

Provision Grid for Speech, Language & Communication needs

Whole School Approaches

- ✓ Quality First Teaching meets the needs of all children
- ✓ SENCO as strategic lead with sufficient time to implement the Code of Practice
- ✓ Inclusive ethos that supports learning and wellbeing of all children
- ✓ Access to ELSA
- ✓ 'Team around the child' approach e.g., consistent language, approaches/strategies
- ✓ Positive relationships with staff and children within school
- ✓ Pupil and parent/carer voice are valued and used to inform provision that is regularly reviewed
- ✓ High expectations and positive growth mindset; pupils enjoy learning spoken language.
- ✓ Mixed ability or flexible groupings.
- ✓ Use of reasonable adjustments.
- ✓ Communication Friendly Classrooms.
- ✓ Early identification of need.
- ✓ School purchases the traded service through Speech and Language Therapy Communication Offer
- ✓ Training for practitioners Leeds Community Healthcare NHS Trust, and bespoke training for individuals through Traded Service.
- ✓ Use of Leeds Community Healthcare Speech and Language Toolkit.

Staff Expertise

Majority of staff are L1 Makaton trained.

Nursery Room Leader is L2 Makaton trained.

Key staff trained in Intensive Interaction.

Key staff trained in Lego Therapy.

All staff receiving training for Leeds Communication Friendly School Standard.

NHS Speech & Language Therapist on site fortnightly.

	Assess [pupil needs]	Plan & Do [strategies & intervention]	Plan & Do [resources]	Review [progress indicator]
Universal (Quality First Teaching)	<p>Leeds Communication Friendly Settings: audits</p> <p>Identify pupil strengths and interests.</p> <p>Consult S&L Ages and Stages for guidelines on typical stages of language development.</p> <p>Areas of curiosity:</p> <p>1. How do they learn? E.g., through play, use of practical activities.</p>	<p>A suitably detailed and appropriate Individual Provision Map (IPM).</p> <p>Use 'Quick Guides' for advice on overcoming barriers to learning.</p> <p>Tasks differentiated, simplified, or extended.</p> <p>Check for understanding - Provide ways for children to communicate their understanding e.g., thumbs up, traffic light cards, help me cards, strategies of asking me, buddy, or key adults.</p> <p>Visual cues or prompts - matched appropriately to the age and development of the children.</p>	<p>Objects of reference.</p> <p>Range of visual Supports:</p> <ol style="list-style-type: none"> 1. Whole class timetable consistent throughout school. 2. Now & Next Boards. 3. Use of task boards/steps to success. 4. Choosing boards. 	<p>Quantitative - attainment and progress data.</p> <p>Qualitative - using observation, staff/pupil/parent views and pre and post data to evidence improvement in:</p> <ol style="list-style-type: none"> 1. Increased participation and engagement. 2. Retention of key concepts and skills.

	<p>2. What are the motivators for learning?</p> <p>3. What do you notice about short term or working memory?</p> <p>4. What communication methods are used? What is the pupil's level of understanding?</p> <p>5. What have you noticed about fine and gross motor skills?</p> <p>6. Have you noticed any areas of frustration or anxiety or avoidance strategies?</p> <p>7. What do you notice about processing? E.g., is the pupil quiet in class? Or does it take time for them to respond?</p> <p>What do your observations tell you about the pupil's specific skills such as:</p> <p>1.Receptive skills/ understanding of language.</p> <p>2. Expressive language.</p> <p>3. Speech sounds.</p> <p>4. Social skills/ interaction/ play.</p> <p>5. Phonological awareness.</p> <p>6. Attention & listening.</p>	<p>Shared, consistent routines – use visuals to support.</p> <p>Use of objects, pictures, and symbols to teach vocabulary. Phonological awareness skills could be developed alongside this e.g., clapping out syllables in words.</p> <p>Collaborative working - opportunities for all children to be able to talk, listen, understand, and take part. Accept any form of communication.</p> <p>Time given for processing.</p> <p>Repetition and reinforcement of skills- planned opportunities to recap, revisit and consolidate key vocabulary appropriate and purposeful to the learning taking place at the time. (Flashback 4 tasks in all curriculum areas)</p> <p>Feedback to improve learning - use of specific, realistic, meaningful praise, celebration of successes or strengths, and for effort as well as for getting it right.</p> <p>Classroom adaptations for working memory difficulties.</p> <p>Plan for a range of questions and encourage pupils to use a range of questions.</p> <p>Environment enables enjoyable, motivating learning and communication due to sensitive noise levels, lighting, and visuals.</p> <p>Seating arrangements- opportunities for independent, paired, or whole class working.</p> <p>Language is appropriately matched to the age and development of the pupils.</p> <p>Limited choices using objects/words (or both) when offering activities/ideas and when using questions to support language. For example, 'I ate beans.' 'Where did you eat beans? At home or school?'</p>	<p>5. Individual timetables.</p> <p>6. Purposeful visuals appropriate to learning taking place over a short period of time.</p> <p>7. Clear classroom labelling of resources consistent throughout school.</p> <p>Communication boards/books containing Makaton symbols.</p> <p>Colourful Semantics.</p> <p>Actions for stories and poems, E.g. Talk for Writing</p> <p>Rhyming games or word association games.</p> <p>Action songs.</p> <p>Listening to CDs/audio books or adults telling/reading stories.</p> <p>Use of sensory stories.</p> <p>Feely bags containing a range of objects to name, categorise or sort related to key vocabulary.</p> <p>Vocabulary: Word Aware.</p> <p>Social Stories and comic strip conversations with visuals.</p> <p>Restorative visuals.</p>	<p>3. Independence.</p> <p>4. Recording information in a variety of ways.</p> <p>5. Applying and generalising new skills to unfamiliar contexts.</p> <p>6. Improved confidence and self-esteem.</p> <p>7. Clear approach/strategies of what to do when unsure about task.</p> <p>8. Positive response from pupil and parent/carer voice.</p>
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Targeted Work	<p>Formative and summative assessment identifies strengths and barriers in the following specific skills such as:</p> <ol style="list-style-type: none"> 1.Receptive skills/ understanding of language. 2. Expressive language. 3. Speech sounds. 4. Social skills/ interaction/ play. 5. Phonological awareness. 6. Attention & listening. <p>Use of Leeds Speech and Language Therapy Guidelines for referral.</p>	<p>High quality inclusive teaching plus additional time - limited interventions, designed to increase rates of progress.</p> <p>Structured interventions with reliable evidence of effectiveness.</p> <p>Timetabled targeted/guided sessions with entry, exit and success criteria, and agreed monitoring schedule.</p> <p>Opportunities for overlearning and repeated practice.</p> <p>Pre-teaching of language and key concepts.</p> <p>Develop a range of memory strategies.</p> <p>Explicit links made to QFT with planned opportunities to apply taught skills in QFT.</p>	<p>Group language Interventions:</p> <ol style="list-style-type: none"> 1.Lego Therapy 2. Colourful Semantics 	<p>Frequent cumulative review.</p> <p>Review progress against intervention outcomes.</p> <p>Able to apply and generalise skills to other contexts.</p> <p>Improved self-esteem and attitude to maths learning.</p>
Personalised	<p>Use of an assessment tool to help understand strengths, barriers to build a learning profile:</p> <p>Speech and Language UK, Progression Tools</p> <p>Observational features could include:</p> <ol style="list-style-type: none"> 1.Significant difficulty in engagement in learning. 	<p>High quality inclusive teaching plus personalised interventions to maximise progress.</p> <p>Structured 1:1 or very small group interventions with reliable evidence of effectiveness. Teaching of specific Language and Communication skills identified through diagnostic assessment or similar.</p> <p>Personalised learning programmes based on multisensory principles with frequent overlearning.</p> <p>Additional planning and arrangements for transition including baseline assessments.</p>	<p>Individual/personalised Interventions set by Speech & Language Therapist around areas such as:</p> <ol style="list-style-type: none"> 1.Attention & Listening 2. Social Skills (Intensive Interaction, Comic Book Conversations) 3. Understanding/Receptive Language. 4. Expressive Language. 	<p>Refer to universal and targeted review progress indicators, in addition to personalised outcomes.</p>

	<p>2. Significant difficulty in retaining learning or significant difficulty in applying learning.</p> <p>3. Working significantly below ARE due to SLCN barriers.</p> <p>4. Regular episodes of frustration and evidence of damage to self-esteem.</p>	<p>Provide Access Arrangements for tests and exams to reflect normal ways of working.</p> <p>Refer for specialist support if required.</p>		
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