**Speech, Language and Communication Provision Map for Hope High School: Autumn 2021**

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| **Universal Provision (Tier 1)** | **Targeted Provision (Tier 2)** | **Specialist Provision (Tier 3)** |
| * On entry to school, all pupils participate in a whole school language assessment delivered by the Happy Talk SALT. * Pupils for whom no difficulties are identified on the whole school language assessment and who do not have additional speech or social communication difficulties remain at universal provision and are supported through whole school teaching and activities. * Staff receive training to support quality first teaching and differentiation for SLCNs, and advice/support available on request from SENCo or school SALT as appropriate.   Whole school provision at a universal level includes:   * Use of visuals within class/school (visual planners/timetables, visual task boards, colourful semantics/narrative planning templates) * Robust Vocabulary Teaching * Social Activities throughout the day (eg Tutor Group time, Social Times, Sensory breaks) * Environmental planning & organisation (Spaces to talk, sensory retreats, intervention rooms/spaces). | Pupils who are identified as having difficulties on the whole school language assessment, who it is agreed do not require specialist SALT support will be supported through additional targeted provision in school. Students who are reluctant to engage within intervention sessions with the SALT in school may also access these provisions.  Provision at a targeted level may include:   * Identifying specific strategies from universal provision which will benefit the pupil and ensuring these are sufficiently differentiated for the pupil (SENCo in conjunction with SALT). * Delivery of intervention groups by school staff for targeted pupils/classes, including: * Lego-based therapy groups * Talk Boost Groups * Talkabout groups * Access to interventions which support social communication and emotional development: * Thrive * Willow Room * Learning Resource Room * Pastoral Support | Pupils who are identified through the whole school language assessment as having a moderate to severe delay in their language development, and/or have additional speech or social communication difficulties are initially supported through specialist SALT provision in school.  Provision at a specialist level includes:   * Further assessment of pupil’s speech, language and communication needs and provision of a SALT report with recommendations for supporting a pupil’s SLCNs across the day. * Provision of 1:1/paired/small group intervention by the SALT/SI Support Worker in school following a therapy plan provided by the SALT in school. * Provision of 1:1/paired/small group therapy intervention delivered by the SALT in school. * Integration of targets into pupil’s Individual Learning Plans/Pupil Passports (SENCO led). * Joint working with school staff, parents/care staff as appropriate to deliver individualised programmes of support, provided by the SALT. * Where numbers for therapy are high, the caseload is prioritised in conjunction with the SENCO. |