Area of Need *Communication and Interaction*	Quality First Provision (QFT – universal for all pupils)	Enhanced Quality First Provision (in addition to QFT)	Targeted Interventions and SEND support (in addition to QFT)	External Agency Support
SEND Code of Practice 6.28 Pupils may need support with: • communicating with others • making themselves understood • understanding what has been said to them • understanding the rules of communication They may have additional needs associated with Autistic Spectrum Condition (ASC)	• differentiated delivery e.g. simplified language, longer processing time, short, manageable tasks, repetition and overlearning, clear and unambiguous instructions • use of multi-sensory approaches to support spoken language e.g. signs, symbols, pictures, concrete aids, artefacts, role play • seating position considered • use of drama and role play • visual timetable • visual supports/prompts for tasks • word walls • minimise use of abstract language • outcomes modelled and demonstrated • clear classroom organisation and structures • checklist and task planners with visuals • modelling clear expectations	• additional targeted teacher support • additional mufti-sensory support • focus groups in class supported by class teacher or TA • additional class support from TA • pre-teaching of new vocabulary and concepts • opportunities for repetition and overlearning • additional access to IT e.g. laptop to record written work • additional visual resources e.g. symbols and pictures, use of now/next visuals • support for pupils during transitions times and around school • opportunities to work 1-1 with a scribe • support for pupils at times of particular stress e.g. coming into school, home time, P.E. • use of social stories and comic strip conversations for a	• additional targeted support focused on narrowing the gap • Time to Talk programme • Socially Speaking Programme • The Listening Programme • story sequencing • SEND Support Plan • termly reviews • transition review (summer term) • individualised Speech and Language programmes devised and monitored by Speech and Language therapists. Delivered by T.A.s • NELI – in Reception – early intervention to support language and literacy skills • Forest School	• advice and support from SENCo • advice and support from SEND support teacher – Michelle Thompson • advice and support from Speech and Language therapists • advice and support from the Social Communication Team e.g. parental support, staff training, modelling, social communication groups • EHNCA and or HNF application

	- scaffolding written tasks - consideration of the learning environment – remove distractions - individual workstations - opportunities to work independently - time provide for pupils to process language - circle time - EAL support for pupils new to English - adaptations made to learning resources - rules of 'good listening' taught and modelled - use of pupil's name at the beginning of an instruction to gain their attention - promoting independence at all times - development of pupil voice through questionnaires - Forest School in Nursery and Reception	particular area of difficulty		