

Inclusive Practice

SLC 3 – Understanding – The Environment



Please note: the SLC cards should be worked through in order from cards 1 – 6

Q. What do we mean when we talk about a child's 'understanding'?

A. We need to support a child to develop the skills necessary to be able to process what is being communicated to them.

TASK

With this in mind, think about your existing environment and what is provided to facilitate this for example, are your resources labelled with words and pictures so children can understand what is available to them? Is the space well organised?

Navigation – observe the children as they move and explore within the place space. How does the organisation (including intentional labelling) support children to make sense of the environment? Think about how this links to their ability to develop 'understanding' e.g., I understand that if I want the tape to fix my cars together, I know it can be found in the 'sticky' drawer. If I'm asked to go to collect my slippers now that we're indoors, I know where the slipper box is kept by looking for the picture of slippers.

Do you have a visual representation of the routine of the day available for children to use as a reference for what is happening and when? This might be a picture board or objects of reference e.g., a bib to signal meal-time, a nappy for changing, story book for story time etc.