

COMMUNICATION AND INTERACTION AUDIT

CONDITIONS FOR LEARNING	Comments
<p>1. In what way has the organisation of the classroom environment been adapted to facilitate good teaching and learning with regard to communication and interaction? How have you used groupings, paired and small group work, placement (where the young person sits) etc. What changes did you make, if any, after considering the communication friendly classroom checklist?</p>	
<p>2. What approaches are employed in the classroom environment to support the learning of young persons who may experience language and interaction difficulties? Have you used the suggestions above? What effect did they have?</p>	
INDIVIDUAL NEEDS	Comments
<p>4. How does the young person perform across a variety of settings?</p>	
<p>5. Are there any health issues that may affect the young person?</p> <ul style="list-style-type: none"> • Hearing or other sensory impairment • Hospital admissions • Sickness record • Other 	
<p>6. Does the young person have a recognised condition, which may affect their speech and language development?</p> <ul style="list-style-type: none"> • Eg, development delay/sensory impairment 	
<p>7. In what way does the young person's speech and language difficulties impact on their access to a broad and balanced curriculum?</p> <ul style="list-style-type: none"> • Ability to follow instructions, isolation, peer relationships • Effect on self-esteem 	
<p>8. What interventions have you employed to facilitate the young person's language and communication skills?</p> <ul style="list-style-type: none"> • Eg, environmental/additional support/buddying/range of groupings <p>Refer to:</p> <ul style="list-style-type: none"> - Supporting Children with Speech and Language Problems (David Fulton) - Speaking, Listening and Learning (PNS) - Curriculum Guidance for the Foundation Stage 	

<p>9. In what way does the young person's speech and language difficulty impact on learning and social and emotional development?</p> <ul style="list-style-type: none"> •Anxiety issues •Friendship groupings •Behavioural issues, sanctions •Other 	
<p>INDIVIDUALISED PROGRAMMES</p>	<p>Comments</p>
<p>10. Has advice been sought from support agencies? Which agencies have been involved? What programmes/interventions have been used? What effect did they have?</p>	