

## Communication & Interaction – Core Offer

**Universal approaches** – most children’s needs can be met by using these strategies. Effective use of these strategies will prevent the need for intervention for most children.

Universal Strategies	
<ul style="list-style-type: none"> <li>• Quality First Teaching strategies</li> <li>• Differentiated curriculum</li> <li>• Differentiated teaching styles</li> <li>• Visual support e.g. visual timetables</li> <li>• Differentiated Teaching styles</li> <li>• Modelling of language / interaction</li> <li>• Working walls</li> </ul>	<ul style="list-style-type: none"> <li>• Use simplified language</li> <li>• Opportunities to interact in pair groups and / or small groups</li> <li>• Opportunities to interact as a whole class eg. Circle time</li> <li>• Work banks</li> <li>• Use of Communicate In Print</li> <li>• Use of technology to support learning</li> <li>• ASD strategies in classrooms</li> <li>• Total communication approach (verbal, symbols &amp; Makaton)</li> </ul>

**Targeted approaches** – a small group of children will still struggle to make progress despite effective universal support.

Targeted Strategies	
<ul style="list-style-type: none"> <li>• In-class Additional targeted teacher support with speech and language focus</li> <li>• In-class targeted small TA group support</li> <li>• Attention and listening groups</li> <li>• Use of Comic strips and / or social stories</li> <li>• Adult’s self-awareness of use of verbal and body language</li> </ul>	<ul style="list-style-type: none"> <li>• Ear defenders</li> <li>• Sensory audit</li> <li>• Social communication programs e.g Lego Therapy</li> <li>• Targeted Speech interventions, Speech Link and Language Link</li> <li>• Language interventions designed by NHS or our own Speech and Language Therapist.</li> <li>• Individualised Now &amp; next or visual timetables</li> </ul>

**Personalised approach** – Only a few children will need this highly personalised support to make progress.

Personalised approach	
In Class	SENDCo
<ul style="list-style-type: none"> <li>• 1:1 personalised support for some or all lessons</li> <li>• Individualised curriculum</li> <li>• Use of workstation</li> <li>• Scaffolding and backward chaining</li> <li>• Catch up programmes</li> <li>• Colourful semantics</li> <li>• Interventions tailored by SLTS/ SALT</li> <li>• Language for Thinking interventions</li> <li>• Black sheep interventions</li> <li>• ASD Transition support</li> <li>• Interventions planned by SALT and/or STLS</li> <li>• Selective Mutism, specific interventions</li> <li>• Exam accessibility arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison and supervision of specific and targeted interventions</li> <li>• Advice through Pupil Progress Meetings and SEN reviews</li> <li>• Referral to external services</li> <li>• Resourcing targeted interventions</li> <li>• Referral to Specialist Teaching Services (STLS) surgeries</li> <li>• Referral to Local Inclusion Forum Team (LIFT)</li> <li>• Referral to Speech and Language Therapist</li> <li>• Referral to Educational Psychologist.</li> </ul>