



Communications and Interaction Needs

Universal Quality-First Teaching	Classroom Based Support	Small Group/1-1 Interventions	External Support
<ul style="list-style-type: none"> • See <u>Teaching and Learning Policy</u> • Regular and close contact with parents/carers • Use of visual scaffolds to aid teaching and learning on working walls and presentations • Careful consideration of the amount of scaffolding needed for each child for each lesson • Explicit teaching of good listening skills (SLANT) • Use of talk-partners to promote peer-tutoring and learning • Language rich environment • Vocabulary is “taught not caught” • Be aware of literal interpretations • Say thank you rather than please at the end of instruction to indicate expectation 	<ul style="list-style-type: none"> • All children in EYFS/KS1 to be assessed using VERBO with resulting interventions • Clicker • Pictorial communication grids • Staff trained in Makaton/British sign language • Now and next board • Plan ahead: Warn of change rather than avoid • Allow extra time for processing • Say child’s name before giving instruction 	<ul style="list-style-type: none"> • Talk boost • NELI • Interventions based on Speech and Language therapist’s recommendations 	<ul style="list-style-type: none"> • Educational psychologist • NHS Speech and Language • Inclusion hub • GP

Whole School Provision Map