

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, including E - Excellent Communicators
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
Talking Tins
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
Slower Learners identification and monitoring
Pupil progress meetings
EYFS – Communication is a huge priority for all children within classroom practices and through interventions

Interventions

Tailored curriculum within the Internal Inclusion Provision group 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

After school clubs – sports, drama, choir, dance, games, cooking
In Harmony music lessons
Chatter Chums
Residentials offered to all in Yr2-Yr6
Opportunities for all children to apply for roles such as buddies and school council
Into University for Yr3-6
Autism Awareness Week

CPD

Educational Psychologist –1:1 assessment and support for specific children, SENCO support
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 specific interventions and resources

