

Communication strategies

Universal	Targeted	Specialist
Support available to all learners, embedded within the school environment and delivered through staff training, whole-class strategies, and environmental modifications.	Support for groups of learners with identified speech, language, and communication needs (SLCN) who require structured intervention but do not need individualised therapy. Learners at this level require skill development.	Intensive, individualised support for learners with significant SLCN requiring direct intervention from a SaLT.
• Routine and structure • Visuals – i.e first and then, choosing boards, task instructions, transition symbols • Visual timetable • Environment modifications • Alternative communication aids – ALDs, core board, core board lanyard • Staff modelling use of alternative communication aids • Language rich activities • Clear start and end points • Processing time • Total communication approach • Strategies to promote attention and listening skills • Preparation for changes • Transition support- learners are supported to know where they are going • Labelled environment • Parent training	• Language intervention groups • Individual timetables • Individual TEACCH strategies • Attention Autism • Colourful semantics • Shape coding • Blanks levels • Language focused play • Intensive interaction • Barrier games • Lego therapy • TAC PAC • Structured interaction • Tactile cues • Concrete activity cues (engage pathway) • Parent training	• Speech sound intervention • Implementation of paper-based AAC- PODD, Communication book • Individualised therapy plans • Specialist staff training • Liaison with specialist external agencies • Implementation of power-based AAC - switches, eye-gaze, devices with communication apps e.g. proloquo2go, SimPODD, TD Snap • Parent training

Regulation strategies

Universal	Targeted	Specialist
For all learners in the school, focusing on creating an inclusive and supportive environment.	For groups of learners with needs identified by the MDT that do not require one-to-one therapy but benefit from small-group interventions to provide strategies that prevent difficulties from escalating	Intensive, individualised support for learners with identified needs that require direct intervention from an OT.
• Routine and structure • Zones of Regulation check ins • Zones of Regulation modelled by adults and script used to acknowledge learners' feelings • Zones of Regulation focused lessons • Zones of Regulation toolbox/personalised strategies • Environmental modification - Light covers, blinds, matting, soft items, cushions, bean bags • Accessible class layouts • Sensory friendly classroom – reduced visual and auditory stimuli • Calm areas in class • Resources accessible to all learners • Access to trim trail, trampoline, swings, gym equipment, circuits in garden areas • Regulation breaks built into daily routines • Inclusive play during playtime and lunch time • Personal and social support strategies • Maslow's basic needs met • Staff training • Social stories	• Access to specialist spaces- swing, crash room, sensory bus, sensory cabin • Sensory strategies differentiated to meet individual needs • Fine and gross motor skill development • Alternative seating e.g. ball chair, zuma rocker chair • Assistive tools- weighted lap pads, fidget toys, wobble cushions, ear defenders, peanut ball • Specific teaching sessions • Advice on optimal classroom layouts • Drop in advice sessions • Parent training	• Referral to outside agencies • Therapy plan • Highly personalised sensory recommendations/sensory diet

• Parent training		
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