

Whole School Provision Map

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Communication and Interaction	Quality First Teaching (WAVE 1)	WAVE 2 - additional support Catch up/short term intervention. Guided/Group intervention Additional Enhanced support/some children (At Risk)	SEND support Few children WAVE 3 personalised learning (Working Below)
	<ul style="list-style-type: none"> • PSHE – Circle time • Philosophy for Children • Discussion/Talk partners • Show and tell (specific classes) • Planned teamwork exercises • Planned paired talk • Talking partners daily in classrooms • Junior Leadership Team • Visual daily timetable in each classroom 	<ul style="list-style-type: none"> • Additional Talk Time and Social Skills group as identified and needed. • Speed reading in pairs and small groups (KS2). • Lunch-time Nurture Group • Use of individual visual timetables/prompt cards • Speech Link Assessments • Talk Boost/Early Talk Boost • Now and Next boards (individual) • Use of coloured overlays 	<ul style="list-style-type: none"> • Referral to SALT. • Speech and language support services/Services-assessment, programmes and monitoring. • Sentence coding 1:1 work • Speech and language Therapy 1:1 work. • Use of PECs board <p><u>HI specific</u></p> <ul style="list-style-type: none"> • Access to Teacher of the Deaf

- Whole school Behaviour Policy and School rules.
- Sentence Coding
- Visual prompts and gestures.
- Differentiated questioning.
- Opportunities to rehearse sentences before speaking
- AFL
- Explicitly modelled examples of speaking and listening.
- Learning tasks broken down into chunks.
- Access to sign supported English/BSL
- Access to visual and signed prompts.
- Visual phonics
- Visual prompts for speech pronunciation (visual phonics pictures)

- Pre-teaching key vocabulary
- Mentoring
- Advice from Claire Hein
- Use of Early Years speech Assessment tool
- Lunchtime Deaf club ERF children.

- Weekly 1:1 support from Teacher of the Deaf
- Contact in school from Nottingham Auditory Implant Programme (NAIP)
- Contact in school from Derby Children's Audiology
- Access to radio aids where appropriate.
- Advice from Educational Audiologist (STEPS)

- ASD specific
- Social Communication skills group
- Understanding emotions work
- Emotion Cards
- Visual timetable
- Highly differentiated curriculum.

- Specifically placed classroom seating.
- Weekly Deaf Studies and BSL lessons.
- All assemblies signed using BSL or SSE.
- Recording oral sentences using microphones or ipads which children can listen to.
- Use of talk tins.
- Signed graphics
- Use of sound field system in all classrooms and school hall.
- All rooms, including halls, acoustically treated.

- Reward Systems matched to individual needs
- Interventions to develop conversational skills – comic strip conversations
- Advice from ASD Team
- Use of visual prompts to know when a child is ready to speak
- Social Stories
- Social Interaction Interventions e.g. Circle of Friends.
- Intensive Interaction

- Use of Clicker software on laptop.