



TOP 5 - MUST HAVEs

- Make learning multisensory (visual, auditory and kinaesthetic)
- Tasks are clearly explained or modelled - success criteria are clear as are outcomes.
- Worksheets uncluttered - font size 14 font
- Use writing frames / word banks to support writing tasks
- 5 minute boxes - to catch-up learning

Universal provision - Quality First Teaching

- Ensure you have the pupil's attention before speaking
- The use of additional time to allow for processing of information, formulating responses and completing tasks
- Differentiated curriculum planning, activities, delivery and outcomes (e.g. simplified language/modelling of language)
- Increased visual aids
- Bi-lingual word mats if appropriate (dependent on age/literacy of the pupil)
- Use of writing frames
- Use of buddy/peer support
- Pupil's background and culture represented around school and in class
- Use of pictures to support understanding
- 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
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Wave 2

- In class support from TA with a focus on supporting speech and language
- Break time/lunch time monitoring
- Translator used for parental meetings

Wave 3

- Adapted catch-up programmes