

SWEPS Whole School Provision Map – Communication and Interaction

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’ (COP 6.36)

‘High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching’ (COP 6.37)

Intent:

We are committed to developing the communication and interaction skills of all children, including those with an Autistic Spectrum Disorder. These skills are explicitly taught in the Early Years Foundation Stage and developed further throughout KS1 & KS2. Communication is a key feature of our curriculum and our vocabulary rich environment and lessons support all children to access our classroom curriculums. Additional resources, tailored interventions and specialist support enable children with communication and interaction difficulties to develop methods of communicating with others at a level appropriate to the individual child.

Curriculum

Communication is a key feature of our curriculum and therefore evident within lessons and learning opportunities.

Reading underpins all learning

Vocabulary rich learning environments across school

Lessons incorporate collaborative learning

Experiences and opportunities planned to raise aspirations

Trips, visits and visitors in all year groups

Leadership is promoted at all levels giving children opportunities to express thoughts and opinions.

Quality First Teaching (support to access the curriculum)

Pre Teach

Immediate intervention

Colourful semantics

Use of iPads/headphones

Collaborative learning

Talk partners

Visual timetables

Signs and symbols around classes and school environment

Scaffolding (guided groups)

Vocabulary development –Use of working walls, word banks, talk for writing, paired talk

Visual aids, prompts & props

Slower Learners identification and monitoring

Pupil progress meetings

EYFS – Communication is a huge priority for all children within classroom practices and through interventions

Environment rich in Growth Mindset prompts.

Visual prompts for behaviour for learning

Interventions

Tailored curriculum within the Internal Inclusion Provision group for children with higher levels of communication and interaction needs – including the use of PECS, Intensive Interaction, sensory stories and visual aids

Tailored boosters- Music therapy and talk therapy

Songs and stories to aid language development

Speech and language interventions and programmes

Social Stories

Talking mats

Wider curriculum opportunities

After school clubs – sports, drama, choir, dance, games, cooking, farm, forest schools

In Harmony music lessons

Residential offered to all in Yr2-Yr6

Opportunities for all children to apply for buddies and school council

Autism Awareness Week

Transform Parliament and leadership programme

CPD

Educational Psychologist –1:1 assessment and support for specific children, SENCO support
Autism Team – Good Autism Practice (TAs) and Leading Good Autism Practice (SENCO), Autism Education Trust, PECS, colourful semantics, visual aids, Makaton training

Speech & Language Therapist - 1:1 assessment and support for specific children

Internal staff CPD in Quality First teaching and specific interventions and resources

