

Communication and Interaction Needs:

Speech, Language and Communication Needs

| Range 1 (Quality First Teaching and arrangements within classroom setting) | Range 2 (Additional support from outside agencies increased level of support) | Range 3 (Higher level of support in school and additional support from outside agencies) |
|---|--|---|
| <p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. SENCO may be involved in more specific assessment and observations. <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include individual/group targets. Planning shows opportunities for some small group targeted talk and differentiated questions Parents involved regularly and support targets at home. Pupils involved in setting and monitoring their targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible grouping arrangements. Opportunities for small group work based on identified need e.g. listening/ expressive language. Time limited 1:1 programme based on specific needs Attention to position in the classroom <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with advice from SENCO. Additional adults routinely used to support flexible groupings, differentiation and some 1:1. Additional adults actively support pupils by modifying teacher talk and scaffolding responses <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Increased differentiation by presentation and/or outcome Simplify level/pace/amount of teacher talk. High quality use of language modelled by all adults in school Increased emphasis on identifying and teaching to preferred learning style. Some use of specific group or 1:1 programmes for speaking and listening | <p>Assessment</p> <ul style="list-style-type: none"> As Range 1 plus use of more detailed NC assessment tools Involvement of education and health professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement and includes individually focused IEP targets. Planning shows evidence of increased opportunities for targeted talk and some individually planned questions Additional steps taken to engage pupil and parents as appropriate. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class with regular targeted small group support. Time limited programmes of small group work based on identified need. Ongoing opportunities for 1:1 support focused on specific IEP targets and any SALT programme as appropriate. Attention to position in the classroom <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. Additional adult, under the direction of teacher, provides targeted support on an individual/group basis. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Increasingly individualised programme including modified tasks within an inclusive curriculum. Modify level/pace/amount of teacher talk to pupils' identified need. Teaching methods adapted to suit individual's identified learning style. Opportunities for explanation, clarification and reinforcement of lesson content and language. Individual targets within group programmes and/or 1:1 for speaking and listening. | <p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more systematic application of assessment tools. Involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific. There are targeted opportunities for talk and individually differentiated questions, shown on planning Additional steps taken to engage pupil and parents as appropriate <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class, working on modified curriculum tasks. Frequent opportunities for small group work based on identified need. Daily opportunities for 1:1 support focused on specific IEP targets. Attention to position in the classroom and acoustics <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Tasks and presentation personalised to pupil's needs. Individualised level/pace/amount of teacher talk. Learning style determines teaching methods. Emphasis on consolidation before introducing new skills. Regular opportunities for explanation, clarification and reinforcement of lesson content and language. Small steps targets within group programmes and/or 1:1 for speaking and listening. |