



South Hill Primary School SEND Provision Map



Speech, Language and Communication Needs (Inc Social Communication)

Quality First Teaching - Universal Support	Targeted Support	Specific Targeted Intervention
<p>Role play areas in Early years and KS 1</p> <p>Show and tell opportunities</p> <p>Hot seating opportunities and other drama based speaking and listening activities</p> <p>Class visual timetable</p> <p>Processing/thinking time before expecting answers or hands up / thinking caps</p> <p>Curriculum planning made accessible: activities, delivery and outcome e.g. simplified language.</p> <p>Consider use of pace, pauses, simplification, repetition and chunking of input</p> <p>Clear instructions</p> <p>Use of talk partners/buddies</p> <p>Talk for writing embedded into literacy planning</p> <p>Consider seating arrangements in class – able to see/ minimise distractions</p> <p>Input 1:1 or small group rather than on carpet.</p> <p>Pre teach new ideas / concepts</p> <p>Pre- discussion of trips/events.</p> <p>Lots of specific praise.</p> <p>Use a variety of recording methods e.g. mind mapping, oral, storyboards, flowcharts, using ICT.</p> <p>Visual aids to support communication of needs</p> <p>Structured school and class routines.</p> <p>Positive behaviour reinforcement.</p> <p>The language of choices.</p> <p>Recognition that all behaviour is communication and the use of the STEPS approach to behaviour support</p> <p>Recognition that S&L needs are often an underlying problem for children with behavioural difficulties</p>	<p>Model correct language / pronunciation e.g. yes, that is a train</p> <p>Question “Did you mean train or tain?”</p> <p>Reduced instructions.</p> <p>Clear instructions, chunked where necessary e.g. 1,2,3,4 pro-forma or task planner</p> <p>Reminder for task – visual or recorded on sentence recorders.</p> <p>TA checks in with child daily.</p> <p>Raise the child’s profile in the class.</p> <p>Increased visual aids/modelling.</p> <p>Use of symbols/signs.</p> <p>Time to Talk intervention</p> <p>Wellcomm Intervention</p> <p>Group games to support language development and / or social skills</p> <p>Colour coding /visual coding</p> <p>Table top screens</p>	<p>1:1 speech targets and support as provided by the SALT or SLCA team</p> <p>Socially Speaking intervention</p> <p>Racing to English (EAL specific)</p> <p>PECs</p> <p>Makaton</p> <p>Intensive interaction intervention</p> <p>Bucket Time intervention</p> <p>Blanks questioning sheets</p> <p>Choose boards</p> <p>Use of puppets</p>

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Available Assessment Tools	Supporting Resources	Parents support/advice:	CPD:
<p>Universally speaking framework Articulation screener Wellcomm assessment How should my child sound guidance sheet PIVATS speaking and PIVATS listening assessment sheets AET framework (for ASD)</p>	<p>Colour coding/visual coding Visuals for the classroom Visual dictionaries Sentence recorders Instruction recorders Task planners Communication – strategies guide Guides to colour coding Makaton books / guides Reluctant talker advice Mutism advice Puppets Speaking and listening books to support teaching skills Table Top Screens Black Sheep resources</p>	<p>Ensure your child’s hearing is good (hearing tests) Herts NHS speech and language site: https://www.hct.nhs.uk/our-services/childrens-speech-and-language-therapy/ and look for ‘useful information’ Consistent approach at home and school using universal strategies</p>	<p>EP / SALT / SLCA trainings Special School Trainings/Advice Staff Meetings SENCO led training in house https://www.hct.nhs.uk/our-services/childrens-speech-and-language-therapy/ and look for ‘useful information’ Further training and resources: https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/ http://www.communication4all.co.uk/ Elklan training</p>