

1 UNIVERSAL - Quality First Teaching support for students with Speech, Language and Communication

- ✓ The Weaverham Way – our T&L philosophy which is underpinned by Safe Ready Respect
- ✓ Whole school literacy focus including Read Aloud 2 x a week for KS3 pupils
- ✓ Disciplinary literacy policies for every subject
- ✓ No Opt out approach in every classroom
- ✓ WalkThur training for all staff to use adaptive teaching strategies
- ✓ SharePoint which holds full reports for staff to understand the picture of need for the individual
- ✓ Keep language simple and short.
- ✓ Provide repetition
- ✓ Keep communication friendly.
- ✓ Use gestures
- ✓ Make it visual e.g. a checklist, word banks, narrative frameworks.
- ✓ Allow extra thinking and processing time
- ✓ Use forced choices e.g. 'When enslaved people were taken via the Middle Passage did the cross the Atlantic or Pacific Ocean?'
- ✓ Break tasks down into step by step instructions.
- ✓ Repetition and rephrasing.
- ✓ Prompt the learner to ask for help by exploring the aspect that is difficult for them.
- ✓ Check understanding by asking for a task explanation in the learner's own words.
- ✓ Optimize listening conditions.
- ✓ Provide accurate language models recasting the learner's attempts when appropriate.
- ✓ Use gap fills to support understanding e.g. 'Two similar poles will repel each other, two different poles will...'
- ✓ Consider peer working arrangements.
- ✓ Explicitly teach turn-taking and provide communication frameworks.



SEND

Speech, Language
and Communication

Factors to consider when a pupil may need additional support:

- ✓ KMP not completed in time frame set
- ✓ FAP/CKT not completed in time set
- ✓ Progress data indicating pupil is not on track
- ✓ BFL 3s and below – as pupil is disengaged
- ✓ Often highly anxious or insecure
- ✓ Prior experiences of not doing well in classrooms
- ✓ Poor working memory-remembering the steps in the task
- ✓ Get stuck and cannot visualise next steps
- ✓ Attendance
- ✓ Difficulties with choosing peers/group work

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives." **SEND code of practice**

Children and young people with conditions such as ASD, including Asperger's and Autism, are likely to have difficulties with social interaction.

2 INTERNAL -Quality intervention - these are personalised to the individual needs

- ✓ Round robins used to gather information
- ✓ Learning Plan which includes Adaptive teaching strategies for staff to follow
- ✓ Reasonable adjustment included in Learning Plan
- ✓ Check-ins with Access and Achievement team around the child
- ✓ ELSA
- ✓ Social stories sessions with SEND team
- ✓ Wilderness therapy
- ✓ Targeted extra curricular activities
- ✓ The Hive support during social times
- ✓ LSA support in targeted lessons

How home can help?

Social stories

SALT exercises-

Listening to audio books

3 EXTERNAL -Quality Personalised Support

- ✓ Autism Services involvement
- ✓ SALT referral
- ✓ [Organisations and resources for families with an autistic child | WellChild](#)
- ✓ [Support, advice and services for autistic children - Child Autism UK - releasing potential](#)
- ✓ [Home | Live Well Cheshire West \(cheshirewestandchester.gov.uk\)](#)