

Communication Friendly Environment audit



Non-negotiables (Every class needs to have these in place)

Visual timetables

Is a visual timetable up in the classroom?

Is it at child height?

Is it at the front of the classroom?

Are pictures taken down as lessons are completed?

Are visual timetables across the school consistent? (E.g. all Boardmaker)

WellComm of the Week

Is the WellComm of the Week poster laminated and up in the classroom?

Is an up-to-date weekly target written on it?

Have tallies been recorded on the poster to show exposures?

Checklist (Please see highlighted suggestions for your classroom)

Displays are relevant and clear

Do they have a plain background?

Are displays at child height?

Have children helped with the display?

Are displays too cluttered?

Do displays have relevant vocab?

Are they constantly referred to in lessons?

Class resources

Are there maths / English resources available for the children to use?

Are resources at child height?

Are they easily accessible?

Are the children encouraged to use these resources?

Labelling

Are resources clearly labelled with words and photographs?

Are pictures and symbols used to teach vocabulary?

Quiet, calm areas

Is there a calm area in the classroom where adults and children can relax?

Are there emotional regulation resources and strategies?

Some areas that do not have much on display on the wall

Think about what is behind you when you are talking with the children - is it too cluttered / distracting?

Reading areas

Is the reading area comfortable, inviting and engaging?

Is there a good range of books - fiction and non-fiction?

Are there books which represent different cultures?

Adults prioritise communication

Do adults understand the language levels of the children and the language demands in the environment?

Can adapt their language so it is not a barrier to learning or communication.

Do they give children strategies to say when they don't understand?