

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)
<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. - Allow children time to process "thinking time" (count back from 10). - Sitting in circles or opposite partners to see others talking. - 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. - Provide 'now and next' boards for pupils/ pupils to reduce cognitive overload. - More opportunity in play and focused learning for discussions with peers or teacher extending and developing language 	<ul style="list-style-type: none"> - Alternative means of communication – e.g. Communication in Print for meaning. - 1-1 speech therapy sessions – delivered by Speech Therapist or trained support staff. - Visual timetable / visual task organiser/ now and next board to enable access to all learning. - Use of ICT e.g. Writing with symbols 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. - Individual arrangements for SATs. - Use of recordable whiteboards in class. - Help Card on pupil's desk. - 1:1 chaperone on school trips. - Ear defenders and chewelry. - Longer sessions for parents evening offering in school timeslots.

Updated February 2023