

Communication and Interaction Provision Map (2025-2026)

Wave 1 Universal Support	Wave 2 Early intervention	Wave 3 Additional and individualised provision	Referral to external specialist support
<ul style="list-style-type: none"> • Reduce language, staff should speak in short sentences and direct the child in a simple way. • Use child's name first to ensure you have their attention before giving other information. • Be explicit with instructions thinking about literal interpretation; do not phrase it as a question. • Say 'thank you' rather than 'please' at the end of an instruction to indicate the expectation that the task will be completed • Use visual prompts including visual timetables. • Plan ahead with changes to usually routines, adapt the timetables so children can prepare and have plenty of notice. • Have clear, concise and consistent rules and always reward the positives. 	<ul style="list-style-type: none"> • Speech and language group support or 1:1 following outside agency programmes • Social skills intervention, e.g. Break time/lunch time monitoring. • Social Stories /Time to Talk / Language Links interventions. • Provide 'now and next' boards for pupils/ pupils to reduce cognitive overload. • More opportunity in play and focused learning for discussions with peers or teacher extending and developing language • Monitoring SEN watch list • Completion of referral to Neurodevelopmental Pathway 	<ul style="list-style-type: none"> • Individual learning support plan with clear focused targets • SENCo involvement to support need/ added to the SEN register if applicable • Use of AAC (Augmentative and Alternative Communication) where needed (e.g. PECS, Makaton, communication boards) • Social stories and comic strip conversations to support understanding of routines, emotions, or challenging situations • Individual sessions focused on social communication, emotional regulation, or play skills, such as: <ul style="list-style-type: none"> - Attention Autism - Lego Therapy - Zones of Regulation - SCERTS Model strategies - TEACCH-based individual workstations 	<ul style="list-style-type: none"> • Referral to ASD Team for observation and further support through a strengths meeting • Referral to SALT • Referral to Educational Psychologist



- Allow children time to process “thinking time” (count back from 10).
- Sitting in circles or opposite partners to see others talking.
- Use of Zones of Regulation activities

- 1-1 speech therapy sessions – delivered by Speech Therapist or trained support staff.
- Visual timetable / visual task organiser/ now and next board to enable access to all learning.
- Use of ICT e.g. Writing with symbols and Widget.
- Specialist support from ASD Team for pupils needing highly differentiated individualised teaching.
- Frequent home/ school communication and shared targets.
- Individual arrangements for SATs
- Ear defenders and chewelry.