



Broadwindsor CE VC Primary School

Provision Map 2024 - 25

Be Safe

Be respectful

Be responsible

Name _____

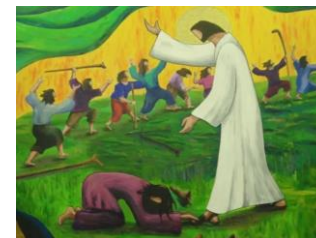
Year group _____

Autumn

Spring

Summer

Taking the extra step in
learning, kindness and
ambition for ourselves,
others and our World.



Luke 17: 18-19 The Tenth Man

Communication and Interaction

Assessment:

Universal

- Phonics Assessments (RWI)
- Observations

Targeted

- Oxford Language screening (linked to NELI subscription)
- BPVS3-British Picture Vocabulary Scale 3RD edition
- The Communication Trust Universally Speaking 5to11 years Checklist
- SALT assessment and report

Specialist

- Specialist Teacher/E.P referral
- SALT/Paediatrician referral/Advice
- Neuro-development behaviour Pathway

Useful Links: **SALT assessment should be considered to gain a full and accurate profile of needs**

<https://www.oxfordshire.gov.uk/sites/default/files/file/virtualschool/TheCommunicationTrustUniversallySpeaking5to11yearsChecklist.pdf>

<https://www.autismeducationtrust.org.uk/>

<https://www.adhdfoundation.org.uk/>

[Developmental Language Disorder \(DLD\) - British Dyslexia Association \(bdadyslexia.org.uk\)](https://www.bdadyslexia.org.uk/)

<https://www.selectivemutism.org.uk/>

Need A child may...	Universal Quality First Teaching	Targeted Wave 2	Specialised Wave 3	Outcomes
• have speech that is difficult to understand • struggle to say words or sentences • not understand words that are being used or the instructions they hear • have difficulty knowing how to talk and listen to others in a conversation • have difficulty saying what they want to, even though they have ideas • sound muddled - it can be difficult to follow what they are saying • have difficulty remembering the words they want to say • find it hard to join in and follow what is going on in the playground. • Have anxiety in busy, unpredictable environments • Difficulty coping in new or unfamiliar situations • Inability to read facial expressions • Rigid thinking, including strong routines and rituals • Difficulty understanding rule of social interaction, politeness and manners e.g. may speak to the Head teacher as a friend • Extreme reactions, rather than a measured	• Clear speaking – say what you mean and avoid sarcasm • Flexible teaching arrangements • Structured school and class routines • Scaffolded curriculum delivery • Scaffolded outputs • Oracy and listening skills • Increased visual aids • Visual timetables • Use of symbols • Visually supported classrooms • Chunked instructions • Role Play opportunities • Adult modelling • Writing / recording frames • Visual prompts • Topic vocabulary displayed • Phonics sounds displayed • Use of scribe • Consistent language and limited instructions at once	• NELI • Use of technology • Signalong • Personalised visual timetable • Attention Autism • Total communication • Blank levels of language	• Referral to other professionals - SALT - EP -Specialist teacher - TADSS -Neuro-development behaviour Pathway • SALT programme	• To be able to access the curriculum with greater independence; • To extend their communication skills in order to express their wants and needs; • To experience a feeling of increased confidence and self-esteem; • To participate in a wide range of play and learning experiences; • To be able to contribute to small group/whole class learning.

response/physical outbursts if stressed • Focus on own needs and interests • Unable to cope in close proximity to others • Lack of response inhibitions e.g. can't wait turn, shouts out, runs off				
Sometimes a Speech, Language and Communication need (SLCN) can be linked with another condition such as autism, hearing loss, cerebral palsy or Down's syndrome. Sometimes there may be no clearly identifiable cause. This is known as developmental Language disorder (DLD).				

Parent/Career signature _____

Date _____