

Provision for Communication and Interaction needs

Inclusive high quality teaching ensures that planning and implementation meets the needs of *all* pupils, and builds in high expectations for *all* pupils, including those with SEN. This is a basic entitlement for all children and young people and is underpinned by effective whole school teaching and learning policies and frameworks. High quality teaching is about the day to day interactions that take place in the classroom and the different pedagogical approaches used to engage, motivate and challenge learners. It is about the way teachers use assessment and feedback to identify gaps and help pupils to move on in their learning. It is about providing both support and challenge in order to enable pupils to achieve more.

Teacher adjustments In addition to high quality teaching, adjustments are made in the classroom to overcome barriers to learning	Assessment In order to identify pupils with SEN and ensure progress for all we continually assess our pupils	Targeted support Some pupils will struggle to make progress despite high quality teaching and will require additional targeted support to remove their barrier to learning . Some may be placed on the SEN record	Specialist provision For some pupils with SEND we work closely with external professionals
<ul style="list-style-type: none"> ● Implementing personalised strategies laid out in pupil passports ● Planning lessons with a multisensory approach ● Peer to peer support and small group learning and discussion ● Using visual summaries of discussions: mind maps, flow charts, diagrams, comic strips ● Using assistive resources to promote independence e.g. word banks, visual aids, writing aids, assistive technology 	<ul style="list-style-type: none"> ● INDES ● 7C's ● Formative assessment ● Summative assessment Information from parents/carers ● Pupil's own views ● Reports from external professionals ● Speech and language screening ● Wellcomm screening ● SENCO monitoring of reasonable adjustments 	<ul style="list-style-type: none"> ● Peer mentoring ● Speech and language programme ● Friendship support groups ● Emotion 'check ins' ● Social stories ● Collaborative conversation group ● Social and emotional support groups 	<ul style="list-style-type: none"> ● Speech and language therapists advice and strategies ● Educational psychologist advice and strategies ● Sensory support team advice/ strategies and ensuring hearing



The Swallowtail Federation of Church Schools
 With friendship, trust and kindness we fly!



(Love your neighbour as yourself, Mark 12:30)

<ul style="list-style-type: none"> ● Use of Blooms taxonomy for questioning ● Pre-teaching of vocabulary with key lists given ● Giving sufficient thinking and answering time and modelling language ● Giving short, clear instructions one at a time. Scaffold with visual prompts and reminders ● Extended in depth feedback 	<p>in classroom and use of pupil passport</p> <ul style="list-style-type: none"> ● British Picture vocabulary scale 3 	<ul style="list-style-type: none"> ● Draw and talk ● Wellcom programme 	<p>and vision tests are up to date</p> <ul style="list-style-type: none"> ● Specialist resource base advice ● Advice from Norfolk SEND local offer
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