



Provision Map for - Communication and Interaction



Quality First Teaching	Booster Catch Up	Personalised Provision
<ul style="list-style-type: none"> • Calm, supportive learning environment • Appropriate use of visual, auditory and kinaesthetic strategies to best meet needs • Consistent visual timetables • Plan for differentiation of task and outcome where necessary, including opportunities for alternative ways of recording skills and knowledge • Make explicit links to previous learning. • Identify core vocabulary and concepts for lessons • Build in opportunities within a lesson for over-learning, repetition, and generalisation of concepts • Identify appropriate resources to facilitate hands-on, experiential learning • Communicate orally and visually the learning objectives for the lesson • Rich curriculum experiences such as drama, art, sport • Clear and consistent boundaries • Regular positive reinforcement • Clear class structure, routine and timetables • Sensory approaches to learning • Access to computers to support learning • Differentiation of work and level of questioning • A range of practical and creative opportunities • Use of talk partners • Systematic teaching of phonics where required • Talk for learning • Group learning 	<ul style="list-style-type: none"> • Guided talk groups: 'Time to Talk', 'Narrative Therapy', 'Art Therapy' • Lego Therapy • Small group work with children who can model language • Use of sensory approaches • Revisiting prior learning to strengthen long term memory • Support provided at less structured times including clubs, playtimes and transitions • Reinforcement of key ideas • Small group work on emotions and understanding feelings • Area provided for 'quiet time' inside or outside of class • Sensory room time for down time, sensory stimulation, work on specific emotional barriers • Manage transitions - between classes and to high schools • EAL vocabulary pack • Makaton 	<ul style="list-style-type: none"> • Incorporate advice from a speech and language therapist and/or specialist teacher relating to individual needs • Specify and consider reducing the vocabulary/ concepts to be learned for pupils with specific language needs • Plan for pre-teaching of specific vocabulary/concepts using a structured format • Identify key approaches for TA to use with individual pupils/small group, either to support class activity or to complete therapeutic interventions determined by SaLT • Produce individual support materials e.g. Talking Tins, Clicker 7 • Incorporate ILP targets into planning • Regular meetings with parents to discuss progress and set targets - extended parent consultation slots • Feelings fans • Individualised visual timetable • Makaton signs • Work to develop organisational skills • Support from outside agencies and specialists. • Specific behaviour targets • Individual reward system • Individual risk assessments for certain activities • Social Stories / Scripts • Labelled and organised resources • Flexible teaching arrangements • Dark tent • Social Scripts • Alternative means of expression e.g. signs or symbols • Use of CAN-Do tool to support identification of need and help prioritise targeting of intervention support • Interpreter in meetings (internal or requested from EMS)