



Whole School Provision Map



Communication and Interaction	Quality First Teaching (QFT)	Additional support Catch up/short term intervention. Guided/Group intervention Additional Enhanced support/some children (At Risk)	SEND support - Few children personalised learning (Working Below)
	<ul style="list-style-type: none"> • PSHE – Circle time • Discussion/Talk partners • Show and tell (FS1) • Planned teamwork exercises • Planned paired talk • Talking partners daily in classrooms • Junior Leadership Team • Visual daily timetable in each classroom • Whole school Behaviour Policy and School rules. • Sentence Coding 	<ul style="list-style-type: none"> • Additional Talk Time and Social Skills group as identified and needed. • Speed reading in pairs and small groups (KS2). • Use of individual visual timetables/prompt cards • Speech Link Assessments • Talk Boost/Early Talk Boost • Now and Next boards (individual) • Use of coloured overlays 	<ul style="list-style-type: none"> • Referral to SALT. • Speech and language support services/Services-assessment, programmes and monitoring. • Sentence coding 1:1 work • Speech and language Therapy 1:1 work. • Use of PECs board <p><u>HI specific</u></p> <ul style="list-style-type: none"> • Access to Teacher of the Deaf

	<ul style="list-style-type: none"> • Visual prompts and gestures. • Differentiated questioning. • Opportunities to rehearse sentences before speaking • Assessment for Learning • Explicitly modelled examples of speaking and listening. • Learning tasks broken down into chunks. • Access to sign supported English/BSL • Access to visual and signed prompts. • Visual phonics • Visual prompts for speech pronunciation (visual phonics pictures) • Specifically placed classroom seating. • Weekly BSL lessons. 	<ul style="list-style-type: none"> • Pre-teaching key vocabulary • Mentoring • Advice from Speech and Language Therapist • Use of Early Years speech Assessment tool • Talk Tins/recording devices • Sensory room access 	<ul style="list-style-type: none"> • Weekly 1:1 support from Teacher of the Deaf • Contact in school from Nottingham Auditory Implant Programme (NAIP) via Teams. • Contact in school from Derby Children's Audiology • Access to radio aids where appropriate. • Advice from Educational Audiologist (STEPS) • <u>ASD specific</u> • Social Communication skills group • Understanding emotions work • Emotion Cards • Visual timetable • Highly differentiated curriculum.
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	<ul style="list-style-type: none">• All assemblies signed using BSL or SSE.• Recording oral sentences using Talk Tins or ipads which children can listen to.• Use of talk tins.• Signed graphics• Use of sound field system in all classrooms and school hall.• All rooms, including halls, acoustically treated.• BSL signed stories.• Topic vocab videos on the school website weekly.• Communicate In Print resources• Busy with Bear (FS2)		<ul style="list-style-type: none">• Reward Systems matched to individual needs• Interventions to develop conversational skills – comic strip conversations• Advice from ASD Team• Use of visual prompts to know when a child is ready to speak• Social Stories• Social Interaction• Intensive Interaction
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