Classroom environment:

· **Physical:** quiet space to work, alternative seating (quiet area or near a buddy), limiting visual clutter, considering where pegs, lunch boxes, bags, individual drawers and personal items are kept – avoid crowds and easy access, keep classroom easy to move around

· **Structural**: clear routine, verbal and written instructions – visual cues, clear and not distracting, visual timetables and vocabulary - keywords, now and next instructions, intervention groups, wristbands and other alerts, turn taking and communication skills, social skills groups, narrative pack, short, direct teaching, lesson planning based on CYP interest, high levels of paired talk, word walls, vocabulary work, key words, precision of language – good modelling of language and not correcting, word maps with pictures, using and practising scripts to help with new social situations and what to say/do, give the CYP a meaningful role in the school, rewards, visuals, motivators attention and engagement activities, clear target setting, responsibilities and independence, workstation, scaffolding, lunchtime groups if playground overwhelming, circle time/PSHE active listening, fact files, pen portraits, lunch groups supported by adults to model social interaction and communication, progression tools, competency framework for individuals and staff skillset

Sensory

· Senso+A5:A14ry: keep noise and visual clutter to a minimum, identify triggers and calming strategies. https://choices.somerset.gov.uk/025/send-news/somerset-sensory-processing-handbook-launched/send-news/

Communication friendly classrooms

· Narrative development work. ICSTC - Inclusive Communication Somerset Total Communication. Schemes of learning provide opportunities for all. Small group support for language and social skill development

· 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

· Personalised learning targets in agreement with the pupil if possible

· Flexible grouping strategies, including ones where the pupil can work with peers of a range of abilities

· Home - SLCF - The Communication Trust (slcframework.org.uk) Training for all education staff so they understand the basics of supporting SLC development

· Inclusive Communication (ICSTC)

· Information in CYPTS fact files for example, Helping children with unclear speech

· CYPTS Fact File (Stammering), CYPTS website, Michael Palin Centre for Stammering (https://michaelpalincentreforstammering.org)