

Chadsmead's Support for Communication and Interaction



All children take part in

- Singing, watching, talking, listening activities within the curriculum to develop good communication and interactive learning behaviours
- Play based learning opportunities in Early Years to develop listening and attention skills
- 'My Turn' / 'Your Turn' and 'Talk to your Partner' style activities, especially in key stage one, where learning behaviours and listening behaviours are being developed and learning has a greater capacity for spoken language and practical learning opportunities.
- Talk tasks are used widely to encourage understanding.
- Lessons based on the National Curriculum where they are encouraged to join in discussions, respond to open and closed questions and verbally share their ideas and thoughts through discussion based activities.
- Visual timetables are used to support sequence and ordering of the school day.
- Speaking and listening activities that encourage speaking and responding in full sentences
- And are reminded about "Active Listening Skills" – face the speaker, look at the speaker, take turns to speak, listen to others speak – concentrate, understand, respond.

Some children who need additional support might then also then take part in:

- Lessons where they may be provided with additional visual resources that may help to support their spoken language and ordering skills
- Lessons where information is repeated on a 1:1 basis to enable understanding.
- Additional small group interventions for speaking and listening based on phonic sounds
- Additional home / school liaison to maintain communication and celebrate personal successes.
- Pupil Progress groups that take place within the school day providing targeted intervention on a specific skill or communication need.
- Children with ASD needs might use Social Stories, personalised visual timetables, individual work folders, individual reward and work systems, keep best work books and use Now and Next boards / Task Boards.
- Specific learning programmes to meet individual levels of needs such as speech and language programmes that are supported by the speech and language therapy service
- Small group or 1:1 support relating to an Individual Plan for Support or Education Health Care Plan as they have been identified as children with Special Educational Needs or Difficulties and are registered on the school's Special Needs Register.

A few children may need further additional support through an external agency referral such as:

- GP / Medical Services – to discuss your concerns about a child's ongoing speech and communication difficulties and or medical diagnosis that impacts on their speech and language needs such as Autism or ADHD.
- Speech and Language Therapy Service – to alert the speech and language team about your child's ongoing learning difficulties, the impact of this and any related concerns you or the school may have.
- Children and Young People's Autism Service – to alert the medical services to the concerns you or school may have relating to the Autistic Spectrum Disorder's Triad of impairment that include social communication concerns.
- Staffordshire Local Authority SEND and Inclusion Hub & Local Management Group
- Staffordshire Educational Psychology Service
- Autistic Inclusion Team – Staffordshire Local Authority.
Enhanced Autistic Outreach team – Staffordshire Local Authority.

- Child Psychologist – Sensory Assessments.
- Staffordshire County Council’s Autism Inclusion Team– to notify the external support service of a child that has been diagnosed with ASD in order to obtain additional advice and support for their learning within school
- Another recognised professional external agency or charity relevant to the child’s individual needs, such as the Private Speech and Language Therapist or National Autistic Society.

