Communication & Interaction: SLCN *(to be considered in conjunction with the Autism guidance)*

Universal	- Adapted curriculum planning, activities, delivery & outcomes e.g., simplified language, key words on working wall and on spelling lists - Structured school & class routines - Adapt language: focus attention using children's names before giving instructions/say less/focus on the here and now/use positive language with comments or directions instead of questions - Use of visual prompts/ICT to make learning more visual - Personalised visual timetables, choice boards, task organisers etc - Visual support (objects/pictures/symbols). - Instructions in manageable chunks and waits for the child's response before giving the next (visual support for sequence of instructions may need considered- First & Then/Now & Next) - Verbal model and prompt - Systems of visual feedback to allow pupils to show they have understood e.g. traffic light cards - Classification of words as tier 1, 2 and 3 (Beck et al., 2013). Use of tier 1/2 words to teach/pre-teach tier 3 words - Multisensory vocabulary teaching - Shared reading and targeted play/activities to develop and extend knowledge of tier 2 vocab - Structured phonological awareness skills teaching in small groups - Exemplification of the different purposes/functions of language - Reinforcement of new vocabulary and concepts in a range of contexts - Inclusive practices, such as peer rehearsal, to ensure everyone can answer - Talking frames to provide a structure for reporting, telling stories and sequencing etc - Encourage adults to 'think aloud' when making predictions, inferences, hypotheses etc., so that pupils begin to understand the processes involved in linking new learning to existing information, speculating, problem solving etc - Encourage pupils to use strategies to organise ideas and information, e.g. mind maps, narrative frameworks (spoken and written), colour coding, use of bullet points - Participate in a listening and attention group, using range of games and activities to teach/model skills - Provide opportunities for pupils to develop their skills of sequencing information (including teaching of language of time) - Use ICT to support written language skills – particularly beneficial for redrafting or reordering work

	• Provide pupils with a model to ask for help/signal desire to join in with peers/initiate interaction etc • Use of motivators to communicate
Targeted (SEN Support)	• Speech and language programme/Intervention focusing on receptive or expressive language and sound production. • Work on targets as advised by Speech and Language Therapy • Additional group work focusing on phonological awareness skills and differentiated activities to target specific areas of need • A quiet room may be needed to help a child discriminate a sound. Classrooms can be quite a distracting environment, especially when distinguishing between similar sounds, such as 'p' and 'b' • Turn taking/Cause and effect games with adult modelling use of language and communicative partner modelling • Use of colourful semantics • Items out of reach to communicate wants • S.H.A.R.E Framework used to structure interactions
Specialist (additional to and different from)	• An intensive, specialist speech and language curriculum should be provided with access to speech and language therapy from local NHS core services or from another commissioned provider • Specific structured teaching of vocabulary and concepts, in context • Alternative mechanisms/Specific programmes to develop independent use of ICT, recording skills and communication through AAC as appropriate with trained staff • High level of adult support for learning and model language use **Please refer to the Progressive Provision Banding Document for guidance at this level.**