

Communication and Interaction

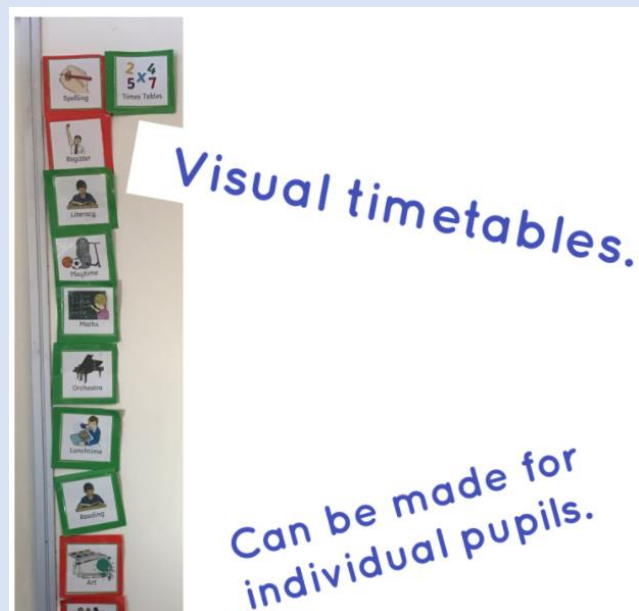
Children may:

- have difficulties with producing or responding to receptive and/or expressive language.
- have difficulties with pronunciation - they may not be clear or fluent.
- have a limited vocabulary, struggle to respond verbally and have difficulty following instructions.
- find social situations and engaging with peers difficult, such as turn-taking during conversations or appropriate level of physical contact during play

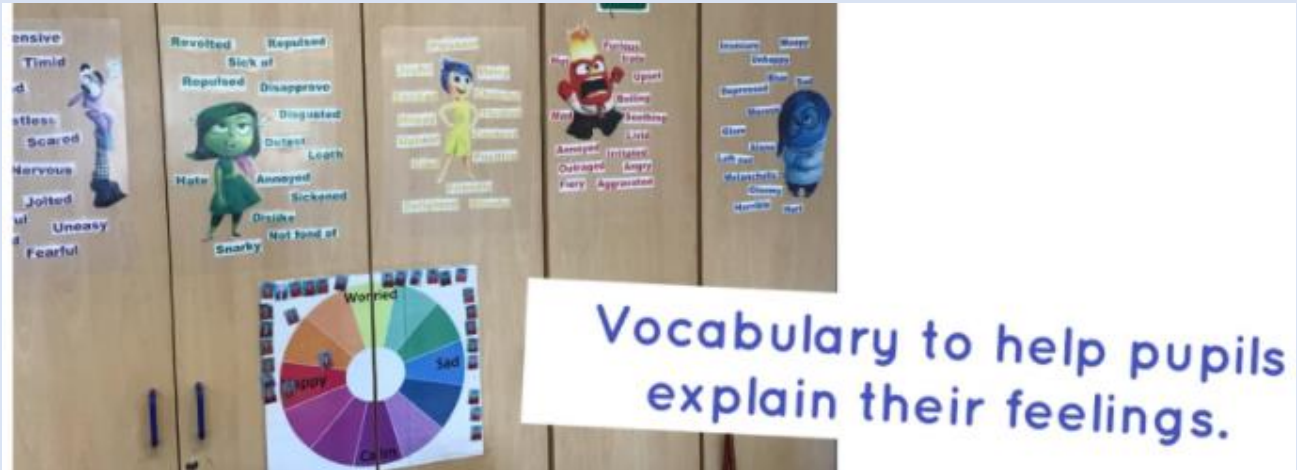
Children may be diagnosed with a specific condition such as Autism Spectrum Disorder (ASD) or Asperger's.

1) Universal provision (all pupils where appropriate)

- Differentiated curriculum, planning, tasks, delivery and outcome.
- I CAN friendly/communication friendly classroom environments.
- Simplified language
- Visual timetables



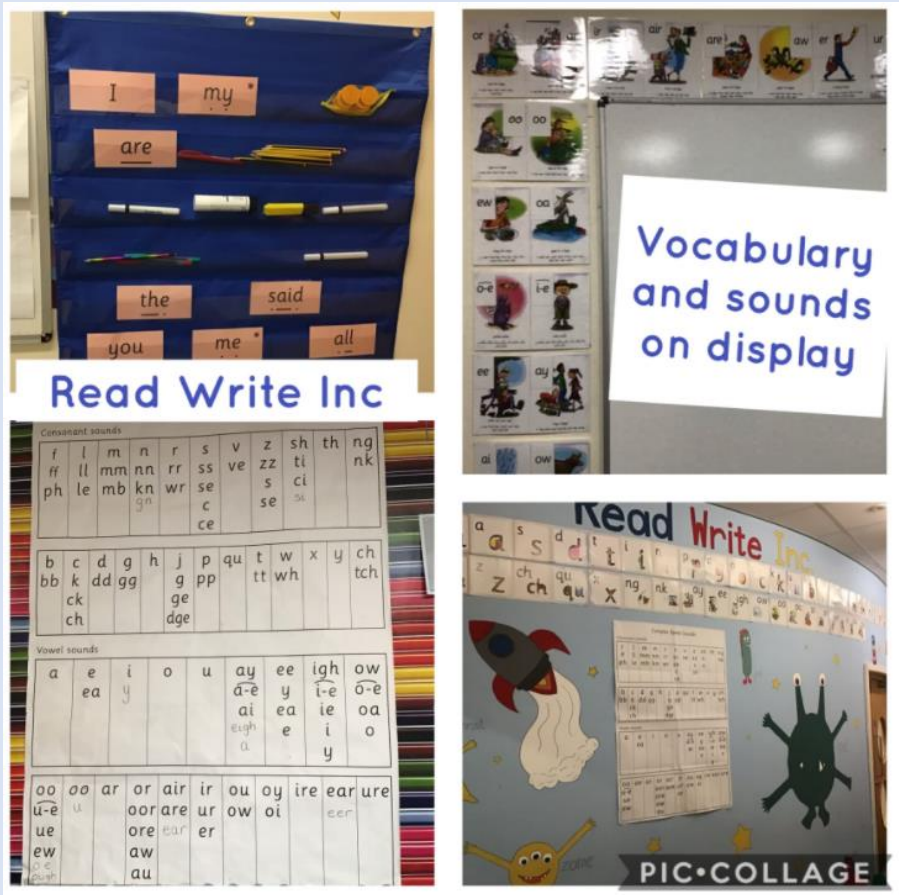
- Consistent routines and expectations
- Use of ICT
- Circle time



- Makaton/signing



- Read Write Inc



- After school clubs

2) Targeted provisions

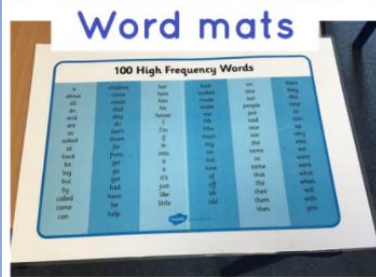
Some children require individual or small group interventions and catch up programmes; some of which are:

- Talking tins and other voice recorders
- Additional ICT - Clicker 7

Using technology such as Clicker 7



- Word banks and visual resources



- Vocabulary groups
- Personalised programmes from specialist advice.

- Speech and Language support from a therapist or specialist TAs in school.
- Nurture group