

Provision Map

Communication and Interaction

| (Wave 1) Universal provision. High Quality Teaching for All | (Wave 2) Early Interventions. Often group teaching | (Wave 3) Personalised provision. Additional and Different for some pupils often 1:1 SEN Support |
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| <ul style="list-style-type: none"> · Reduce language, staff should speak in short sentences and direct the child in a simple way. · Use child's name first to ensure you have their attention before giving other information. · Be explicit with instructions thinking about literal interpretation; do not phrase it as a question. Say 'thank you' rather than 'please' at the end of an instruction to indicate the expectation that the task will be completed. · Use visual prompts including visual timetables. · Plan ahead with changes to usually routines, adapt the timetables so children can prepare and have plenty of notice. · Have clear, concise and consistent rules and always reward the positives and effort not outcome. · Allow children time to process "thinking time" (teacher count back from 10). · Sitting in circles or opposite partners to see others talking. · Teacher to ensure you are facing the pupil so they can see your mouth. · Use of SEAL activities. · Milkshake Fridays with the Headteacher/SENCo for children making individual progress. | <ul style="list-style-type: none"> · In class teaching staff to support to aid delivery of targets. · Speech and language group support or 1:1 following outside agency programmes. - Social skills intervention, e.g. Break time/lunch time monitoring. · Social Stories /Time to Talk / Language Links interventions. · NELI and blending programme support children with their SLCN and PSED needs. · More opportunity in play and focused learning for discussions with peers or teacher extending and developing language. · Additional adult support available at unstructured times e.g. lunch time clubs and friendship groups. · Social seating and proximity to teacher and other children. · Social Skills group training e.g. Turn taking, social stories, role play and Lego therapy. · Small group work including circle time/ Jigsaw. · Alternative forms of recording to avoid the need for extended verbal communication such as use of ICT, peer buddy support and teacher team support. · Personalised movement breaks. · Ear defenders, chair bands, fidgets, sensory toys, wobble cushions and seat wedge. · Talk for writing with trained staff. · Flexible timetable | <ul style="list-style-type: none"> · Alternative means of communication – e.g. Communication in Print for meaning Makaton, Clicker 8. tapping, photographs, Wiget's, and pointing to share communication to promote independence a. All modelled alongside spoken language. · 1:1 speech therapy sessions – delivered by Speech Therapist or trained support staff. · Visual timetable / visual task organiser/ now and next board, Now/Next/Then board to enable access to all learning. · Use of ICT e.g. Writing with symbols, Clicker8 and Widget. · Specialist support from Early Help for pupils needing highly differentiated individualised teaching e.g., Autism Outreach and the Local offer. · Frequent home/ school communication and shared targets through ILPP's. - Individual arrangements for SATs. · Use of recordable whiteboards in class. · Green/Red support card on pupil's desk showing a pupil needs help from teaching staff without need for verbal communication. · ILPP's, My Support Plans drafted with parents and pupil involvement and implemented throughout home and school. · Child placed in lead teachers' group for school trips. · Assess to chewelry and sensory comforter from home. · Longer sessions for parents evening. · Red, Yellow, Green activity trays. · Personalised sensory circuits. · Attention Autism group sessions run by trained staff. · Intense interaction groups sessions run by trained staff. |