

**Provision Mapping – Communication and Interaction**

<p align="center">WAVE 1 All children as appropriate</p>	<p align="center">WAVE 2 Graduated Approach</p>	<p align="center">WAVE 3 SEN</p>
<p>Practitioners promote a rich language environment.</p> <p><b>Recognising children’s attempts to communicate.</b> Practitioners model language &amp; re-cast children’s speech to extend the language used and model the correct speech sound production</p> <p><b>Practitioners knowing when to listen</b> Open ended questions are used to stimulate conversation. Practitioners make use of prompts such as Tell me about it.... or I wonder..... rather than direct questions</p> <p>Opportunities are developed to enable children to make &amp; communicate their choices. Opportunities for listening in quieter environments i.e. comfy area, book area news time.</p> <p>Practitioners use a wide range of communication strategies in everyday practice included formal gestures signs, pictures and symbols</p> <p>Practitioners create opportunities to talk child led conversations</p> <p>The IDP materials are used by manager and senco to develop practitioners knowledge &amp; skills in relation to supporting childrens speech, language and communication development.</p> <p>Additional language information</p>	<p>Practitioners modify their language to support children experiencing some delay in expressive and/or receptive language.</p> <p>Practitioners plan activities to support specific areas of focus in language with small groups of children e.g. vocab building, story time</p> <p>Practitioners offer choices with reduced options to support children having difficulty making or expressing choices or preference.</p> <p>Signs, objects and photos are used by practitioners and within the environment to support specific groups of children to develop their expressive and receptive language.</p> <p>Practitioners are supported by colleagues to use and implement strategies and from basic salt programmes</p> <p>Makaton and other training can be accessed if needed</p> <p>Access and action from salt, Ep, IDSS</p>	<p>Practitioners focus on developing areas or aspects of language advised by therapists/inclusion teachers and adopt specific strategies identified. All practitioners need to be aware of individual needs of their key children.</p> <p>Practitioners are involved in the delivery of specific programmes for identified children, these are generally offered within the context of normal pre-school provision.</p> <p>TLP’s are devised from information gathered from other professionals i.e. salt, idss All practitioners can access the guidance.</p>

access to bi-lingual support and resources.

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