Wincanton Primary School Individual Pupil Provision Mapping - Evidence of Implementation of the Somerset GRT

Communication and Interaction

Pupil: Year Group: Class:	Autumn Term Yr:	Spring Term Yr:	Summer Term Yr:
Universal: Expressive Language			
• **Close home/setting/parent carer links/**relationship			
• **School Age Fact File** for strategies and advice for expressive language Refer to p.65			
• **Test of Abstract Language Comprehension TALC 1 - activities** to support development of expressive language			
• **Cue CYP into what you are saying** - start by saying their name and checking back for understanding			
• **Pre-Teaching vocabulary** for YouTube links for Whole Class demonstration for Year 4 and Year 6 and access to PDF Vocabulary Manual for the explicit teaching of vocabulary			
• **Explicit teaching of active listening.** Listening to all of the words, looking in the direction of the speaker (not necessarily requiring eye contact) and remaining quiet so other people can listen			
• **Simplifying language and give increased processing time**			
• **Sequential instruction tasks chunked and visually supported** if appropriate using gesture, pictures, objects of reference (CYP's preference at age/stage appropriate)			
• **Modelling -** adults to model and scaffold appropriate language and conversation skills			
• **Use of tools of communication,** e.g objects, objects of reference, photos, symbols, gestures, signing			
• **Inclusive Communication** Is a person-centred, holistic approach to developing functional communication, where verbal and non-verbal skills are combined with other 'tools' to enable communication.			

• **Word Aware** is an evidence-based approach to improving children's vocabulary knowledge.			
Universal: Receptive Language			
• **School Age Fact File** for strategies and advice for receptive language Refer to p.122			
• **Test of Abstract Language Comprehension TALC 1 - activities** to support development of receptive language			
• **Teaching of 'wh' questions**—what, why, who etc			
• **Cue CYP into what you are saying** - start by saying their name and checking back for understanding			
• **Pre-Teaching vocabulary** for YouTube links for Whole Class demonstration for Year 4 and Year 6 and access to PDF Vocabulary Manual for the explicit teaching of vocabulary.			
• **Explicit teaching of active listening.** Listening to all of the words, looking in the direction of the speaker (not necessarily requiring eye contact) and remaining quiet so other people can listen			
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• **Modelling -** adults to model and scaffold appropriate language and conversation skills			
• **Use of tools of communication,** e.g objects, objects of reference, photos, symbols, gestures, signing			
• **Inclusive Communication** Is a person-centred, holistic approach to developing functional communication, where verbal and non-verbal skills are combined with other 'tools' to enable communication. Resources are free to access			
• **Word Aware** is an evidence-based approach to improving children's vocabulary knowledge.			
Universal: Social Communication			
• **Opportunities for supported social interaction** (e.g. unstructured playtimes, a variety of extra-curricular groups, circle of friends, friendship bench)			

• **Awareness of social demands on a child with social communication needs and limiting the demand** by giving a choice of working alone, in a pair or a small group			
• **Identified spaces to offer choice of sensory preference** (quiet, calm or alerting spaces available)			
• **Opportunities to answer questions in different ways** (e.g. white boards, hands up and opting out)			
• **Preferred communication style recognised and modelled by the supporting adult** (not speaking in class, written, gestures)			
• **Social stories and Comic strip conversations** can help children and young people develop greater social understanding and help them stay safe			
• **Use of tools of communication**, e.g objects, objects of reference, photos, symbols, gestures, signing			
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• **Word Aware** is an evidence-based approach to improving children's vocabulary knowledge.			
Universal: Listening and Attention			
• **Use the School Age Fact File** and refer to p.83, 84 and 85 for strategies and advice for maximising attention and p.122 for strategies and advice for receptive language			
• **Test of Abstract Language Comprehension TALC 1** - activities to support development of receptive language			
• **Cue CYP into what you are saying** - start by saying their name and checking back for understanding			
• **Explicit teaching of active listening**. Listening to all of the words, looking in the direction of the speaker (not necessarily requiring eye contact) and remaining quiet so other people can listen			
• **Simplifying language and give increased processing time**			
• **Sequential instruction tasks chunked and visually supported** if appropriate using gesture, pictures,			

objects of reference (CYP's preference at age/stage appropriate)			
• **Modelling** - adults to model and scaffold appropriate language and conversation skills			
• **Sensory diet and movement breaks** may need to be considered, particularly prior to times where there are increased demands placed on the child. Sensory, fidget and fiddle objects (e.g. therabands, peanut balls to sit on instead of a chair)			
• **Consider the seating position** of the young person to promote attention and listening / minimise distractions			
• **If there is hearing loss,** the adult (and peers) will ensure they are facing the child, not covering face etc			
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• **Word Aware** is an evidence-based approach to improving children's vocabulary knowledge.			
SEND Support: Expressive Language			
• **NELI** To develop vocabulary, narrative, listening and phonological awareness for four to five year olds, the Nuffield Early Language Intervention			
• **Developing Baseline Communication**			
• **Colourful Semantics**			
SEND Support: Receptive Language			
Developing Baseline Communication			
SEND Support: Social Communication			
• **Talkabout: A Social Communication Skills Package** A social communication skills package. Beginning with a basic assessment procedure to evaluate the pupil's self-awareness, as well as the awareness of others, it is divided into six levels, and provides professionals with a framework for the development of social skills.			

• **Socially Speaking: by Alison Schroeder** is a social skills programme that lasts a whole school year and is divided into three units: let's communicate, let's be friends, and let's practise. As pupils progress through the carefully structured programme, their self-esteem will increase and their listening skills and expressive language abilities will improve, and in turn will benefit from enhanced social interaction.			
• **Time to talk by Alison Schroeder** Developed to teach and develop oral language and social interaction skills to children aged 4-6. Containing 40 sessions, designed to take place two to three times a week, the book aims to help teachers to develop the "rules" of interaction with the help of the character Ginger the Bear, who features in all the activities.			
• **SCERTS** focuses on building competence in Social Communication, Emotional Regulation and Transactional Support.			
• **Attention Autism** aims to work on the early fundamentals of language including awareness of others, attention, listening, shared attention, switching attention and turn taking.			
• **Developing Baseline Communication**			
• **Socially Talented Children**			
SEND Support: Listening and Attention			
• **Talkabout: A Social Communication Skills Package** A social communication skills package which also supports attention and listening skills. Beginning with a basic assessment procedure to evaluate the pupil's self-awareness, as well as the awareness of others, it is divided into six levels, and provides professionals with a framework for the development of social skills.			
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• **Developing Baseline Communication**			
• **Listening Skills Materials**			