



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

