there are difficulties with pronunciation (“Where’s the dup (cup?)”), do staff respond positively to the intended message and model the correct pronunciation in their reply e.g. “The cup’s here”? |  |
| Is specific praise used to build confidence e.g. for successful pronunciation or good attempts? |  |
| Do staff encourage the pupil to use other means of communication such as gestures, visuals, drawings and other resources readily available in the classroom? |  |
| Is a home school book/diary used so information about events can be shared with home, in order that the pupil’s speech has some context? |  |
| Are staff using strategies so that a pupil can show that they know a sound without saying it e.g. using Jolly phonics actions for the sounds? |  |
| ***If a child/young person has difficulties with fluency e.g. presents with a stammer, refer to Speech and Language Therapy directly.*** |  |
| Attention and Listening | Y/N |
| Do staff use pupil’s name and if appropriate get down to their level and use a gentle touch to gain attention? |  |
| Is background noise kept to a minimum when children need to listen to staff or others talking? |  |
| Are visual supports/noise such as a shaker to gain class attention e.g.  “Stop!” showing palm of hand and waiting for attention before speaking? |  |
| Are warnings given before transitions, with timers if necessary, to support understanding? |  |
| Are clear expectations of activities established with visual cues? |  |
| Are visual cues available during activities to remind pupils of focus of task/ steps involved? |  |
| Are specific activities implemented to encourage attention and listening skills? |  |
| Do staff use specific positive reinforcement for good listening behaviour e.g. “good sitting still” rather than “good boy”. Do staff use visual supports to back up good listening e.g. widget symbols? |  |
| Are teaching areas kept uncluttered and is the pupil seated in the best place to reduce distraction? |  |
| Are tasks differentiated to take into account attention and listening difficulties as well as academic ability? |  |
| Are the pupil’s special interests/obsessions incorporated to focus attention and increase motivation? |  |
| Do staff check that information has been heard, by asking the pupil to explain what s/he has to do rather than repeating instructions? |  |
| Is an appropriate level of language being used? Are short, simple sentences used? |  |
| Are a range of appropriate strategies used to maintain attention and listening? e.g. group work, talk partners, turn taking |  |
| Social development, interaction and play | |
| Are important skills explicitly taught and rules of social interaction modelled? |  |
| Are important skills modelled by staff in their interactions with each other and with children? |  |
| Are feelings talked about during the day, when they occur, such as “I’m feeling happy because you are working hard” or “you scribbled then, are you feeling cross?” |  |
| Are social interactions guided by staff for children who struggle to initiate them or develop them into appropriate play? |  |
| Is there a buddy/befriender system at break and lunchtimes? |  |
| Are ‘golden rules’ with rules for positive behaviour, such as ‘be kind’ or ‘listen to each other’, set for classes and upheld by staff? |  |
| Do staff positively reinforce good behaviour, with individualised motivators? |  |
| Do staff use praise/reward and give attention for good behaviour rather than poor behaviour? |  |
| Do staff tell pupils what they want them to do rather than what they don’t want them to do, such as ‘walk’ rather than ‘don’t run’ and ‘use a quiet voice’ rather than ‘don’t shout’? |  |
| Is positive redirection used to stop inappropriate behaviour? |  |
| Are visual supports used to define areas and structure the day, e.g. visual timetable, drawers labelled with pictures as well as words, language jigs, social stories, emotional thermometers? |  |
| Are opportunities provided to ‘show and tell’ or speak in front of a group, using a framework as appropriate e.g. circle time (Years 3-4), taking part in a presentation (Years 5-6), talking about an interest? |  |
| Are pupils given a specific role in group work to support their interaction with peers or alternative individual task available if group work is proving too difficult? |  |
| Do staff understand and manage health and safety considerations, e.g. lack of awareness of danger about running away/off site or using certain equipment? |  |