

Communication and interaction

Possible indicators

Struggle with change to routine.
Reacts to loud/sudden noise.
Lack of social skills/ eye contact.
Struggle to follow instructions.
Doesn't pick up on non-verbal cues.
Heightened emotions.
Sensory issues.

Possible EHCP Referral.
SEN Support Plan
Inclusion Team. ASD Team.
ADAPT meeting. SaLT & follow up for child with diagnosed developmental language disorder.

Individualised

Possible SEN Support Plan ASD Referral
Personalised meet and greet. Breakfast Club. Calm space.

Targeted

Social/communication group. **Language for Thinking.**
Narrative communication group. SaLT referral. Sensory trail.

Concrete resources/**multisensory** approach. Additional time. Repeated learning. Opportunities to record in different ways including **Assistive technology** e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. On-going assessment used to adjust content.

Sensory awareness in environment & teaching – flipcharts and texts on non-white background, range of clear fonts, un-overloaded resources, coloured reading rulers appealing visual worksheets/resources. Intelligent verbal praise recognising the **process, progress and effort**, not just achievement. Ethos of **Growth Mindset** embedded. **Metacognition strategies** – Plan, Monitor, Reflect used. **Adaptive Teaching** - Children **not** removed from whole class input. **Rosenshine's Principles, Simultaneous Response, Choral response, Echo reading. Pre-teach** key vocabulary. Collaborative learning, paired writing, talk partners, random pairing activities, small group. Duration of activities is appropriate. Calm learning environment. **Brain breaks and movement breaks including deep pressure exercises** where appropriate. Child's name and eye contact used. **Clear/simple instructions**, repeated, simplified, gestures, pictures, objects of reference. **Scaffolding** of task/**Task Plans** when appropriate – awareness of poor working memory (and that it cannot be greatly improved). Use of **Widgit** for all appropriate tasks and **visual timelines/now&next. Processing time given** & key words emphasised. Language provides simple commentary, gestures, signs and images support understanding. Language is at the appropriate developmental level. Pupil communication valued and responded to. Adults say what they mean (avoid sarcasm, abstract vocabulary etc) **Structured, consistent routines with changes highlighted and explained.** Positive relationships evident. **'Restorative Approaches'** for behaviour (avoidance of the question 'why?')/tactical ignoring/non-verbal signals/ positive behaviour management strategies evident/ Adults model and are explicit about the behaviour they expect. **Mindfulness opportunities** – yoga, breathing, calm garden. Opportunities to meet **sensory and physical needs** (e.g. focus objects, sit and move cushion, hypermobility strategies, deep pressure resources – exercises/weighted blanket, ear defenders). All adults recognise how tiring some conditions can be when facing the whole school day. **All adults aware of anxiety being an underlying factor to outward behaviour.** Detailed transfer meetings – prior knowledge of the child (including known triggers). BLIS Quality First Teaching strategies. **Elklan** trained staff. **ASD awareness** training for staff. **Talking Mats.**

Universal

Use alongside
Entitlement Framework

Banks Lane Infant and Nursery School

Whole School Provision Map

