COMMUNICATION FRIENDLY CLASSROOM CHECKLIST

Classroom setting	Evidenced
Visual timetable using Communication InPrint 3 symbols displayed	
Emotions ladder displayed	
Communication fans available to all children with C+I needs	
All resource trays labelled with visuals (Communication InPrint3 symbols used)	
Any behaviour prompts used to display visuals (for example, green light warnings, calling out cards, time out cards).	
Word of the day displayed and referred to	
Word bucket present and referred to	
Evidence of the teaching of vocabulary on working walls and topic areas	
Visual word mats available to children and easily accessible	
Individualised visual timetables and task checklists for high needs children with C+I difficulties	
Elklan posters displayed (traffic lights, Blank Levels)	
Visualised listening ladder	
Visualised discussion guidelines	
Sentence stems	
Teaching and learning of children with C+I needs	**Evidenced**
Teacher waits for up to 10 seconds for a response	
Teacher asks more 'what' questions than 'why' questions	
Teacher explains what they want and not what they don't want (for example instead of 'don't run' say 'please walk')	
Teacher follows what the child wants to talk about (when appropriate)	
Teacher repeats and remodels what the child says, giving positive feedback... Even if the child has said a word wrong	
Teacher has made their voice sound interesting	
Teacher follows the interaction traffic light model (Stop, listen, respond with explanation, repetition and expansion if necessary)	
Teacher uses 'chunking' (one instruction at a time)	
Teacher uses non verbal communication to support spoken language (facial expressions, body language, gestures, tone ad pace of voice)	
Teacher uses talking partners and groups regularly – the opportunity to talk is of priority	
Teacher encourages children to question the meaning of unknown words	
Teacher models good listening and discussion skills, giving praise when it is used by the children	
In books...	**Evidenced**
Work should be appropriately differentiated with visuals for children with C+I needs	
Task checklists/ mindmaps/ prompt cards used to facilitate independence	
Books clearly show that the learning has been scaffolded through the use of resources and comments in marking.	
Evidence of oracy strategies clear – for example, the use of the oracy stickers. Not expected in each piece of work but at least once a week.	