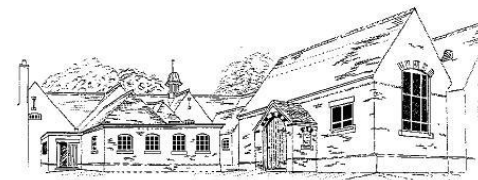


Possible adaptations and quality first teaching strategies for Communication and Interaction



Photographs of staff and pupils displayed in the classrooms.	Delivery of information slowed down or repeated to allow processing time.	Access to a quiet, distraction free work station if needed.	Provision of support at identified times of particular stress e.g. transition times, assembly etc.
'Rules' of good listening displayed, taught, modelled and regularly reinforced.	Pupils are given a demonstration of what is expected.	Word walls or similar to develop understanding of new vocabulary.	Social stories written for specific behaviours or things the child finds challenging.
Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card).	Systems of visual feedback in place to show if something has been understood.	Parents advised of new vocabulary so it can be reinforced at home.	Comic strip conversations.
Pupils name or agreed cue used to gain individual's attention – and before giving instructions.	Pupils are encouraged – and shown – how to seek clarification.	Appropriate use of visual timetables – personalised to the child.	Adult support in the classroom to facilitate access to the curriculum.
Key words/vocabulary emphasized when speaking and displayed visually with picture cues.	Prompt cards using a narrative framework (who, where, when, what etc.) used to support understanding of question words.	Minimise the use of abstract language.	
Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete examples, artefacts and role play.	Talking buddies or similar used to encourage responses.	Ensure that preferred methods of communication (as well as the level of eye contact) known by all staff within school.	
Instructions broken down in manageable chunks and given in the order they are to be done.	TAs deployed effectively to explain and support pupils to ask and answer questions.	Provision of a pre-arranged 'safe/sensory place outside of the classroom that can be used to help with self-regulation.	
Checklists and task lists – simple and with visual cues.	Classroom furniture and groupings consider whether pupils with speech and communication needs can see visual prompts and the teacher.		