

# Provision Expected at SEN Support (PEaSS) Guidance

Name:

Date:

## 3.1 Communication and Interaction: Speech, Language and Communication Needs

### 3.1.2 Provision Expected to be Available – Suggested SEN Support strategies in the classroom

Suggested SEN support strategies in the classroom		Tick box
1	Keep verbal instructions simple and use them in the order you want things to be carried out	
2	Give directions before starting the activity or stop the activity to clarify if needed	
3	Give CYP thinking time (at least 10 seconds) to respond and then, if necessary, repeat what you said	
4	Check for understanding - ask the CYP to tell you what they have to do	
5	Cue the CYP into a change of topic of conversation/presentation - say 'Now we are going to talk about ...'	
6	Frame questions carefully (decide whether to ask open or closed questions)	
7	Use the CYP's name before asking a question or giving an instruction	
8	Give time for 'partner-talk' before expecting them to answer a question	
9	Actively teach CYP strategies for what to say and do when they do not understand	
10	Support oral presentations /explanations with pictures, real objects, symbols or action	

Suggested SEN support strategies in the classroom		Tick box
11	Put up a list of the key vocabulary for a particular topic or lesson and teach the meaning of each word	
12	Consider pre-teaching of key words and concepts needed in lessons	
13	Use symbols to support spoken language and text (e.g. <a href="#">Widgit</a> )	
14	Provide <a href="#">visual, verbal or written scaffolds</a> (e.g. talk mats, writing frames)	
15	Use visual summaries of discussions such as mind-maps, flow charts, diagrams, comic strips	
16	Regular personalised or small group work	
17	Allow extra time to complete tasks and be aware of the additional fatigue the CYP may experience	
18	Provide reasons and opportunities for children to communicate (e.g. don't pre-empt child's needs)	

## Notes