

## Whole School Provision Map – Communication and Interaction

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’ (COP 6.36)

‘High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching’ (COP 6.37)

### **Intent:**

We are committed to developing the communication and interaction skills of all children, including those with an Autistic Spectrum Disorder. These skills are explicitly taught in the Early Years Foundation Stage and developed further throughout KS1 & KS2. Communication is a key feature of our curriculum and our vocabulary rich environment and lessons support all children to access our classroom curriculums. Additional resources, tailored interventions and specialist support enable children with communication and interaction difficulties to develop methods of communicating with others at a level appropriate to the individual child.

### **Curriculum**

BELIEVE values and aims drive the curriculum  
Oracy focus across the curriculum  
Communication is a key feature of our curriculum and therefore evident within lessons and learning opportunities  
Reading underpins all learning  
Vocabulary rich learning environments across school  
Lessons incorporate collaborative learning  
Experiences and opportunities planned to raise aspirations  
Trips, visits and visitors in all year groups

### **Quality First Teaching (support to access the curriculum)**

Pre Teach  
Immediate intervention  
Colourful semantics  
In Print – to support children’s understanding of lesson content  
Use of iPads/headphones – recording of a teacher, marking and feedback, instructions  
Collaborative learning  
Talk partners  
Visual timetables  
Scaffolding (guided groups)  
Vocabulary development – use of In Print, working walls, word banks, talk for writing, paired talk, helicopter stories  
Visual aids, prompts & props  
Pupil progress meetings, including a focus on children making slower than expected progress  
EYFS – Communication is prioritised for all children within classroom practices and through interventions

### **Interventions**

Enhanced Provision setting for children with higher levels of communication and interaction needs – including the use of PECS, Intensive Interaction, sensory stories and visual aids  
Tailored boosters  
Songs and stories to aid language development  
Speech and language interventions and programmes  
Social Stories

### **Wider curriculum opportunities**

Experience Life after school clubs – sports, drama, choir, dance, games  
In Harmony music lessons  
Residential offered to all in Yr2-Yr6  
Opportunities for all children to apply for roles such as buddies and school council  
Into University for Yr4-6

### **CPD**

Educational Psychologist – 1:1 assessment and support for specific children, SENCO support, consultations with teachers  
Autism Team – Good Autism Practice (TAs) and Leading Good Autism Practice (SENCO), Autism Education Trust, PECS, Intensive Interaction, colourful semantics, visual aids  
Speech & Language Therapist - 1:1 assessment and support for specific children  
Internal staff CPD in Quality First teaching and adaptations, and specific interventions and resources

