

## Communication & Interaction Provision Pyramid

Possible indicators

Struggle with change to routine

Reacts to

loud/sudden

noise

Lack of social

skills

Eye contact difficulties

♦ Bespoke curriculum

♦ Behaviour support plan

♦ Laptop/iPad (individual)

♦ EHC needs assessment

♦ Key adult support

♦ Co-produced SEN support plan created followed by APDR cycle ♦ Use of assistive

technology  $\otimes$  Inclusion teacher observation and

recommendations ♦ Reading intervention such as Toe by Toe

♦ Additional phonics sessions ♦ Additional reading opportunities with an adult ♦ Support from an adult at break and lunchtime

♦ Concrete, pictorial abstract (CPA) strategy for maths ♦ Clicker 4 software

♦ Planned movement breaks ♦ Ethnic diversity service referral ♦ Speech

and Language referral – assessment with recommendations  $\otimes$  Scribe  $\otimes$  Additional

transition support  $\otimes$  One page profile  $\otimes$  Additional meetings with class teacher, year group leader and/or SENCo  $\otimes$  SENCo or SEND learning mentor observations

♦ Concrete resources/multisensory approach ♦ Small group/paired work ♦ Subtitles on videos

Additional time given Opportunities to record learning in different ways - written, verbal, photograph, drama, diagrams Active formative assessment throughout lessons to enable adaptive teaching to suit the child's needs Processing time & key words emphasised, verbally and visually Advance warning of questioning or speaking/reading aloud in class Transformative communication linked to learning powers Opportunities for

overlearning � Collaborative learning opportunities – Kagen strategies used � Calm learning environment � Pre-teaching

of vocabulary  $\otimes$  Use of visuals to support learning — to accompany key words, actions etc  $\otimes$  Use of a whole class visual timetable

♦ Use of dual coding ♦ Child's name and eye contact used (as appropriate) ♦ Verbal praise – catch the positive behaviours ♦ Agreed time out system ♦ Clear, simple instructions ♦ Fiddle toys ♦ Structured, consistent routine ♦ Clear expectations of behaviour and following

the school rules Restorative approaches Zones of Regulation daily check ins Meaningful roles and responsibilities given Weekly rewards and praise given – headteacher award, gold award, dojos, postcards home SLT, MLT & SENCo learning walks to monitor provision

Half-termly Parent Forum