

## Suggested template for Evaluating Universal SLC Support

### Senior Leadership Monitoring Tool for Universal Speech, Language and Communication Provision

#### Universal Speech, Language & Communication Learning Walk Tool

School: \_\_\_\_\_

Date: \_\_\_\_\_

Class/Year: \_\_\_\_\_

Observer: \_\_\_\_\_

Staff member: \_\_\_\_\_

#### Purpose:

To monitor whether classrooms provide a communication-friendly environment and strong universal provision that supports all learners, including pupils with speech, language and communication needs (SLCN).

#### Scoring:

✓ = Seen consistently

△ = Seen sometimes / developing

X = Not observed

N/A = Not applicable

### 1. Communication-Friendly Environment

| Area                                      | ✓<br>△<br>X | Evidence |
|-------------------------------------------|-------------|----------|
| Visual timetable displayed and referenced |             |          |
| Key classroom routines visually supported |             |          |

|                                            |  |  |
|--------------------------------------------|--|--|
| Classroom language displays accessible     |  |  |
| Visual prompts/symbols used                |  |  |
| Reduced visual clutter                     |  |  |
| Calm listening environment                 |  |  |
| Resources accessible and labelled          |  |  |
| Staff positioned to maximise communication |  |  |

**Questions:**

- Can children understand expectations independently?
- Does the environment reduce language load?

**2. Adult Communication Strategies**

| Area                                       | ✓ Δ<br>X | Evidence |
|--------------------------------------------|----------|----------|
| Adults use clear concise language          |          |          |
| Instructions broken into manageable chunks |          |          |
| Processing time given before repetition    |          |          |
| Staff check understanding                  |          |          |
| Vocabulary explained explicitly            |          |          |
| Adults model full sentences                |          |          |

|                                              |  |  |
|----------------------------------------------|--|--|
| Open and closed questions balanced           |  |  |
| Staff repeat/recast child language naturally |  |  |
| Adults adapt communication for need          |  |  |

Comments:

### 3. Teaching & Learning

| Area                                              | ✓ Δ<br>X | Evidence |
|---------------------------------------------------|----------|----------|
| New vocabulary identified                         |          |          |
| Vocabulary pre-teaching evident                   |          |          |
| Multiple methods used (visual, spoken, practical) |          |          |
| Opportunities for structured talk                 |          |          |
| Children encouraged to explain thinking           |          |          |
| Sequencing/scaffolds visible                      |          |          |
| Learning supported by visuals                     |          |          |
| Instructions reinforced visually                  |          |          |

Comments:

#### 4. Pupil Communication Opportunities

| Area                                       | ✓ Δ<br>X | Evidence |
|--------------------------------------------|----------|----------|
| Pupils have opportunities to speak         |          |          |
| Partner/group discussion embedded          |          |          |
| Turn taking supported                      |          |          |
| Adults encourage pupil voice               |          |          |
| Communication confidence observed          |          |          |
| Alternative communication methods accepted |          |          |
| Staff actively include quieter pupils      |          |          |

Comments:

#### 5. Listening & Attention Support

| Area                             | ✓ Δ X | Evidence |
|----------------------------------|-------|----------|
| Listening expectations explicit  |       |          |
| Attention cues used consistently |       |          |
| Sensory distractions considered  |       |          |

|                                       |  |  |
|---------------------------------------|--|--|
| Children prepared for transitions     |  |  |
| Adult gains attention before speaking |  |  |
| Children know what to do if unsure    |  |  |

Comments:

## 6. Inclusion for Children with SLC Needs

| Area                                     | ✓ Δ X | Evidence |
|------------------------------------------|-------|----------|
| Universal adaptations benefit all pupils |       |          |
| Communication scaffolds available        |       |          |
| Target children accessing learning       |       |          |
| AAC/visual supports used if needed       |       |          |
| Staff aware of communication profiles    |       |          |
| Children participate successfully        |       |          |

Comments:

## Pupil Voice Prompts

Ask 2–3 pupils:

- What helps you when learning is difficult?
- What do adults do if you do not understand?

- How do you know what to do?
- What helps you remember new words?
- Who helps you if you get stuck?

Pupil responses:

### **Staff Reflection Questions**

- How do you adapt communication for different learners?
- Which communication strategies are used routinely?
- Which pupils may need additional communication support?
- How do you teach and revisit vocabulary?

### **Strengths Identified**

1.

2.

3.

### **Development Priorities**

1.

2.

### **Suggested Actions**

- ☐ Staff CPD
- ☐ Coaching/modelling

- ☐ Environment audit
- ☐ Vocabulary strategy review
- ☐ Communication-friendly classroom support
- ☐ Further monitoring

### **Whole School Summary Themes**

Communication Environment: RAG \_\_\_\_

Adult Strategies: RAG \_\_\_\_

Teaching & Learning: RAG \_\_\_\_

Pupil Voice: RAG \_\_\_\_

Inclusion: RAG \_\_\_\_

Overall judgement:

Emerging / Developing / Secure / Embedded