



Communication and Interaction Needs Checklist

Monitoring/QFT strategies

Universal Provision for Communication and Interaction (Monitoring)	✓
Calm learning environment	
Oracy talk tactics	
Group and partner work (flexible grouping)	
Positive relationships between teacher/child child/peers	
Job roles and responsibilities	
Prewarning of changes to timetable	
Going through the timetable for next day	
Visual timetable	
Learning chunked into small steps	
Teacher modelling high quality speaking and listening	
Pre-teach vocabulary	
Learning adapted to reduce cognitive load	
In class brain breaks	
Scaffolded learning tasks	
Multi-sensory approach to learning – concrete, visual, technology	
Vocabulary mats	
Simplified, clear instructions	
Checklists	
Flexible grouping – direct time with adult(s) in classroom	



St Winifred's Roman Catholic Primary School

CARITAS – God's Love in Action

Promoting growth mindset, praising efforts and progress as well as achievements	
Exit cards/I need help cards (green/red)	
Social activities in lessons to promote relationships	
Use of calm safe spaces in the classroom	
Use of praise and dojos for motivation	
Consistent boundaries and behaviour expectations	

Targeted Support

Universal Provision for SEMH (Targeted/Different from and/or additional to)	✓
Referral to SALT	
Wellcomm interventions	
Narrative therapy intervention	
SALT sessions weekly	
Referral to SENDCo	
Lego therapy intervention	
Social communication intervention	
SEN register/SEN support plan cycle	
Assistive technology	
Friendship building games/activities	
Additional referrals to CAMHS/other external agencies if applicable.	