

Provision Map – Communication and Interaction



Universal provision (Wave 1) High Quality Teaching for All	Early Interventions (Wave 2) Often group teaching	Personalised provision (Wave 3) 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, and first and then boards where needed. Plan ahead with changes to usually routines, adapt the timetables so children can prepare. • Have clear, concise and consistent rules and always reward the positives • Allow children time to process (count to 10) • Use of Makaton for learners • Sitting in circles to see others talking • Use of SEAL activities 	<ul style="list-style-type: none"> • In-class TA support to aid delivery of targets • Speech and language group support • Social skills intervention, e.g. • Break time/lunch time monitoring • Social Stories/Chatterbox room/Time to Talk/ECAT /Word Aware/Early Words Together, Language Links interventions 	<ul style="list-style-type: none"> • Alternative means of communication – e.g. Teacher / class use of signing , Makaton, PECS, symbols for meaning, photographs for meaning and independence • 1-1 speech therapy sessions – delivered by Speech Therapist and/or TA ELKLAN trained • Visual timetable / visual task organiser/ first and next board to enable access to all learning • Use of ICT e.g. Writing with symbols and Widget, • Specialist support from EMS staff for pupils needing highly differentiated individualised teaching e.g. Hookstone EMS, Autism Outreach • Frequent home/ school communication and shared aims. • Individual arrangements for SATs