
**Curriculum and Teaching**
- SENCO is responsible for monitoring and coordination of all specialist interventions
- Whole school curriculum emphasizes the importance of the teaching of speaking, listening and understanding
- Whole school promotion of a range of communication skills including gesture, sign and pictures
- Information on how SLCN impacts upon learning/communication needs of child or young person distributed to all relevant staff
- Key vocabulary for units of work and topics identified along with visual cues such as signs, symbols, objects
- Further differentiation of the language of the curriculum according to individual need
- Class/Year Group provision map showing all interventions
- Continuing Professional Development (CPD) for all staff relating to the needs of children and young people with SLCN e.g. the Inclusion Development Programme for SLCN
- School aware of local NHS provision for speech and language therapy as set out in the Local Offer
- Staff ensure planning of the curriculum is differentiated for children and young people with SLCN including:
  ◊ Reducing background noise; awareness of the importance of the acoustic environment
  ◊ Positioning of key adults in class
  ◊ Adults modifying their language, emphasizing key points and chunking to allow time for processing
  ◊ Allowing extra processing time for speaking and listening activities
  ◊ Allowing time for the development of social interaction through group work
  ◊ Developing and enhancing attention skills
  ◊ Support for the provision of and use of ICT for access and communication. e.g. Clicker 5
  ◊ Using natural gesture to support communication
  ◊ Using practical activities and multi sensory approach to learning
  ◊ Adults demonstrating/modelling learning and language
  ◊ Creating a quiet, distraction free space for small group activities
  ◊ Identifying and consistently reinforcing language through visual clues such as pictures, objects, photos
  ◊ The creation of an organised and well-defined physical environment which is labeled using text and visual cues
- Teachers adopt strategies to support language needs of all children and young people including:
  ◊ Adults adapting communication to specific needs of children and young people e.g. differentiated questions
  ◊ Seating children and young people appropriately in all learning situations (on carpet, at tables, in assembly, technology and science areas)
  ◊ A range of prompts to support understanding (e.g. repetition, rephrasing, explaining, demonstration)
  ◊ Use of peer support when grouping children and young people
  ◊ Use of prompts and scaffolding of tasks to promote independent working
  ◊ Children and young people taught to use appropriate strategies to support their functional communication, social skills and self-esteem.

**Assessment**
- All staff are aware of the indicators of SLCN and are able to contribute to the early identification of children and young people with SLCN
- Staff use a range of assessment tools to assess children and young people with SLCN e.g. National Curriculum Speaking and Listening Levels, Pivats, P-Levels, APP, IDP checklist/observations, CATS scores
- If there are indicators of autism refer to the SENCO for further advice
- Regular reviews of progress to include children and young people, parents/carers, other professionals and specialist teacher if involved as part of whole school processes

**Pastoral Care**
- Guidance for parents/carers in how to support the development of children and young people’s speech and language
- Signs around the school include symbols/visual cues in addition to text
- An outside/indoor environment with spaces/areas for quiet activities
- All staff recognise that unusual and challenging behaviours are a form of communication. These may be an indicator of unmet SLCN and may need further assessment.
- Discussion with children and young people and parents/carers and full involvement in identification, assessment and planning
- Regular sharing of information with parents/carers
- Awareness of the possible impact of SLCN on children and young people’s self-esteem
- Availability of safe havens.
- Structured playground/social support or alternative provision. e.g. lunch /break clubs
## Communication and Interaction Needs: Speech, Language and Communication Needs

### Special Educational Needs Support

<table>
<thead>
<tr>
<th>Curriculum and Teaching</th>
<th>Assessment</th>
<th>Pastoral Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>- SENCO is responsible for monitoring and coordination of all specialist interventions</td>
<td>- Further specialist assessment where there is evidence of a lack of expected progress in the development of speech, language and communication despite high quality and time limited interventions</td>
<td>- Strategies to facilitate transitions during the school day (transition from one teacher to another/one subject class to another/from classrooms to outside areas/dining room) e.g. visual timetable/buddy</td>
</tr>
<tr>
<td>- Advice/support provided from specialist support services as part of their core/statutory role</td>
<td>- Staff use a range of up to date standardized assessment tools to assess expressive and receptive language skills e.g. BPVS, WRIT</td>
<td>- Regular sharing of information between children and young people, parents/carers and other agencies</td>
</tr>
<tr>
<td>- Increased differentiation of the curriculum according to individual need including:</td>
<td>- Multi-agency meeting, such as CAF or Team Around the Child, set up, as appropriate.</td>
<td>- Enhanced support for social engagement, making friendships, developing relationships and raising self-esteem</td>
</tr>
<tr>
<td>◦ Individual provision map/identifying all ‘additional to’ and ‘different from’ provision</td>
<td>- Regular reviews of progress to include children and young people, parents/carers, specialist support services and outside agencies where appropriate</td>
<td>- Mentoring/counselling available to address self-esteem where appropriate</td>
</tr>
<tr>
<td>◦ Photographs to record activities and to help child or young person (children and young people) recall vocabulary and sequence events if appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Preview text and vocabulary to increase understanding, independence and participation in class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Updated information about individual children and young people to all staff within the school e.g. profile of strengths, difficulties and planned support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teachers adopt strategies and targeted programmes identified by SENCO and specialist support services to support individual needs of children and young people including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ An individually adapted physical environment that is organised and well-defined and labelled using written and visual clues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Clear and predictable daily routines, supported by a range of strategies (visual timetables, lists, task planners and verbal reinforcement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Support for the provision and use of specialist ICT for access and communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Regular small group or individual teaching support to address individual’s speech, language and communication needs/social interaction skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Implement regular individual speech and language programme following advice from SaLT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Extended use of prompts, task scaffolding and tools such as ICT to promote independent working</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Targeted teaching within lessons delivered by learning support staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Consider the specific teaching of; vocabulary, comprehension and inference, use of language, sentence structures, the speech sound system, sequencing, active listening skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>