

1. Communication and Interaction			
A: Speech and Language and Communication Needs			
Universal Descriptor Level 1 (James Peacock Provision Map Wave 1)	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
The pupil shows low level frequency speech, language and communication difficulties which interrupts learning in some situations. The pupil's needs are met within their mainstream class through quality first teaching.			
<p>Mild language delay:</p> <p>Mild problems in either, or both, understanding and expression.</p> <p>Language following normal patterns of development.</p> <p>Scores on standardised assessments falling in the 16th centile or above. <i>In addition, one or more of the following also applies:</i></p> <p>Some difficulty communicating verbally with unfamiliar people or in unfamiliar contexts</p> <p>Occasional difficulties in participating in unfamiliar educational and social activities. Needs encouragement to achieve potential</p> <p>Occasionally displays mild: distress/ upset/ concern/ frustration/ anger/ distress/ embarrassment/withdrawal</p>	<p>Observation</p> <p>Data tracking</p> <p>Teacher assessments</p> <p>Pupil Progress meetings</p> <p>Child/Young Person voice</p> <p>Parent/carer voice</p> <p>One Page Profile/Learner Profile</p> <p>ESCAL tracker</p> <p>ESCAL language screen (for children up to F2)</p>	<p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate</p> <ul style="list-style-type: none"> Noise levels are conducive to learning and unnecessary noise is minimised Consideration is given to seating position in order to maximise pupil's attention levels Visual support (signs, symbols, photographs, written word) is consistently used to label the classroom / support routines/ timetable daily activities, so pupils know what to expect and when. Adults adapt their language levels to the level of the pupil by: <ul style="list-style-type: none"> Using simplified grammar and vocabulary Breaking down instructions into smaller steps Slowing down their rate of language Adults use language strategies to enhance pupil's expressive language development by <ul style="list-style-type: none"> Extending pupil's utterances Modifying pupil's language (repeating back pupil's utterances with correct grammar/ vocabulary) Using sentence starters to encourage verbal expression Children in KS1 are explicitly taught how to listen and work together in groups Opportunities are built in throughout the day for pupils to communicate verbally. Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources Differentiated questioning and targeted simplified level/pace/amount of teacher talk Alternative forms of recording routinely used Use of visual, auditory and kinaesthetic approaches Small steps approaches Resources and displays that support independence Routine feedback to pupil Advice from Speech and Language Therapy (if involved) is included in the planning Environmental considerations are made to meet the needs of all pupils e.g. seating position, noise, personal space and classroom layouts, displays and signage. <p>Grouping:</p> <ul style="list-style-type: none"> The class/subject teacher is accountable for the progress of the pupils within the mainstream class, either as the whole class or small group, or within an appropriate band/set. Curriculum tasks should be modified as required. The pupil accesses whole class teaching with some assistant support, either as the whole class or small group. All pupils have access and are supported by the class teacher and any assistants over the week. <p>Resources:</p> <ul style="list-style-type: none"> Visual support (signs, symbols, photographs, written word) is consistently used to label the classroom / support routines/ timetable daily activities. Alternative forms of recording routinely used 	<p>Additional advice and support is available from:</p> <p>SENCo</p> <p>Class Teacher</p> <p>Curriculum Leader</p> <p>Teacher with Learning Responsibility</p> <p>Prior to transition information from previous provision</p> <p>Specialist Training: SLT wave 1 packages</p>