PLAN ASSESS Factor in time for processing and response Formal diagnosis- SALT/OT/Paed Training for 1:1 or small group work delivery SLC progression tools (Community trust) Withdrawal for intervention work Receptive and expressive language assessment Align assessment against interventions- time scale and set Whole school audit tool targets COMMUNICATION & INTERACTION **C&I REVIEW** DO Inclusion & Progress and RAP meetings S&L plans delivered Progress towards objectives via progression tools Pre-teach key vocab Referrals for additional support Modelling answers Impact on other areas – literacy/social interaction Format Matters in every lesson Access arrangements needed Subject specific vocabulary in every lesson Concept word map displays Visual aids/lists to help comprehension and inference Direct instruction – precision teaching Leicester inference scheme Talkabout