

Whole School Provision for Communication and Interaction Needs

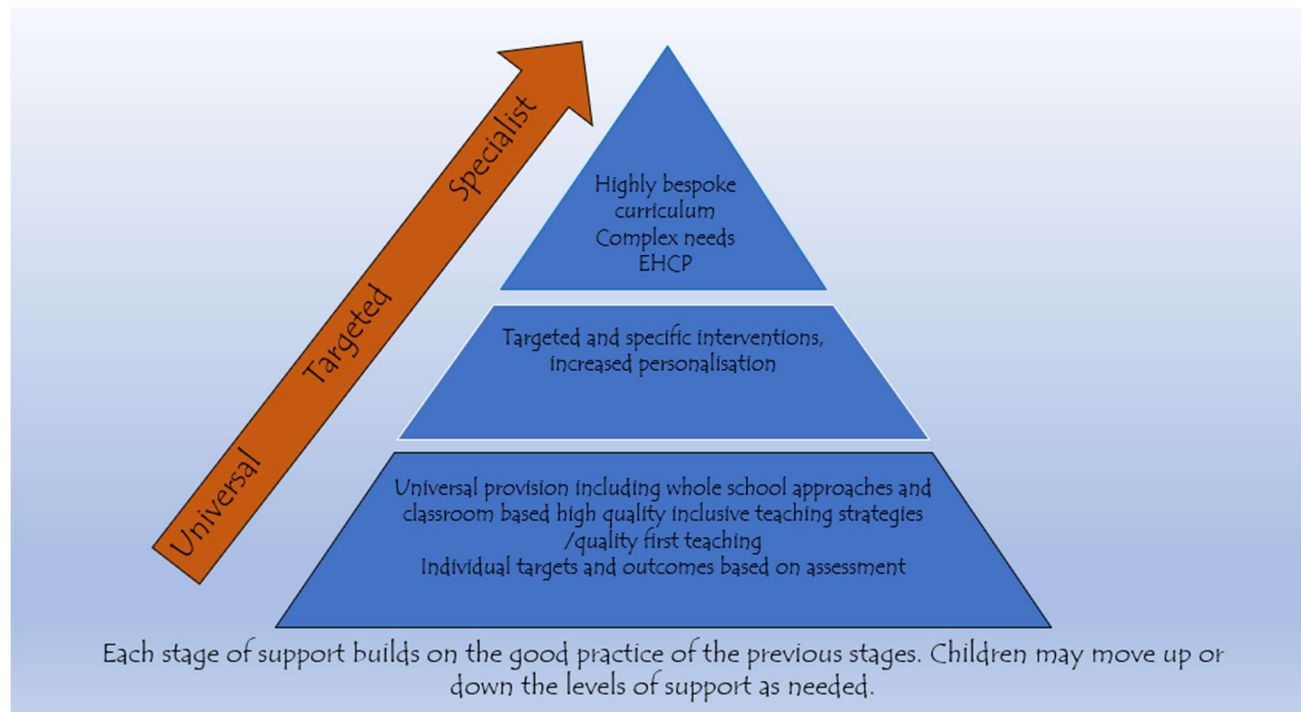
Our whole school provision map outlines the support, resources and interventions available at Hasland Infant School. This provision is detailed within the four broad areas of SEND, as identified by the SEND Code of Practice (2015).

These are:

- **Communication and Interaction (C&I)**
- Cognition and Learning (C&L)
- Sensory/Physical (S/P)
- Social, Emotional and Mental Health (SEMH).

Children with SEND will have a primary need i.e. the most prominent area of need but may also have additional needs in another area(s).

At Hasland Infant School, our SEND provision is organised into three categories; universal, targeted and specialist, in line with the graduated response to SEND, see the diagram below.



Communication and interaction needs affect how a child understands language, expresses themselves, and connects with others. Pupils with these needs may find it difficult to understand instructions, use spoken language, take turns in conversations, interpret social cues, or build friendships. Children may have differences with speech sound pronunciation or differences in how they understand and express language.

Below you will find the Communication and Interaction section of our whole school provision plan, this outlines the support available at our school.

	Universal Provision	Targeted Provision	Specialist Provision
Communication and Interaction	- Quality first teaching, employing adaptive teaching strategies to provide support and/or challenge - Structured school and classroom routines including use of visual timetable in all classrooms - Advanced notice of change (e.g. timetables or staffing) - Differentiated curriculum delivery e.g. simplified language, individual resources during inputs - Increased visual aids/modelling - Repetition/clarification of instructions - Opportunities to work in mixed ability groups with a range of adults including the teacher and teaching assistant - Adapted seating plans e.g. sitting close to the front - Use of fiddle toys when needed - Lots of opportunity for communication - Talk partners - Circle time - Process time - Recast and model sentences - Guided reading - Singing - Daily phonics - Early language skills – phase 1 phonics - Widgits - Modelling use of correct language and grammar	- Speech and Language support (with accompanying SALT plans) - Pre-teaching where appropriate - Individual visual timetables - Visual Supports e.g. Now/Next boards; choice boards; task board - Social stories at key times, for example moving year groups / change in routine or any other time as needed. - Sensory aids e.g. fiddle toys, weighted clothing, chewllery, ear defenders - Increased adult support - Additional planning and arrangements for transition - Agreed home/school communication approaches e.g. meet and greet, 1:1 handover, lunch diary if needed. - Personalised/bespoke timetable - Targeted groups e.g. social skills, turn taking. - Mystery bags - Intensive interaction - Sitting spots - Objects of reference - Nurture - Lego therapy - Seating plans - Box work - Sound mats - Choice board 'I want' - Singing Maths - WellComm	- Augmented Communication aids and alternative forms of communication (e.g. PECS) as directed by SALT. - Speech and Language referral - Specialist NHS Speech and Language support – speech therapist - Specialist provision as detailed in EHCP (as agreed at annual reviews). - Intensive interaction - Curiosity programme - Bucket time (Attention Autism) - Hall group - Box work - Communication boards with widgit e.g. in Magic room

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| | <ul style="list-style-type: none"> ○ Story telling basket ○ Small world in provision ○ Using children's names first when speaking ○ Targeted questions ○ Mystery bag ○ Small group work ○ Makaton – sign of the week ○ Oral rehearsal of sentences ○ Visuals ○ Tales toolkit ○ Being at the child's level ○ Physical gestures / facial expressions ○ Modelling turn taking ○ SHREC ○ PSHE language taught ○ 'Say your sentence' microphone ○ Class attention grabbers e.g. call and response ○ Reducing language ○ Changing the environment ○ Repetition of instructions | | |
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Each stage of support builds on the good practice of the previous stage/s.