

Environment Audit

This tool should be used in discussion with a supportive peer/SENCo/Behaviour Leader after being completed by Room Leader/ Manager

Rating Scale: 1=Strongly disagree, 2=disagree, 3=Neutral, 4=Agree, 5=Strongly agree

Physical Factors						1	2	3	4	5
Lighting levels and temperature are conducive to		learning								
Sound level in the room is suitable										
Furniture	arranged to best effect but children's		tables can be altered to		match task					
Position of adults allows all areas to be scanned			during teaching input							
Materials required	for	tasks are easily accessible								
Room management										
Key person is ready to greet child on arrival										
Established routines for entering/leaving the room										
Everyone is aware of planning										
Verbal instructions are clear and supported with visual resources e.g. visual timetable										
Strategies are used to change the pace or mood of the activity as appropriate										
EYFS										
Children for)	understand what is	being asked of them		(developmental age & stage is planned						
Adult	is aware of the individual learning needs of		children							
Children have access to appropriately differentiated tasks which are achievable										
There is an appropriate balance between adult led and child initiated activities										
There are opportunities		for both independent and		collaborative working with peers						
Relationships										
Adult shows interest in each child		as an individual								
Adults	demonstrate	that they	are knowledgeable about individual children's			needs				
Children are encouraged to be supportive of one another										
Adult	acts as a role model for positive behaviour									
Adult	attempts to anticipate and deal with inappropriate behaviour									
Adult	manages interruptions effectively									
Positive language is used when giving instructions										
Rewards and consequences are clearly understood by the children										
Rewards and consequences		are agreed and applied consistently by all adults								
Conversations around issues with individual children's behaviour are done discreetly between staff and with parent/ carer										
A range of strategies are used to manage strategies sheet)			children's	behaviour	(see recommended					
Positive peer role models are		identified								
Rules										
Rules are displayed visually and understood by children										
Rules reflect setting policy and are consistently reinforced and applied										
Rules are positively phrased										