

COMMUNICATION CHECKLIST

	<u>Status and actions required</u>
Planning includes communication opportunities and individualised resources	
Staff model good communication appropriate to individual children	
Pupils are given time and opportunity to initiate interactions	
Communication cues are used to: <ul style="list-style-type: none"> - Alert pupils to communication - Alert pupils to activity - Introduce the activity - Guide pupils through the activity - Review what has been done 	
Medium and short term plans identify vocabulary to be experienced and taught	
Personalised schedules, timetables and diaries are used	
Class visual timetables are set out prominently	
Transitions are supported with music or songs	
A range of question types are used to expand and enhance communication	
Communication passports are active documents used by all staff	
Standard curriculum and resource symbols are used	
Objects, photographs and symbols are used to aid engagement and hold attention	
Communication aids are accessible and used in all appropriate contexts	
Each child is given a fair share of opportunity for communication	
Skills from speech and language programmes are applied widely	
There are close links with parents about communication programmes and targets	
Children are involved in setting and recording of communication targets	