



Environment Checklist (School) for Anxious/Reluctant Communicators

Based on the Environment Checklist by East Kent Coastal Teaching PCT Speech and Language Therapy Department

Pupil's Name:		Date of Birth:	
Education Setting:		Year Group:	
Completed by:			

Look at the statements below. If the pupil and all those supporting agree that these statements are true, put the date and set a review date. It is important to keep on reviewing these statements to identify and eliminate possible causes of anxiety and determine **what is working** and **what is not working** for the pupil.

Communication	YES Date	Review Date
Using either non-verbal or verbal means, the pupil has a way of:		
Gaining attention/acknowledgement		
Protesting/indicating dislikes		
Expressing need to go to the toilet		
Obtaining help/clarification for homework/coursework		
Obtaining help/clarification during school day		
Making lunch selection		
Reporting teasing/bullying		
Pupil can use natural alternative forms of communication (eg gesture or pointing rather than learning a formal alternative communication system such as Makaton)		

Participation	YES Date	Review Date
Using either verbal or alternative forms of communication, the pupil is routinely able to participate in:		
Registration		
Circle time		
Reading activities		
Writing/spelling activities		
Class assembly		
PE sessions		
Drama sessions		
Staff do not do things for the pupil but with them. The pupil is given whatever support meets their needs in order to manage part of the activity or contribute in some way.		
Social relationships and self-esteem	YES Date	Review Date
The pupil:		
Has at least one special friend in class and is included in group activities		
Spends break/lunch times with peers		
Routinely gains success/acknowledgement through realistic targets/desirable behaviour (eg kindness, taking lead, physical activity, non-verbal communication, responsibility or participation)		
Has strengths and special interest which are recognised and valued by peers		
Is not teased or bullied but, if they are, it is rare and addressed with their family		

Support	YES Date	Review Date
The pupil:		
Has been reassured by staff that there is no rush to talk; they will be helped to communicate one step at a time at their own pace		
Is understood by peers; they know the pupil does not enjoy talking in certain situations and how to support the pupil		
Has a good rapport with at least one adult who is able to regularly offer encouragement/support in class		
Is given one-to-one time for curriculum differentiation, rapport building and communication goals as appropriate (little and often, rather than once a week)		
Knows that staff will avoid asking direct questions and verbal turn-taking unless the pupil volunteers to contribute		
Is spoken to warmly by staff when they speak, but without direct praise/comment		
Has a school/home liaison book in place to communicate success/news/concerns/queries		
General	YES Date	Review Date
The pupil:		
Separates from parent willingly and is confident about collection arrangements		
Smiles frequently (and genuinely) and looks relaxed throughout the day, apart from rare occasions		
Has a seating position that allows them to observe peers rather than vice versa		
Eats lunch with peers		
Uses the school toilet		
Is not given extra attention/privileges for silence/opting out (this does not include any necessary individual support)		

Experiences normal disappointment/frustration as a result of not speaking (eg missing out or not being understood)		
Is supported by staff who have access to a support network		
Has a One Plan which has been agreed by all involved		