



<b>Communication and Interaction</b>	<b>Cognition and Learning</b>	<b>Social, Emotional and Mental Health</b>	<b>Physical and Sensory</b>
<p><b>Social Communication</b></p> <ul style="list-style-type: none"> <li>• Say what you mean (explain double meanings, avoid sarcasm etc.)</li> <li>• Preparation for change of activity or lesson</li> <li>• Visual prompting and cues, timetable, instructions, demarcating areas</li> <li>• Systematic organisation of independent learning tasks and activities</li> <li>• Emotional literacy lessons in class</li> <li>• Clear rewards and sanctions –including motivators</li> <li>• Overt expectations made explicit</li> <li>• Calm learning environment</li> <li>• Whole school awareness and training</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Clear and simple explanations</li> <li>• Chunking instructions</li> <li>• Extra time to process what has been said</li> <li>• Check understanding</li> <li>• Model correct sentences</li> <li>• Visual support across the curriculum</li> <li>• Broad range of sentence activities, e.g. description, news telling</li> <li>• Talk partner opportunities</li> <li>• Pre-teaching of subject vocabulary</li> <li>• Guided reading for decoding and comprehension, especially inference</li> <li>• Whole school awareness and training</li> </ul> <p><b>Speech</b></p> <ul style="list-style-type: none"> <li>• Application of specific speech targets during the day</li> <li>• Speechlink group</li> <li>• Attention &amp; listening activities</li> <li>• Oral blending and segmentation linked to reading &amp; spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil's name and eye contact established before giving instructions</li> <li>• Clear and simple instructions, breaking down longer instructions and giving one at a time</li> <li>• Clarify, display and refer back to new and/or difficult vocabulary</li> <li>• Pre-teach vocabulary</li> <li>• Check for understanding</li> <li>• Consistent use of positive language</li> <li>• Jot down key points/instructions</li> <li>• Give time before response is needed</li> <li>• Visual cues and prompts</li> <li>• Visual timetable</li> <li>• Collaborative working opportunities</li> <li>• Key vocabulary displayed/available</li> <li>• Time given for processing</li> <li>• Consistent use of terms</li> <li>• Repetition and reinforcement of skills</li> <li>• Tasks simplified or extended</li> <li>• Whole school awareness and training</li> <li>• Visually supportive learning environments e.g. working walls, word mats</li> <li>• Supported social and emotional development</li> <li>• Positive Marking</li> <li>• Opportunity to access and record information in a variety of way including IT</li> <li>• Use of coloured IWB backgrounds, gels etc.</li> <li>• Structured phonic programmes</li> <li>• Consistent implementation of rewards and sanctions</li> <li>• Multi-sensory approach to learning (VAK)</li> </ul>	<ul style="list-style-type: none"> <li>• Clear whole school behaviour policy</li> <li>• Consistent use of rewards and sanctions</li> <li>• A range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time</li> <li>• Reinforcement of rules – visual prompts to support if needed</li> <li>• Class and school mediation strategies</li> <li>• Social seating and proximity to teacher</li> <li>• Positive intervention strategies</li> <li>• Flexible approaches to a range of different behaviours</li> <li>• Time out systems within the classroom</li> <li>• Use of choice and motivation</li> <li>• Supportive peer systems</li> <li>• Structured routines and clear guidelines</li> <li>• Calming strategies</li> <li>• Clear communication with parent/carer</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce background noise to improve acoustic environment</li> <li>• Preferential seating and position of teacher</li> <li>• Uncluttered and well organised learning environment</li> <li>• Good lighting</li> <li>• Choice making opportunities</li> <li>• Clearly organised learning environment</li> <li>• Specialist vocabulary available at the beginning of each topic</li> <li>• Spelling support</li> <li>• Developing note taking skills</li> <li>• Allow thinking time</li> <li>• Summarise key points at start and end of lesson</li> <li>• Good quality print and photocopying</li> <li>• Pre-writing activities /warm up</li> <li>• Letter formation and fine motor skills activities</li> <li>• Grip development</li> <li>• Pre-prepared work with date/LO etc.</li> </ul>

