



## 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"> <li>• PSHE – Circle time</li> <li>• Discussion/Talk partners</li> <li>• Show and tell (specific classes)</li> <li>• Planned teamwork exercises</li> <li>• Planned paired talk</li> <li>• Talking partners daily in classrooms</li> <li>• Junior Leadership Team</li> <li>• Visual daily timetable in each classroom</li> <li>• Whole school Behaviour Policy and School rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Talk Time and Social Skills group as identified and needed.</li> <li>• Speed reading in pairs and small groups (KS2).</li> <li>• Use of individual visual timetables/prompt cards</li> <li>• Speech Link Assessments</li> <li>• Talk Boost/Early Talk Boost</li> <li>• Now and Next boards (individual)</li> <li>• Use of coloured overlays</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to SALT.</li> <li>• Speech and language support services/Services-assessment, programmes and monitoring.</li> <li>• Sentence coding 1:1 work</li> <li>• Speech and language Therapy 1:1 work.</li> <li>• Use of PECs board</li> </ul> <p><u>HI specific</u></p> <ul style="list-style-type: none"> <li>• Access to Teacher of the Deaf</li> </ul>

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