



SEND Graduated Response by Area of Need



Communication and Interaction

Tier Three Available to children who require more intensive specialised support. All of these children will be on the SEND register or referred to a Take Care meeting	• Assessment, support and feedback to parents/ staff from a Speech and Language Therapist • Individual speech and language programme with TA • Nurture Group • Positive Play • Total Communication • Augmented Communication System • Adaptation to incorporate signing systems such as BSL • Communication book
Tier Two Available to children who require more specialised support. Some but not all of these children may be on the SEND register or referred to a Take Care meetings	• In class support from Early Years Educator with a focus on developing speech and language • Signing through songs (Wrens/ Shining Start) • NELI language intervention (Wrens) • Talking mats 1:1 with TA, to review the day or particular activities • Group language interventions e.g. Socially Speaking, Time to Talk, vocabulary building, inference • Enrichment sessions • Social Communication interventions e.g. Attention Autism • Individual pre-teaching and overlearning of concepts and vocabulary • Now/next boards • Simplified language and additional processing time • Comic strip conversations • Social stories • Access to Makaton signing
Tier One Universal offer - available to all children	• Play leaders • Visual aids e.g. picture prompts, written instructions, lists, timetables, symbols • Peer assessment • Open ended questioning • Additional processing time after questions/instructions • Clear, concise instructions delivered verbally and visually. • Use of visual timetables • Pre-teaching of key vocabulary • Use of “chunking” verbal and written information into manageable steps

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| | <ul style="list-style-type: none">• Modelling language and sentence structure• Opportunities for structured talk; think-pair-share, talk frame• Staff trained in understanding speech language and autism-friendly approaches• Consistent use of “check for understanding” strategies• Avoiding idioms or explaining figurative language clearly• Visual signage and labels (photos/symbols where appropriate)• Use of WIDGIT symbols to support understanding of written and verbal communication• Voice 21 Oracy programme• Widgit symbols for restorative conversations• 5 Ways to say Hello greeting |
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