

Communication & Interaction-

What will you see? (Barriers)	What can help?
<p>Receptive and Expressive language</p> <p>CYP may have</p>	(Strategies and provision)
<p>Difficulties with the use of language</p>	<ul style="list-style-type: none"> • Close home-school links so school staff are aware of any changes in home circumstances that may impact on learning and information is shared appropriately
<ul style="list-style-type: none"> • For example, limited vocabulary, difficulty putting words into sentences correctly 	<ul style="list-style-type: none"> • Personalised learning targets in agreement with the pupil if possible
<ul style="list-style-type: none"> • Immature speech sounds for example, 'gar' for 'car' 	<ul style="list-style-type: none"> • Flexible grouping strategies, including ones where the pupil can work with peers of a range of abilities
	<ul style="list-style-type: none"> • Simplifying language
<p>Difficulties with listening and attention,</p> <ul style="list-style-type: none"> • Following multi step instructions for example, over reliance on others, acting out/withdrawing behaviours 	<ul style="list-style-type: none"> • Sequential instruction giving • Checking back for understanding
<ul style="list-style-type: none"> • Difficulty understanding non-literal language/vocabulary, for example, understanding jokes and sarcasm, idioms, synonyms 	<ul style="list-style-type: none"> • Cue CYP into what you are saying
	<ul style="list-style-type: none"> • Modelling - adults to model and scaffold appropriate language and conversation skills
<p>Difficulties with understanding language</p>	<ul style="list-style-type: none"> • Book - Teaching Children to Listen - Liz Spooner and Jacqui Woodcock
<p>For example, may cue in to certain words, difficulty remembering length of sentence, limited vocabulary</p>	<p>Tested and research based interventions can be found on the Ican website: https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/</p>
<p><u>Some difficulty initiating conversation with adults and peers</u></p>	<p>Refer back to developing vocabulary, colourful semantics, word aware CPD - handouts in folder.</p>
<ul style="list-style-type: none"> • knowing appropriate conversation starters 	
<ul style="list-style-type: none"> • knowing when it is your turn to speak, awareness of the listener 	
<p>Social and non-verbal communication</p>	
<ul style="list-style-type: none"> • Some difficulty interpreting non-verbal cues and facial expression 	
<ul style="list-style-type: none"> • Some inconsistent use of eye contact and non-verbal prompts 	
<ul style="list-style-type: none"> • Some difficulty initiating conversation with adults and peers 	
<ul style="list-style-type: none"> • Some difficulty maintaining conversation 	
<ul style="list-style-type: none"> • Difficulties with listening and attention 	
<ul style="list-style-type: none"> • Difficulties with processing and understanding language 	