

**Remember:**

The purpose of this document is to share our School Offer at different levels of the Graduated approach. All of our children are unique and will receive the provision and professional involvements that are relevant to them.



## Communication and Interaction Provision Map

Graduated Approach Level	Who is involved?	Assessment of Strengths and Needs	Classroom Support	Interventions
<b>High Level Support available to a small minority of pupils</b>	UNIVERSAL AND TARGETED, PLUS: -Educational Psychology  -EHCP caseworkers  -Children's Community Learning Disability Team (CCLDT)  -Speech and Language Therapy Special Needs Service  -Short Breaks to support access to extra-curricular activities	UNIVERSAL AND TARGETED, PLUS: <b>EHCP Annual Review process</b>  Assessment/tracking using the <b>Engagement Model</b>  <b>Early Help Assessment</b> to seek support from wider Stockport Family colleagues  When a child is using a specialist communication system or approach we may also utilise the progress tracking objectives for that system	UNIVERSAL AND TARGETED, PLUS: <b>TA support to facilitate a level of personalised provision that cannot be met by a class teacher-</b> For example: -developing the use of specialist communication systems eg Intensive interactions/PODD or other communication boards/extensive Makaton within the classroom -extensive scaffolding/adaptation -significantly different routines eg alternating demand tasks and motivating/regulating tasks throughout the day, regular "brain breaks" (both planned and reactive to need) -bespoke provision in addition to the ambitious curriculum for all eg additional learning around key life skills -support on the playground to facilitate positive peer interaction	UNIVERSAL AND TARGETED, PLUS: -Multiple therapy plans prescribed by external professionals  -1:1 learning to use more complex assistive technology eg eye gaze or other digital communication systems such as boardmaker online  -1:1 learning to develop the use of specialist communication approaches eg Intensive interactions/PODD or other communication boards/Makaton

<p><b>Targeted Support available to some pupils</b></p>	<p>UNIVERSAL PROVISION PLUS:          -Speech and Language Therapy-either from our buy back (CBI) therapist or NHS early years/school-age/stammering/selective mutism services</p> <p>-Inclusion Service</p> <p>-We may consider following diagnostic pathways at this level (see the Diagnosis section of the SEN Information report for more information)</p> <p>-Early Years SEN improvement team</p> <p>-Child Development Unit (nursery age)</p>	<p>UNIVERSAL PROVISION PLUS:  <b>-One Page Profile</b> documenting “need to know information” about an individual including strategies to use/avoid to support communication          NB a child doesn’t have to be on a SEN plan to have a OPP (see SEN Information Report)</p> <p><b>-Termly SEND Person Centred Reviews</b>          -Children working below their Key stage to be assessed and tracked against <b>Pre-Key Stage (PKS) standards</b></p> <p>-Assessments conducted by any external professionals will be incorporated into one SEN plan</p> <p><b>Optional school-led assessments</b>          -WELLCOMM Language assessment          -Speechlink speech sounds assessment</p>	<p>UNIVERSAL PROVISION PLUS:  <b>-Additional/ different/ longer scaffolding</b> to enable independent achievement</p> <p>-Access to a <b>reduced stimulus workspace/tasks</b></p> <p><b>-Personal supportive visuals</b> eg Now and Next/I am working towards boards</p> <p><b>- Shorter periods of demand/Additional planned breaks</b> accommodated within the classroom</p> <p><b>-Small group, teacher led, targeted learning</b> to address identified needs eg pre-teaching and overlearning of target vocabulary</p> <p><b>-Access to some specific tools</b> eg communication boards, word wheels to support word retrieval, colourful semantics framework to help structure language</p> <p><b>-Simple assistive technology</b> eg using an ipad camera to record using photographs/video</p>	<p>UNIVERSAL PROVISION PLUS:          -Therapy programmes as prescribed by external professionals</p> <p><b>-Read Write Inc Keep Up Not Catch Up phonics Intervention</b>  <b>-WELLCOMM intervention</b>  <b>-Speechlink intervention</b>  <b>-Therapeutic Lego Intervention</b></p> <p><b>-Small group, teaching assistant led, targeted learning</b> to address identified needs eg developing listening and attention in a smaller group and quieter environment, <b>developing social understanding through social stories and comic strip conversations</b></p> <p><b>-Talking Mats or other visual tools to communicate wishes and feelings</b></p> <p><b>Supporting learning at home:</b>          -Termly SEND Person Centred reviews to identify specific outcomes and suggestions for how these might be supported at home          -WELLCOMM/Speechlink suggested activities shared          -SaLT plans sent home for additional consolidation</p>
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<p><b>Universal Provision available to all pupils</b></p>	<ul style="list-style-type: none"> <li>-Pupil</li> <li>-Parents/Carers</li> <li>-Class Teachers</li> <li>-Teaching Assistants</li> <li>-SENDCo</li> <li>-Senior Leadership Team (SLT)</li> <li>-Curriculum leaders</li> </ul> <p>All of our pre-school age children have access to Health Visitors</p> <p>All of our School age children have access to the School Nurse</p>	<p><b>-Parent/Carer Views</b> In Early Years we may utilise the Ages and Stages Questionnaires to gather your views</p> <p><b>-Pupil Voice</b></p> <p><b>-Teacher Assessment</b> against Age-Related Curriculum expectations: <b>-EYFS Framework</b> relevant areas: Communication and Language - Listening, Attention and Understanding -Speaking Communication and Interaction is a "Prime" need and as such will affect achievement in other areas</p> <p><b>-National Curriculum</b> Communication and Interaction impacts on achievement in all areas -All KS1 pupils working below age related expectations in English and Maths are assessed and tracked against <b>Stockport SEN Standards</b></p> <p><b>Statutory, national assessments:</b> -Reception Baseline -Year 1 Phonics Screening -Year 2 National Tests</p>	<p><b>SEN Friendly classrooms including-</b></p> <ul style="list-style-type: none"> <li>-<b>Visuals to support understanding</b> eg timelines, behavioural expectations (every staff member has the same symbols on their lanyard) and new vocabulary</li> <li>-<b>Accessible tools to support learning</b> eg concrete objects and number lines for maths and phonics displays/word walls for English</li> <li>-<b>Controlled stimulation levels</b> eg controlled noise, temperature and light levels, no unnecessary/busy displays</li> <li>-<b>Due consideration of positioning of children-</b> Particular regard for children with communication and interaction barriers</li> <li>-<b>Opportunities for peer interaction</b></li> </ul> <p><b>Well-planned, ambitious curriculum for all, including experience based learning</b> eg using concrete objects to explore mathematical concepts alongside pictorial/abstract methods in maths, DEAL (Drama, Engagement and Active learning) to enhance multiple subjects throughout school, Tales Toolkit (a toolkit that breaks stories into their key elements of character, setting, problem and solution) is used throughout early years, foundation subjects are enhanced with practical activities such as experiments, orienteering, handling artefacts and photographs, artistic and musical exploration, use of chromebooks, school trips and visitors to make learning memorable and meaningful and allow all children to explore their strengths and interests</p> <p><b>Planned vocabulary development</b> -supported with makaton in nursery -word maps/word walls to support the learning of new vocabulary throughout school</p> <p><b>Systematic synthetic phonics-</b> We follow the Read Write Inc scheme throughout nursery and school This helps children with communication and interaction barriers through: -Silent signals to support class management -Predictable structure -Increasing sound awareness -Extensive repetition and talk practise</p> <p><b>Adaptive teaching</b> including: -Explicit instructions -Scaffolding -Flexible groupings (See SEN Information Report for more detail)</p>
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<p><b>The core of our School Offer is a knowledgeable and highly skilled staff force</b></p>			
<p><b>Whole Staff training</b></p> <p>External provider training:</p> <ul style="list-style-type: none"> <li>-Read Write Inc</li> <li>-AET Making Sense of Autism/Stockport Autism Awareness</li> <li>-Team Teach</li> </ul> <p>Internal CPD on:</p> <ul style="list-style-type: none"> <li>-Subject leadership including SEN provision</li> <li>-Improving one page profiles and SEN plans</li> <li>-GMIS Universal Provision offer</li> <li>-The Entitlement Framework</li> <li>-The Value of Visuals</li> <li>-SEND Code of Practice</li> </ul>			<p><b>Staff with specialist training in:</b></p> <ul style="list-style-type: none"> <li>-Intensive Interactions</li> <li>-WELLCOMM</li> <li>-ELKLAN</li> <li>-Therapeutic Lego</li> <li>- Talking Mats</li> <li>- Down Syndrome and Communication</li> <li>-Assistive technology to support children with communication barriers</li> <li>- An introduction to good practice in Supporting Children with complex needs and autism by using visuals</li> <li>-Seeing the Autism</li> <li>-Supporting children with dysfluency and selective mutism</li> <li>-Supporting children with English as an additional language</li> </ul>