Moorside Primary School and Nursery Provision Map – Communication & Interaction – Summer 2022

TOP 5 – MUST HAVEs

- Use of visual strategies to aid teaching and learning e.g. visual timetables
- Supporting with Routines - Routines are important, so keep them when possible and manage changes pro-actively
- Following Rules - Make sure rules are clear, followed by all and applied consistently.
- Time to Process - Give instructions but then wait to make sure that it has been taken in
- Auditory Memory - Give short instructions, about one thing at a time

Individual or small group support strategies

- In class support with a focus on supporting speech and language
- SEAL
- Socially Speaking & Social Communication Groups
- Lego therapy
- Blacksheep Narrative – Nursery, Reception, KS1
- BLAST speech intervention – focus on vocabulary
- Nuffield Early Language Intervention
- Attention Autism – Bucket Game
- Visual timetables
- Now and Next
- Sensory circuits
- Movement circuits

Universal provision – Quality First Teaching

At all times it is imperative that practitioners and other adults work together to provide structure, improve understanding and consider the environment for CYP with ASC.

Provide Structure

- Visual information can help individuals to: understand and make sense of the world, communicate, behave appropriately, keep calm & function more independently
- Supporting with Routines - Routines are important, so keep them when possible and manage changes pro-actively
- Dealing with Change - Time lines, schedules, diaries and written lists can help to explain changes
- Following Rules - Make sure rules are clear, followed by all and applied consistently.
- Waiting - Waiting might be difficult, e.g. in queues, so structuring and organising that time will help
- Planning and Organising - Break down tasks into smaller, clear steps to make them more manageable
- Starting & Stopping - Give prompts and make it clear when to start and finish activities

Improve Understanding

- Communication - Think about what you want to get across and double check understanding
- Holding conversations - You might have to spell it out, when it's the persons turn to talk in conversations
- Time to Process - Give instructions but then wait to make sure that it has been taken in
- Auditory Memory - Give short instructions, about one thing at a time
- Empathy - Seeing things from your point of view may be difficult so don't take it personally
- Logically Speaking - Use concrete language and be specific about what you are saying
- Adult to repeat instructions and use viauals

Consider the Environment

- It may be helpful to provide a distraction free area for the individual to work in at those times when the individual needs to be able to concentrate.
- It is absolutely essential that the school identifies an area that the individual is able to go to when they need time out or when they become distressed.
- Building in regular rest breaks will be necessary for many individuals who are not able to cope well with normal workloads.

Consider Sensory Needs

- Use of Sensory boxes for individuals – some of these may be brought from home
- Use of sensory breaks as part of an individual timetable
- Use of ear defenders if noise is causing sensory overload