



Area of need –Communication and Interaction ASD, Speech and Language

<p>Wave 1 Quality first teaching – all pupils</p>	<p>Wave 2 NNS/NLS catch-up interventions for children working just below age related expectations</p>	<p>Wave 3 Additional and different for some pupils</p>
<ul style="list-style-type: none"> • High quality wave 1 teaching and learning • Flexible teaching arrangements • Structured school and classroom routines • Differentiated curriculum delivery e.g. simplified language or minimal use of language • Differentiated outputs e.g. cartoon strip instead of written prose • Increased visual aids / modelling etc • Visual timetables • Use of symbols • Consider learning styles - VAK • Have High expectations • Keep up pace-vary tasks • Talk partners – careful choice of partner • Positive Whole school behaviour policy • Modelling of good behaviour by staff • Planned use of adult voice & body language • Praise to get attention used by all staff • Deliberate choice of child to lead valuable activities – e.g. digital camera • Circle time • Formal and informal liaison with parents 	<ul style="list-style-type: none"> • In-class TA support to aid delivery of targets • Speech and language group support • Social skills training group • Break time/lunch time monitoring • Language enrichment group • Socially Speaking-group • Carefully planned transition arrangements 	<ul style="list-style-type: none"> • Alternative means of communication – e.g. Teacher / class use of signing • 1-1 speech therapy sessions – delivered by Speech Therapist and/or TA • Individual arrangements for SATs • Visual timetable / visual task organiser • Use of ICT e.g. Clicker 5 • Additional planning and arrangements for transition.

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| <ul style="list-style-type: none">• Positive displays promoting expectations• Learning walls• Safe place in classroom/school | | |
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