



Aston Fields Middle School

Communication and Interaction.

Universal level	
Wave One – Ordinarily available	
Actions	Resources
<ul style="list-style-type: none">• Quality first teaching for all pupils.• Marking is relevant to our pupils needs.• Arrangements for support in tests will be made for those pupils who require it.• Displays are accessible to pupils and informative to support learning.• Teachers are aware of the needs of the pupils they teach and provide support in class as required.• Teachers are responsible for ensuring resources are available to meet a pupil's needs.• Different styles of communication are made available to support pupils in lessons (to include visual prompts, non-verbal messages for staff, task management, modelling of tasks and opportunities for single, paired and group work, pupils may be given designated tasks in group work or groups can be allocated by staff)• Our curriculum is specifically designed to meet the needs of our pupils and they are immersed in a language rich environment throughout their time in school.• We use a variety of strategies to support a pupil's communication and interaction needs to ensure they are able to know more, remember more and do more.• All teachers are teachers of pupils with special educational needs.• Staff are trained to understand and respond effectively to the needs of the pupils they teach.	<ul style="list-style-type: none">• Task management boards• Visual timetables (personal and whole class)• Visual prompts.• A teaching assistant who is specifically supported and trained by Speech and Language Therapy to deliver SALT.• Pre teaching of new topic vocabulary.• Non-verbal prompts (help cards in diary)• Communication books and diary messages to maintain communication with home.• Staff will ensure that instructions are broken down into manageable steps.• Abstract concepts will be made concrete (e.g. word problems can be modelled with resources)• Accurate language models are given when a child makes grammatical errors.• Mind maps may be used to support the recording and communication of resources.• Task management is available to support the breakdown of instructions in class.• Visual clues are available to support learning in lessons.



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Targeted level (Wave Two)	
Actions	Resources
<ul style="list-style-type: none">• We have an experienced SENDCo (Mrs Bull) and Deputy SENDCo (Miss Ward) who support all pupils with additional learning needs and maintain effective communication between school and home.• Your child's needs will be identified and a teacher will discuss these with you. Alternatively, these needs may have already been identified by your son or daughter's first school: you or your child's teacher may also have raised a concern. Further assessments may be conducted by the SENDCo or Deputy SENDCo to understand a pupil's needs in more detail.• Small group interventions may be used to target a gap in learning.• The SEND team may monitor your child's progress for a period of time to ensure the teaching strategies in place are effective. If their needs are considered to be persistent and long term they may be placed on the SEND register.• Children who need additional support, in accordance with the SEND Code of Practice (2014), follow a four-step cycle called the graduated response.• Pupils are assessed to identify a key area of need, provision is planned to support the child's next steps, the intervention is completed (do) then finally the whole process is reviewed to monitor its success and identify the next steps.• If your child is placed on the SEND register, you will have termly contact from staff to discuss your child's needs and termly targets will be set to support their progress through school.• All support in place is monitored through a provision map and outcomes are reported termly through progress recorded on your child's individual provision map (IPM)• All staff receive appropriate training so they have knowledge and confidence to support your child's needs.	<ul style="list-style-type: none">• IPad, laptops chrome books may be utilised to support communication and interactions.• A Teaching Assistant who is specifically supported and trained by Speech and Language Therapy to deliver SALT.• Assessments may be conducted through Language Link to assess any specific communication issues a pupil may have.• Social skills interventions (e.g. Talk About or social stories).• Emotional literacy programmes (including Talk About and Black Sheep Press)• Behaviour for my Future intervention support.• Mentoring (one to one or small groups)• Nurture support during unstructured times.• Gardening therapy to build relationships and develop effective communication skills.• Lego Therapy and relationship based play therapy.• Communicate and Print (a software package that provides pictures to support the written word).• Staff will ensure that instructions are broken down into manageable steps.• Abstract concepts will be made concrete (e.g. word problems can be modelled with resources).• Accurate language models are given when a child makes grammatical errors.• Mind maps may be used to support the recording and communication of resources.• Task management is available to support the breakdown of instructions in class.• Visual clues are available to support learning in lessons.



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Very Targeted level (Wave Three Support)	
Actions	Resources
<ul style="list-style-type: none">• Your child will continue to be supported and monitored by our SENDCo and the Deputy SENDCo.• A clear understanding of your child's needs will now exist, and the enhancements to the curriculum or support required will be clearly recorded and shared with all teaching staff by the SENDCo or the Deputy SENDCo. Provision will be made as needed to support your child in lessons.• We will continue to set work that although achievable, challenges your child to reach their full potential.• Ongoing specialist assessments may occur.• Specialist agencies, Speech and Language Therapy, Complex Communications Team or Educational Psychology may be asked to complete assessments and advise school on 'next steps'.• One to one interventions will be used to target gaps in learning.• Children who need additional support, in accordance with the SEND Code of Practice (2014), follow a four-step cycle called the graduated response. Pupils are assessed to identify a key area of need, provision is planned to support the child's next steps, the intervention is completed (do) then finally the whole process is reviewed to monitor its success and identify the next steps.• As your child is on the SEND register, you will have termly contact from staff to discuss your child's needs and termly targets will be set to support their progress through school.• All support in place is monitored through a provision map and outcomes are reported termly through progress recorded on your child's individual provision map (IPM).	<ul style="list-style-type: none">• Personalised interventions such as one to one speech and language support.• Teachers will target support in class to ensure your child receives the support they require.• Tasks will be differentiated with appropriate support materials made available.• Your child may have access to more specialist IT equipment to support their communication skills.• Personalised speech and language programmes, identified and written by an individual pupil's Speech and Language Therapist, may be delivered in school by a trained TA.• A key worker may be allocated to your child to develop effective communication skills and build confidence.



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<ul style="list-style-type: none">• Agencies supporting your child may be asked to attend one of the termly review meetings, to advise school further about more specialist provision and support.• All provision will be assessed and monitored through a cycle of assessing the current need, planning the appropriate support and provision, completing the provision allocated and then reviewing the outcomes.• All staff receive appropriate training so they have knowledge and confidence to support your child's needs. Progress will be shared with parents.	
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Specialist level	
Actions	Resources
<ul style="list-style-type: none">• Agency advice will be sought to identify if your child requires an Education and Health Care Plan. This is a plan requested from the Local Authority that further defines the support a pupil requires and also allocated further funding when the support required goes beyond the provision ordinarily available in school. Your SENDCo will discuss this with you and explain the criteria for assessment.• Your child will continue to be supported and monitored by our SENDCo and the Deputy SENDCo.• A clear understanding of your child's needs will now exist, and the enhancements to the curriculum or support required will be clearly recorded and shared with all teaching staff by the SENDCo or the Deputy SENDCo. Provision will be made as needed to support your child in lessons.• We will continue to set work that although achievable, challenges your child to reach their full potential.• Ongoing specialist assessments will occur.• Specialist agencies, including Learning Support and Educational Psychology,	<ul style="list-style-type: none">• Support in school will be much more personalised.• If an Education and Health Care Plan is in place, the provisions outlined will be delivered in school.• All Education and Health Care Plans (EHCP) will have an annual review, where school, parents/carers and any agencies involved will assess the progress to date and make recommendations to the local authority of any changes required to the EHCP.• All provisions listed in waves one, two and three remain available within school and will be delivered through the assess, plan, do review cycle. This will occur a minimum of once a term.



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Speech and language Therapy and the Complex Communication Team may be asked to complete assessments and advise school on 'next steps'

- Specialist agencies may deliver a package of specific support to enhance progress.
- One to one interventions will be used to target gaps in learning.
- Children who need additional support, in accordance with the SEND Code of Practice (2014), follow a four-step cycle called the graduated response.
- Pupils are assessed to identify a key area of need, provision is planned to support the child's next steps, the intervention is completed (do) then finally the whole process is reviewed to monitor its success and identify the next steps.
- As your child is on the SEND register, you will have termly contact from staff to discuss your child's needs and termly targets will be set to support their progress through school.
- All support in place is monitored through a provision map and outcomes are reported termly through progress recorded on your child's individual provision map (IPM).
- Agencies supporting your child may be asked to attend one of the termly review meetings to advise school further about more specialist provision and support.
- All provision will be assessed and monitored through a cycle of assessing the current need, planning the appropriate support and provision, completing the provision allocated and then reviewing the outcomes.
- All staff receive appropriate training so they have knowledge and confidence to support your child's needs. Progress will be shared with parents/carers.