

## Provision Map

### Communication and Interaction

<b>(Wave 1) Universal provision. High Quality Teaching for All</b>	<b>(Wave 2) Targeted- Differentiation and adaptation</b>	<b>(Wave 3) Specialist provision- Interventions</b>
<ul style="list-style-type: none"> <li>· First quality teaching with multisensory curriculum</li> <li>· Learning taught in bite size chunks with reduce language, staff should speak in short sentences and direct the child in a simple way.</li> <li>· Use child's name first to ensure you have their attention before giving other information.</li> <li>· Use visual prompts alongside spoken language including visual timetables.</li> <li>· Have clear, concise and consistent rules and always reward the positives and effort not outcome.</li> <li>· Allow children time to process and speak. (Teacher count back from 10).</li> <li>· Sitting in circles or opposite partners to see others talking.</li> <li>· Teacher to ensure you are facing the pupil so they can see your mouth.</li> <li>· In class teaching staff to support to aid delivery of targets.</li> <li>· More opportunities in play and focused learning for discussions with peers or teacher extending and developing language.</li> <li>· Additional adult support available at unstructured times e.g. lunch time clubs and friendship groups.</li> <li>· Use of recordable whiteboards in class.</li> </ul>	<ul style="list-style-type: none"> <li>- Social skills intervention, e.g. Break time/lunch time monitoring.</li> <li>· Social Stories /Time to Talk / Language Links interventions.</li> <li>· Blending programme support children with their SLCN and PSED needs.</li> <li>· Social seating and proximity to teacher and other children.</li> <li>· Social Skills group training e.g. Turn taking, social stories, role play and Lego therapy.</li> <li>· Small group work including circle time/ Jigsaw focus.</li> <li>· Alternative forms of recording to avoid the need for extended verbal communication such as use of ICT, peer buddy support, scribe, recordable buttons, record to type and teacher team support.</li> <li>· Ear defenders, chair bands, fidgets, sensory toys, wobble cushions and seat wedge.</li> <li>· Use of scribe/alternative forms of recording when generating ideas</li> <li>· Access to shared interaction intervention.</li> </ul>	<ul style="list-style-type: none"> <li>· Alternative means of communication – e.g. Communication in Print, Makaton, tapping, photographs and Wiget's. All modelled alongside spoken language.</li> <li>· Specialist support from SENCo for pupils needing highly differentiated individualised ILPPs, HCP's, EHCP's or outside agency involvement.</li> <li>· Adapted curriculum based on the child's developmental age and interests</li> <li>· 1:1 SALT sessions – delivered by Speech Therapist or trained support staff.</li> <li>· Visual timetable, visual task organiser, now/next, Now/Next/Then board.</li> <li>· Use of ICT e.g. Writing with symbols and Widget.</li> <li>· Frequent home/ school communication and shared targets through ILPP's.</li> <li>- Individual arrangements for SATs- extra time, reader, scribe.</li> <li>· Green/Red support card on pupil's desk showing a pupil needs help from teaching staff without need for verbal communication.</li> <li>· My Support Plans drafted with parents and pupil involvement and implemented throughout home and school.</li> <li>· Child placed in lead teachers' group for school trips.</li> <li>· Longer sessions for parents evening or held on other days.</li> <li>· Red, Yellow, Green activity trays for adaptive work.</li> <li>· Personalised sensory circuits.</li> <li>· Activities/learning tailored to EHCP outcomes.</li> <li>· Shared interaction group sessions run by trained staff.</li> <li>· Soft start/ end today includes special interest or special job.</li> <li>· Flexible timetable.</li> <li>· Pre-key stage assessment programme to measure small step progress.</li> <li>· Option available for uncoupled year group for children not able to access chronological group emotionally or academically through the support of the Local Authority, Headteacher and SENCo.</li> <li>· Access to individual workstation.</li> <li>· Child placed in lead teachers' group for school trips.</li> <li>· Application for EHCAR or referral to outside agencies involvement.</li> </ul>