



## Communication and Interaction Needs Speech Language and Communication Needs

<b>Range 1</b> <b>Quality First Teaching plus:</b> <b>Share of an additional adult in class</b> <b>SEND friendly classroom strategies</b> <b>Flexible grouping for teaching</b>	<b>Range 2</b> <b>As Range 1 plus:</b> <b>Access to small group support in class</b> <b>Wave 2 'Catch Up' Interventions</b>	<b>Range 3</b> <b>As Range 1 and 2 plus:</b> <b>My Support Plan (MSP)</b> <b>Some individual support to address outcomes in MSP</b> <b>Wave 3 targeted group support</b> <b>Outside agency involvement</b>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Part of whole school and class assessments. SENCo may be involved in more specific assessments and observations.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Normal curriculum plans include individual/group targets.</li> <li>Planning shows opportunities for some small group targeted talk and differentiated questions.</li> <li>Parents involved regularly and support targets at home.</li> <li>Pupil involved in setting and monitoring targets.</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class with flexible grouping arrangements.</li> <li>Opportunities for small group work based on identified need eg. listening/expressive language.</li> <li>Attention to position in the classroom.</li> </ul> <p><b>Human resources and staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class teacher with advice from SENCo.</li> <li>Additional adults actively support pupils by modifying teacher talk and scaffolding responses.</li> </ul> <p><b>Curriculum &amp; teaching methods</b></p> <ul style="list-style-type: none"> <li>Increased differentiation by presentation and/or outcome.</li> <li>Simplify level/pace/amount of teacher talk.</li> <li>High quality use of language modelled by all adults in school.</li> <li>Increased emphasis on identifying and teaching to preferred learning style.</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>As Range 1</li> <li>Involvement of health professionals as appropriate.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Curriculum plans reflect levels of achievement and includes individually focused targets.</li> <li>Planning shows evidence of increased opportunities for targeted talk and some individually planned questions.</li> <li>Additional steps taken to involve parents and pupil as appropriate.</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class with regular targeted small group support.</li> <li>Time limited programmes of small group work based on identified need.</li> <li>Opportunities for 1:1 support focused on specific targets and any SALT programme as appropriate.</li> <li>Attention to position in the classroom.</li> </ul> <p><b>Human resources and staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by the class teacher with support from the SENCo.</li> <li>Additional adult, under the direction of teacher, provides targeted support on an individual/group basis.</li> </ul> <p><b>Curriculum and teaching methods</b></p> <ul style="list-style-type: none"> <li>Increasingly individualised programme including modified tasks within an inclusive curriculum.</li> <li>Modify level/pace/amount of teacher talk to pupils' identified need.</li> <li>Teaching methods adapted to suit individual's identified learning style.</li> <li>Opportunities for explanation, clarification and reinforcement of lesson content and language.</li> <li>Individual targets within group programmes and/or 1:1 for speaking and listening.</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>As Range 1 &amp; 2 plus more systematic application of assessment tools.</li> <li>Involvement of education and non-education professionals as appropriate.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Curriculum plan closely tracks level of achievement and all targets are individualised, short-term and specific.</li> <li>There are targeted opportunities for talk and individually differentiated questions.</li> <li>Additional steps are taken to engage pupil and parents as appropriate.</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class, working on modified curriculum tasks.</li> <li>Frequent opportunities for small group work based on identified need.</li> <li>Daily opportunities for 1:1 support focussed on specific targets.</li> <li>Attention to position in the classroom and acoustics.</li> </ul> <p><b>Human resources and staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class teacher with support from SENCo and advice from education and non-education professionals as appropriate.</li> <li>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 1:1.</li> </ul> <p><b>Curriculum and teaching methods</b></p> <ul style="list-style-type: none"> <li>Tasks and presentation personalised to pupil's needs.</li> <li>Individualised level/pace/amount of teacher talk.</li> <li>Emphasis on consolidation before introducing new skills.</li> <li>Regular opportunities for explanation, clarification and reinforcement of lesson content and language.</li> <li>Small steps targets within group programmes and/or 1:1.</li> </ul>

