|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School/setting** |  | **Assessed by** |  | **Teacher** |  | **Lesson/activity/focus** |  | **No Present** |  |
| **Date** |  | **Review date** |  | **Year** |  | **No of Adults** |  |
|  |
| **Context** |  |
|  | **Evidence****\*Applicable to all adults in the room** | **Assess –** **Not evident/developing/embedded** | **Plan** | **Do** | **Review** |
| **Environment** | Sensitive grouping/pairing for planned activities. | NE | D | E |  |  |  |  |
| Practitioners provide modified and/or adapted learning resources to ensure access to learning.e.g. scissors, pencil grips |  |  |  |  |  |  |  |
| Provision of visual/kinaesthetic/multi-sensory support to oral information. |  |  |  |  |  |  |  |
| Regular monitoring of emotional well-being |  |  |  |  |  |  |  |
| A range of additional activities to promote development of social skills. |  |  |  |  |  |  |  |
| **Communication/Language** | Positive role models for communication used within the setting particularly within learning and play activities. |  |  |  |  |  |  |  |
| Setting practitioners are aware of and use the child’s preferred method of communication.  |  |  |  |  |  |  |  |
| Active Listening’ cues, labelled environment at appropriate visual recognition level. |  |  |  |  |  |  |  |
| Use of language which is appropriate to engage the child at their level of understandingClear concise phrases with visual prompts are given as required |  |  |  |  |  |  |  |
| A range of strategies for effective communication are used-PECS, Makaton, gesture etc. |  |  |  |  |  |  |  |
| Use of tone of voice to de-escalate situations |  |  |  |  |  |  |  |
| Positive role models for communication used within the setting particularly within learning and play activities. |  |  |  | Any other comments/observations |  |  |  |