

## Communication and Interaction Needs

|                                      |                              | Range 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          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| Communication and Interaction Needs: | Autistic Spectrum Conditions | <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Part of normal school and class assessments. SENCO may be involved in more specific assessments and observations</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Normal curriculum plans include individual/group targets</li> <li>Parents involved regularly and support targets at home through consultation with class teacher and at target setting days.</li> </ul> <p>Pupil involved in setting and monitoring targets</p> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class with specific support for targets which involve communication and interaction</li> </ul> <p>Opportunities for over-learning basic concepts within a small group</p> <p><b>Human resources and staffing</b></p> <ul style="list-style-type: none"> <li>Flexible use of resources and staffing available in the classroom</li> <li>Support to promote social skills and interactions with peers and over-learning of basic concepts</li> <li>Support with recording of work thus leading to independence.</li> </ul> <p><b>Curriculum &amp; teaching methods</b></p> <ul style="list-style-type: none"> <li>Flexibility will be needed in expectations to follow instructions/ record work</li> <li>Instructions supported by visual and written clues</li> <li>Preparation for any change and the need for clear routines</li> <li>Reduction of complex language especially when giving instructions</li> </ul> | <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>As Range 1 plus use of more detailed NC assessment tools</li> <li>Involvement of education and non-education professionals as appropriate</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Curriculum plans reflect levels of achievement and includes individually focused targets, especially Speech and Language components and PSHCE</li> <li>Additional steps taken to involve parents and pupil as appropriate to include an annual meeting with all stakeholders.</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class based, but with some opportunity for small group and individual work to target specific needs involving communication and interaction</li> <li>A quiet area within the classroom may be useful for individual work</li> <li>An individual table/area within the classroom may be helpful for independent working to offer opportunities for distraction free learning</li> <li>Opportunities for one to one support</li> </ul> <p><b>Human resources and staffing</b></p> <ul style="list-style-type: none"> <li>Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding. This may also involve some modification to the environment (low stimulus; distraction-free)</li> <li>Use of support to implement specific materials, approaches and resources as appropriate. e.g. Circle of Friends;</li> <li>Support from other agencies as appropriate. E.g. Autism Team (SEN Services), Hub schools, SALT</li> </ul> | <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>As Range 2 plus more specialised assessment tools.</li> <li>If more than 2 agencies are involved a CAF referral will be implemented in consultation with parents.</li> <li>Where appropriate staff and other agencies will offer support as appropriate</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Whole school understanding of pupil's needs and relevant training.</li> <li>Consideration of more specialised planning frameworks to prepare for the school day</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class with targeted support</li> <li>The need for small group work and one to one to develop individual targets and introduce any new concepts</li> <li>Access to a quiet area within the classroom when needed</li> <li>It is likely that an individual table/work area would be useful to help focus learning and to offer opportunities for distraction free learning</li> </ul> <p><b>Human resources and staffing</b></p> <ul style="list-style-type: none"> <li>Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding</li> <li>Use of support to implement specific materials, approaches and resources as appropriate e.g. Circle of Friends, Socially Speaking, Time to Talk All Aboard</li> <li>Support from other agencies as appropriate. E.g... Autism Team (SEN Services), Hub schools, SALT</li> </ul> <p><b>Curriculum &amp; teaching methods</b></p> <ul style="list-style-type: none"> <li>Curriculum access will be facilitated by using a structured approach which may involve: using visual systems or timetables; reducing language for instruction/information giving; teaching strategies should give consideration to difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom</li> <li>One to one teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations</li> <li>May need enhanced PSE teaching to ensure skills embedded</li> </ul> |

|  | Range 1 | Range 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Range 3                                                                                                                |
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|  |         | <p><b>Curriculum &amp; teaching methods</b></p> <ul style="list-style-type: none"> <li>• Curriculum access will be facilitated by using a structured approach, which may involve: using visual systems or timetables; reducing language for instructions/ information giving</li> <li>• Teaching strategies should give consideration to difficulties with transfer of skills</li> <li>• Teaching approaches should take account of difficulties in the understanding of social rules and expectations within the classroom; slow processing of information and organisational issues</li> <li>• Involvement of Social Inclusion Mentor as appropriate.</li> </ul> | <ul style="list-style-type: none"> <li>• Involvement of Social Inclusion Mentor to target individual needs.</li> </ul> |

