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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School/setting** | |  | **Time assessed** | |  | | | | **Teacher** |  | | **Lesson/activity/focus** | |  | **No Present** | |  | | |
| **Date** | |  | **Assessed by:** | |  | | | | **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 understanding  Clear 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