



Reading Graduated Response to SEND

5-16y

Communication & Interaction

Including Autism

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To be read in conjunction with:

- SEND Mainstream Guidance. Supporting children and young people who have special educational needs and disabilities (SEND) in mainstream Early Years providers, schools and Post-16 settings. November 2016
- Ordinarily Available document
- Banding Document
- <https://www.gov.uk/government/collections/statutory-guidance-schools>
- The Children's Act 2014 and the Equalities Act 2010.

COMMUNICATION AND INTERACTION, INCLUDING AUTISM:
DESCRIPTION OF NEED

This document is divided into 2 parts: Part 1 is Communication and Interaction, Part 2 is specifically for student with autism.

Contents:

Part 1:

Introduction to Communication & Interaction

Table 1: Part 1: Communication & Interaction Stage 1 Provision

Table 2: Part 1: Communication & Interaction Stage 2 Provision

Table 3: Part 1: Communication & Interaction – Pupil Characteristics at Stage 1, 2 and EHCP level

Part 2:

Social Communication Difficulties and autism: Description of need

Table 4: Stage 1 Provision for students with autism with social communication needs

Table 5: Stage 2 Provision for students with autism with social communication needs

Table 6: Part 2: Communication & Interaction – Social Communication Difficulties/Autistic Spectrum Disorder: Pupil Characteristics at Stage 1, 2 and EHCP level

Part 1

Introduction:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them and/or they do not understand or use social rules of communication. Students may exhibit a range of difficulties with speech and language, some of which will resolve as the student develops. Most students with significant and enduring speech and language difficulties will have been identified and/or diagnosed through Health Services (for example, Speech and Language Therapists) at an early age .

Children / young people with less severe difficulties, or difficulties that only affect one aspect of speech and language may be less easy to identify and may appear to be developing normally at an early age. Communication and interaction difficulties may become more apparent with the increased demands of school life, but the exact nature of the difficulty may not be immediately noticeable.

In some instances, a persistent failure to communicate effectively with others may give rise to feelings of frustration or anxiety. These feelings may in turn lead to some behavioural difficulties and/or deteriorating social relationships with peers and adults alike.

Students with autism may have varying levels of challenges with communication (verbal and non-verbal) and social interaction. See Part 2, page 11 onwards of this document.

English as an additional language does not in itself constitute a speech and language difficulty. It is important to note, however that different languages have

different structure/phonologies which can sometimes cause initial short-term difficulties. Reading has a diverse population with many CYP having more than one language spoken at home. CYP with EAL should be encouraged to speak their home language and English, and should be supported appropriately in class. The impact on assessments should be considered.

Whatever the level of need, the Code of Practice advises that inadequate progress should be the key test of whether additional or different action should be taken.

Types of need:

Speech, language and communication difficulties cover a wide and complex range of impairments that frequently overlap. These include:

- **Developmental Language Delay**
This may be a delay in one or more aspects of language (comprehension, expression, interaction) but progress, however slow, follows a 'normal pattern' of development.
- **Developmental Language Disorder**
Development in one or more aspects of language (comprehension, expression, interaction) will show an uneven or unusual pattern.
- **Phonological / Speech Difficulty**
This refers to the child's / young person's ability to produce intelligible speech and will include those with specific difficulties, including verbal dyspraxia and dysarthria. Complete normal development of the speech sound system may not be in place until the age of 6 years. There may be abnormal speech development e.g. atypical speech sounds / processes in the system emerging in place of more typical sounds.
- **Receptive Language Difficulty**
Children / young people may have particular difficulty attaching meaning to words and developing concepts or have difficulties understanding complex grammar or implied meaning.
- **Expressive Language Difficulty**
Children / young people may have difficulty accessing vocabulary, using complex grammar, organising ideas, structuring sentences and conveying intended meaning.
- **Processing Difficulty**
Children/ young people may be able to understand vocabulary and grammar, but have difficulties processing it all at once.

Table 1: Part 1: Communication & Interaction Stage 1 Provision

<p>PART 1: COMMUNICATION & INTERACTION STAGE 1 PROVISION</p> <p>Normal school entitlement provided from Element 1 (Universal) Age Weighted Pupil Unit (AWPU) via Quality first teaching.</p>
<p style="text-align: center;">IMPACT OF LANGUAGE AND COMMUNICATION NEEDS ON LEARNING</p> <p>Indicators may include a child or young person who despite whole school support:</p> <ul style="list-style-type: none"> • Speech is understood by others but has some immaturities, which at times interfere with the acquisition of literacy and/or create mild social difficulties. • Comments and questions often indicate an initial difficulty in understanding the main points of discussions, explanations, information given, in a whole class situation. • Sometimes develops & explains own ideas clearly, but sometimes needs support: <ul style="list-style-type: none"> - To contribute successfully to discussion about imaginary and factual activities - To use vocabulary precisely and effectively
<p style="text-align: center;">PROVISION - Quality FIRST Teaching Strategies/Specialised Adaptations</p> <p>Many students with speech language and communication needs will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention</p>
<p>Quality First Teaching Strategies</p> <p>All children benefit from good quality Wave 1 Teaching. This includes High quality teaching which is differentiated and personalised to meet the needs of the majority of children and young people. Special educational provision is underpinned by high quality teaching and is compromised by anything less. Within Wave 1 teaching some children may, at times, be taught in small groups or in a one-to-one situation to support their learning. Lessons should be planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. Teachers carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinesthetic approaches as well as auditory / verbal learning. These need to be carefully matched to pupil needs and abilities. <i>Additional intervention and support cannot compensate for a lack of good quality teaching.</i></p>

Parent / Carer and Pupil Participation

- Parents/ carer / pupil to be involved in setting targets and planning and reviewing provision.
- The child/young person will be fully involved in the assessment process and in the planning of subsequent interventions.
- Specific additional support, perhaps as part of a homework strategy and to support the Individual Learning Plan.
- Child/ Young Person involved in target setting, monitoring progress & reviews. CYP may need support to express their views.
- Communication system in place to provide details of how to support CYP.
- Some specific reinforcement or skill development activities as required
- Young person and parents/carers provided with details of local services available via the Local Offer

Grouping for Teaching Purposes

- Grouping strategies used flexibly to promote independent learning and provide general support for self-esteem / confidence building e.g. a school could group 4 children together who have similar needs to pre-teach vocabulary.
- Support during less structured times may be needed.
- CYP may need help to express their views.

Curriculum and Teaching Methods

- Needs some encouragement to take responsibility for own learning and to collaborate with peers in curriculum activities.
- Needs some support to listen and respond to longer explanations, stories, sequences of information in whole class situation.
- Some differentiation of speaking, understanding, listening tasks to allow access to the curriculum.
- Ensure information sharing amongst school/teaching on strategies and best practice to support a particular CYP.

Training and Advice

- Staff to be trained in strategies related to specific areas of need.
- Strategies/ training shared with parents/ carers as appropriate.

A speech and language specialist may have assessed the student's progress and the student may be attending the local health clinic to receive speech and language therapy. At this stage the speech and language therapist will be working mainly in conjunction with the parent/carers. There may be some low-level contact between speech and language therapist and the schools.

Additional Human and other resources

- Individual and small group in and out of class setting e.g. pre-school teaching vocabulary or developing narrative skills?
- Routine curriculum resources including differentiated materials.
- Class/ subject teachers, SENCO, and TAs to participate in review and monitoring
- Staff are aware of the implications of mild sensory impairment, perceptual impairment, fine motor skill development and medical issues.

Table 2: Part 1: Communication & Interaction Stage 2 Provision

PART 1: COMMUNICATION & INTERACTION STAGE 2 PROVISION Provided from school's delegated budget Element 2 (Notional Special Educational Needs budget)
<p>When to move to Stage 2:</p> <p>After at least 2 reviews at Stage 1, a few children or young people may not be making expected progress towards the targets set. These children and young people would be considered for Stage 2 intervention. The period of time covered by this review process would normally be approximately six months, but during this period or towards the end of this period, schools or colleges should consult with relevant support services to consider the nature of the difficulty and appropriate Stage of additional support.</p>
<p style="text-align: center;">IMPACT OF COGNITION AND LEARNING DIFFICULTIES ON LEARNING</p> <p>Indicators may include a child or young person who despite whole school support:</p> <ul style="list-style-type: none"> • Difficulties impact on access to curriculum without school-based support. • Student may show a marked discrepancy between attainment levels in English and/or other core subjects. • Student may show underachievement in a number of curriculum areas, not predicted by reference to his/her general ability. • Student may exhibit difficulties managing behaviour in a variety of learning and/or social settings within the school. • Has difficulties in using language for learning and/or social interaction. • The student's responses to verbal and non-verbal communication are often inappropriate. • Significant speech or language difficulty prevents access to a large part of the National Curriculum.
<p>PROVISION - Quality Teaching Strategies/Specialised Adaptations</p>
<p>Parents / Carers and Pupil Participation</p> <ul style="list-style-type: none"> • Informed and written consent for referrals to external agencies. • Young person and parents/carers invited to participate in target setting, monitoring and reviews • Communication system in place to provide details of how to support young person. CYP may need supporting to express their views. • Parents/carers/ child/ young person provided with details of local services available via the Local Offer • Ensure information sharing amongst school/teaching on strategies and best practice to support a particular CYP.

Assessment Planning and Review

- Support includes assessments and advice from a Speech & Language Therapist and / or other relevant professionals.
- Ongoing process of assessment and review is in place.
- Staff able to monitor and assess for access to special exam arrangements.
- Multi-agency support may be required due to overlap of educational, social or health needs.
- Staff have received focused training on the specific implications of the effects of SLCN on the student.
- A record will be kept of consultation with external professionals, such as the Educational Psychologists or Speech & Language Therapists if they are involved with the student.

Additional Other Resources

- Daily, individually focused intervention and implementation across the curriculum.
- Close monitoring by SENCo and / or key staff.
- School/College provides specific equipment, games and access to ICT, as appropriate.

Grouping for Teaching Purposes

Groupings in class should provide opportunities for peer support, the development of social understanding and inference, together with structured opportunities for conversation.

The grouping arrangements should be used flexibly to promote independent learning.

- Access to additional and different arrangements individually or in small groups.
- Arrangements mainly within the classroom with limited periods of withdrawal (for example, for specific speech sound work).
- Structuring both classroom and unstructured times to support positive peer interaction.
- CYP may need supporting to express their views.

Curriculum and Teaching Methods

- Increased differentiation of targeted activities and materials, with key speech and language objectives.
- Access to ICT and specialist equipment / materials.
- Emphasis on small step approach.
- Structured teaching building on the child or young person's established knowledge.
- A variety of practical materials and experiences to support learning.
- Rate and complexity of curriculum delivery should reflect child/ young person's level of language competence.
- Teaching methods may include the use of visual aids, signaling and signing to support understanding in lessons
- There may need to be specific teaching of vocabulary, comprehension and inference, use of language, sentence structures, the speech sound system, sequencing and active listening skills.
- There should be staff training regarding the characteristics of students with SLCN and the impact on curriculum access.
- The physical environment should be methodically organised, well defined and labelled and conducive to good listening and attention.
- Verbal instructions, explanations require simplification and visual or experiential support.
- Individual support for specific skill development/reinforcement.
- Mainstream class or set with access to individual and small group tuition within the classroom and/or periods of withdrawal.

Training and Advice

- School staff to be trained in strategies related to specific areas of need including by external agencies as appropriate. Strategies/training shared with parents/carers as appropriate. This should include training on developmental disorders such as autism. Training is available via RBC.
- Interventions utilised to be overseen by SENCo
- Outside agency support to model strategies and approaches and to inform practice.
- External interventions may be appropriate.

Table 3: Part 1: Communication & Interaction – Pupil Characteristics at Stage 1, 2 and EHCP level

PART 1: COMMUNICATION & INTERACTION – Pupil Characteristics			
Children/ young people may show some or all of the difficulties stated below. Difficulties at each stage / level are in addition to those at a less severe level. Stages indicate level of difficulty following interventions.			
	Stage 1	Stage 2	EHC Needs Assessment
			If the student continues to have difficulties following assess, plan , do review.
Receptive	May be slow to process orally presented information. Poor understanding of complex grammar. Difficulties with implied meaning and colloquialisms.	Needs visual support to process language according to intention. Prediction may be poor. Frequent misunderstandings. Repetition and some simplification needed.	Difficulties in understanding spoken language. Frequently confused and responding inappropriately. Needs simplified language in order to understand. CYP may mask or hide these difficulties, and may refuse tasks, or divert attention away from their difficulties through behaviour. Significant difficulties as assessed and reported by speech & language therapist or educational psychologist.
Expressive	Language may sound immature or particularly hesitant. Finds it difficult to convey intended meaning at first attempt.	Uses simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification.	Older children and young people may mask and disguise their difficulties with language or communication. CYP displaying behaviours that are difficult to manage in a classroom may be experiencing speech, language, communication or interaction difficulties. Limited ability to express ideas verbally. May volunteer very limited information. May show frustration when required to express ideas. Difficulty conveying intended meaning even using simple language. Significant difficulties as assessed and reported by speech & language therapist or educational psychologist.

Speech	Some continuing difficulties sequencing polysyllabic words.	Some immaturities in speech sound system may remain. Phonological awareness relatively poor.	Any continuing difficulties affecting general intelligibility are likely to seriously affect self-esteem. Significant difficulties as assessed and reported by speech & language therapist or educational psychologist.
Interaction	Difficulties with social skills that affect relationships with peers and unfamiliar adults. May find conversation difficult and have difficulties timing remarks.	Interaction may not always be appropriate. May have difficulties with social relationships. Communication difficulties may lead to inappropriate behaviour.	Social and interaction difficulties affect performance in most situations. Child / young person does not transfer strategies from one situation to another. Behaviour and self-esteem may be significantly affected. Significant difficulties as assessed and reported by speech & language therapist or educational psychologist.
Attention	May be affected by unfamiliar situations/speakers, stress and distractible environment.	Some difficulties ignoring both active and passive distractions. Needs reminders to monitor attention. Difficulty attending in whole class. May need refocusing in small groups.	Needs high level of support to maintain appropriate attention in a small group. Significant difficulties as assessed and reported by speech & language therapist or educational psychologist.

PART 2: SOCIAL COMMUNICATION DIFFICULTIES AND AUTISM:
DESCRIPTION OF NEED

Autism occurs across the whole range of abilities. Students with autism experience varying levels of difference with social interaction and relationships, social communication, flexible thinking, behaviour and sensory challenges. The way in which these differences impact on how the child/young person understands and interacts with the world around them will be unique to each individual. Pressures of adapting to a more neurotypical world can result in students with autism feeling anxious at times.

Some of the characteristic difficulties autism students may experience include:

- Difficulties in understanding social situations and responding to normal environmental cues;
- Difficulty in intuitively sensing other people's feeling and intentions;
- Delayed or awkward social initiative and problems with establishing and maintaining reciprocal relationships;
- Rigidity of thinking and a tendency to follow personal agendas which may not be easily amenable to adult direction;
- Sometimes a lack of awareness of the needs or emotions of others;
- Difficulty with open-ended or unstructured situations and with change;
- High susceptibility to anxiety and stress;
- Varied impaired use of language, either expressive or receptive: may include odd intonation, literal interpretations and/or idiosyncratic phrases and echoing of other's speech. May have very limited speech and communication, or may have very good vocabulary which can at times lead others to overestimate the true level of understanding;
- Difficulty in processing and navigating environments; eg. transitioning from activities, rooms, year groups and schools;
- High susceptibility to hyper/hypo sensitivity.

Table 4: Stage 1 Provision for students with autism with social communication needs

<p>Stage 1 Provision for students with autism with social communication needs <i>Normal school entitlement for pupils with Autism : Provided from Element 1 (Universal) Age Weighted Pupil Unit (AWPU)</i></p>
<p>IMPACT OF AUTISM ON LEARNING</p>
<p>Indicators may include a child or young person who despite whole school support:</p> <p>Mild social difficulties. Student may be developing understanding of their difficulty and can manage their levels of occasional mild anxiety and sensory needs. This will depend on the student, their age, cognitive ability and their autism.</p> <p>Interested in peers and wants to have friends but needs help with this.</p> <p>Able to work on same tasks as peers with some additional support.</p> <p>Able to learn in the whole class group.</p> <p>Student responds to planned strategies.</p>
<p>PROVISION - Quality Teaching Strategies/Specialised Adaptations</p>
<p>Quality Teaching Strategies</p> <p>All children benefit from good quality Wave 1 Teaching. This includes High quality teaching which is differentiated and personalised to meet the needs of the majority of children and young people. Special educational provision is underpinned by high quality teaching and is compromised by anything less. Within Wave 1 teaching some children may, at times, be taught in small groups or in a one-to-one situation to support their learning. Lessons should be planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. Teachers carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic approaches as well as auditory / verbal learning. These need to be carefully matched to pupil needs and abilities. <i>Additional intervention and support cannot compensate for a lack of good quality teaching.</i></p>
<p>Assessment, planning and Review</p> <ul style="list-style-type: none"> • Holistic assessment of how the areas of need impact on the individual child/young person’s ability to access the educational setting. • Ongoing communication with parents / carers to support the identification of /child/young person’s strengths and challenges. • Use of SMART targets informed by an understanding of social communication difficulties and autistic spectrum disorders. • Provision mapping, involving child/young person, parent / carer, SENCo and class teacher. • Termly or at least 6 monthly review.
<p>Grouping for Learning</p> <ul style="list-style-type: none"> • Support during less structured times to achieve equal access to opportunities. For example, homework and lunchtime clubs. • Maintain a predictable environment for the CYP, with appropriate use of visual timetables, schemes of work etc.

- Tailor grouping to promote independent learning, self- esteem and confidence building.

Curriculum and Teaching Methods

- Emphasis on differentiation for curriculum access in response to the child's / young person's preferred learning style and areas of strength. For example, utilise visual approaches and modify use of language.
- Some teaching of specific social communication and interaction skills, including the use of social stories and comic strips to develop understanding.
- Whole school awareness and understanding of autism and its implications for the curriculum.
- Tasks may need to be differentiated by level/outcome/pitch/pace and grouping.
- Aspects of structured teaching (TEACCH) may be helpful.
- Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for student with individual needs.
- Cross-curriculum support of smart targets.
- Some teaching to support age appropriate life skills, including independent leisure skills.

Training and Advice

- Whole School autism Awareness Training.
- Staff attend relevant courses and then disseminate information and strategies to key people.

Additional Human and Other Resources

- Individual and small group work in and out of the whole class setting.
- Differentiated curriculum resources and materials.
- Appropriately individualised physical and visual structures consistently used as needed.
- Make reasonable adjustments to the school day to ensure that the child has enough structure, predictability and the ability to withdraw when they feel overloaded.
- Where they can, it helps if the school can provide a low sensory environment for some autism children.

Parents /Carers and Pupil Participation

- Opportunities and support which enable child / young person to express their views is provided.
- Specific additional support, perhaps as part of a homework strategy and to support transitions.
- Home / school communication over an above the norm.
- Parents to share relevant reports from medical services and other agencies.
- Parents / carers are informed about the external services related to their child's needs and signposted to the Local Offer.

Table 5: Stage 2 Provision for students with autism with social communication needs

<p>Stage 2 Provision - Autism Provided from school's delegated budget Element 2 (Notional Special Educational Needs budget)</p>
<p><u>When move to Stage 2</u> After at least 2 reviews at Stage 1, a few children or young people may not be making expected progress towards the targets set. These children and young people would be considered for Stage 2 intervention. The period of time covered by this review process would normally be approximately six months, but during this period or towards the end of this period, schools or colleges should consult with relevant support services to consider the nature of the difficulty and appropriate Stage of additional support.</p>
<p style="text-align: center;">IMPACT OF Autism ON LEARNING</p> <p>Despite receiving an individualised programme and/or concentrated support the young person: The student's difficulties that may present in either the home and/or school may include:</p> <ul style="list-style-type: none"> • inability to interpret social cues, • poor social timing, • lack of social empathy, • rejection of normal body contact or unawareness of other people's personal space, • sensory reactions to body contact, • difficulties maintaining appropriate eye contact, • lack of social conversation skills, • literal use and interpretation of speech, • rigidity and inflexibility of thought processes, • resistance to change, • solitary play and unusually focused special interests, • may have issues relating to health and personal care issues • the student can exhibit highly atypical behaviour, such as: obsessive, challenging and/or withdrawn behaviours, an inappropriate use of language, • abnormal responses to sensory experiences and signs of distress requiring significant adjustments.
<p>Assessment, Planning and Review</p> <ul style="list-style-type: none"> • Holistic assessment of how the areas of need impact on the individual child/young person's ability to access the educational setting. This should include advice from outside agencies if needed, or school to school support. • Ongoing communication with parents / carers to support the identification of child/young person's strengths and challenges. • Use of SMART targets informed by an understanding of social communication difficulties and autistic spectrum disorders.

- Provision mapping, involving child/young person, parent/carer, SENCo and class teacher.
- Termly or at least 6 monthly review.
- An assessment of sensory and/or physical coordination or other difficulties may be helpful to prevent difficulties worsening; this could be via the OT.
- Staff able to monitor and assess for access to special exam arrangements.
- Multi-agency advice may be required through the CAT or diagnostic process, and to overlap educational, social or health needs.
- The student may need an individual risk assessment.
- A record will be kept of consultation with external professionals, such as the Autism Team, Educational Psychologists, CAMHS or Speech & Language Therapists if they are involved with the student.

Grouping for learning

- Support during less structured times to achieve equal access to opportunities, for example, homework and lunchtime clubs.
- Maintain a predictable environment for the CYP, with appropriate use of visual timetables, schemes of work etc.
- Tailor grouping to promote independent learning, self-esteem and confidence building. Structuring of both classroom and playground activities to support positive peer interaction.
- Access to additional support, individually or in small groups, mainly in the classroom with limited periods of withdrawal if appropriate (for example, for specific skills instruction).
- Environmental adaptations to minimise impact of sensory distractions and differences.
- Provision map targets will be addressed through individual, small group and class work within the curriculum framework.

Curriculum and Teaching Methods

Students may need access to:

- Flexible teaching arrangements;
- Help in acquiring, comprehending and using language;
- Help in articulation;
- Help in acquiring literacy skills;
- Where necessary, help in using low level alternative means of communication;
- Support in using different means of communication confidently for a range of purposes;
- Support in organising and coordinating oral and written language.
- Withdrawal facilities provided for times of stress.
- Opportunities for the development of social interaction and communication skills
- Curricular language will benefit from 'scaffolding' approaches.
- The student may need considerable preparation for changes in routine.
- Strategies used to facilitate transfer from one school/teacher to another, may include passports, one page profiles, a familiarisation book of photos of

the new environment, a file of coping strategies/equipment and social stories.

- Structured programmes of work may need to be clearly set out via a visual timetable.
- There should be consistency within the classroom in terms of organisation, structure, routines, space and place.
- Consideration may need to be given to the physical environment
- Cross-curriculum support of smart targets.
- Emphasis on differentiation for curriculum access in response to the child's preferred learning style and areas of strength, e.g. utilise visual approaches and modify use of language.
- Planned opportunities which promote application and generalisation of learning.
- Use of individualised visual structure to facilitate independent learning and management of change, e.g. homework system, visual timetable, systems for organisation. This will include systems to support: motivation, engagement, and achievement of learning outcomes, e.g. personalised rewards systems, work systems.
- Some targeted teaching of specific social communication and interaction skills, tailored to individual needs and learning style to enable application and generalisation e.g. Social Stories, social rules and scripts, role play.
- Targeted teaching to support age appropriate life skills, including independent leisure and self-care skills.
- Targeted support to understand emotions in others and develop self-regulation of own emotions, such as consequence paths and 5 point scales.

Additional Human and Other Resources

- Individual and small group work in and out of the whole class setting.
- Differentiated curriculum resources and materials.
- Appropriately individualised physical and visual structures consistently used as needed.
- Make reasonable adjustments to the school day to ensure that the child has enough structure, predictability and the ability to withdraw when they feel overloaded.
- Where they can, it helps if the school can provide a low sensory environment for some ASD children.
- Strategies such as Social Stories may be used to promote social success / appropriate behaviour.
- Additional access to I.T. may be necessary.
- Staff to monitor/support students during break times and lunchtimes and have strategies in place to reduce anxiety during unstructured times.

Parents/Carers and Pupil Participation

- Opportunities and support which enables child / young person to express their views is provided.
- Specific additional support, perhaps as part of a homework strategy and to support transitions.
- Home/school communication over and above the norm. Use of a home-school diary to aid communication.
- Parents share relevant reports from medical services and other agencies.
- Parents / carers are informed about the external services related to their needs and directed to the Local Offer.
- Parent consent for outside agency involvement.
- Parent/carer to be involved in the formulation, monitoring and implementation of targets.

Training and Advice

- Whole School autism Awareness Training and focused training on the specific implications of the effects of Autism on the student.
- Attendance of staff on relevant courses who will then disseminate information and strategies to key people.
- Consultation with external agencies.

Social Communication Difficulties / Autism

Areas of Need	Pupil Characteristics		
Inflexibility in thinking and behaviour	<p>Stage 1</p> <p>The child / young person: Sometimes requires support in order to reduce anxiety, for example; transition periods, seasonal changes to timetable. Requires some intervention to effectively participate in certain aspects of school life, due to distractions related to need for certain routines or over focus on special interest. Has inflexibility in thinking styles which sometimes impacts on accessing the curriculum. Occasionally needs support for activities that place a high demand on creative planning, organisational skills or work that needs reviewing/ subjective evaluation.</p>	<p>Stage 2</p> <p>The child / young person: Often requires support in order to reduce anxiety, for example; changes to daily routine, transition between home and school, and staffing arrangements. Often requires intervention to effectively participate in several aspects of school life, due to distractions related to need for certain routines, rules and/or over focus on special interest. Experiences difficulty in sustaining engagement whilst accessing the curriculum. Often needs intervention for activities that place a high demand on creative planning, organisational skills or work that needs reviewing / subjective evaluation. Will sometimes have difficulty in making expected connections between concepts and generalising / applying skills learnt in new situations.</p>	<p>EHC Needs Assessment</p> <p>The child / young person: Despite support and interventions at stage 2, for the majority of the school day: Requires a constant and ongoing high level of support in order to reduce anxiety, for example difficulty adapting to changing expectations, shifting from activity to activity. Has ongoing difficulty effectively participating in most aspects of school life due to inflexible adherence to certain routines, rules and/or over focus on special interest. Has difficulty effectively accessing the curriculum for a significant part of the school day, despite interventions at a previous stage. Needs ongoing intervention for activities that place a demand on creative planning, organisational skills or work that needs reviewing. Has significant difficulty in making expected connections between concepts and generalising / applying skills learnt in new situations.</p>

Social Communication Difficulties / Autistic Spectrum Disorder

Areas of Need	Pupil Characteristics (continued)		
Interaction and Relationships	<p>Stage 1</p> <p>The child / young person:</p> <p>Sometimes has difficulty initiating social interactions.</p> <p>Sometimes has difficulty noticing, interpreting and responding to social cues of others appropriately.</p> <p>Sometimes has difficulty in the application and generalisation of 'unwritten social rules.'</p> <p>Displays a limited repertoire of interests, play and leisure skills.</p> <p>The above can impact on the pupil's ability to attend and contribute during: Whole class teaching.</p> <p>Collaborative group work.</p> <p>Unstructured breaks.</p> <p>But does not significantly limit progress.</p>	<p>Stage 2</p> <p>The child / young person:</p> <p>Often has difficulty initiating and successfully sustaining social interactions and friendships.</p> <p>Often has difficulty noticing, interpreting and responding to social cues of others appropriately, which impacts on the quality of their relationships.</p> <p>Often has difficulty in the understanding of 'unwritten social rules' and adjusting behaviour appropriately to various social contexts.</p> <p>Displays a limited repertoire of interests, play and leisure skills, to the degree that it impacts on the quality of their friendships.</p>	<p>EHC Needs Assessment The child / young person:</p> <p>Despite support and interventions at stage 2, for the majority of the school day:</p> <p>Has consistent and ongoing difficulty in initiating and responding to social interactions, leading to social isolation.</p> <p>Has consistent difficulty noticing, interpreting and responding to social cues of others appropriately, which significantly impacts on their ability to form positive relationships.</p> <p>Has significant difficulty in acknowledging and understanding 'unwritten social rules.'</p> <p>Has consistent and ongoing difficulty in coping with and adjusting their behaviour appropriately to various social contexts.</p>

Social Communication Difficulties/autism

Areas of Need	Pupil Characteristics (continued)		
Interaction and Relationships (continued)	Stage 1	Stage 2	EHC Needs Assessment
		<p>The above impacts on the pupil's ability to access and successfully participate in:</p> <p>Whole class teaching Collaborative group and paired work. Unstructured breaks</p> <p>Which limits their academic and / or social progress. This may present as passivity, avoidance, reluctance to engage or unusual / inappropriate behaviour.</p>	<p>Displays a repetitive repertoire of interests, play and leisure skills, which further contributes to their social isolation.</p> <p>The above impacts on the pupil's ability to access and successfully participate in: Whole class teaching. Small group teaching. Collaborative group and paired work. Unstructured breaks.</p> <p>To the degree that it creates a barrier to their academic and social progress. This may present as an extreme level of passivity, persistent avoidance, refusal to engage or ongoing unusual / inappropriate behaviour.</p>

Social Communication Difficulties/autism

Areas of Need	Pupil Characteristics (continued)		
	Stage 1	Stage 2 The	EHC Needs Assessment The
Language/ Communication	<p>The child / young person:</p> <p>Has some difficulties understanding and acting on verbal information, due to processing difficulties.</p> <p>Has some difficulties interpreting non-verbal cues (e.g. facial expressions, body language, and intonation of voice).</p> <ul style="list-style-type: none"> • Has some difficulties with literal interpretation of language (including understanding jokes, metaphors and idioms) when compared to peers. <p>Demonstrates some difficulties with conversational skills due to a repetitive repertoire of conversational topics or difficulty with understanding or processing language.</p> <p>May have some sophisticated and articulate speech but does not fully understand the content and / or implication of what they have said.</p>	<p>child / young person:</p> <p>Often had difficulty in understanding and acting on verbal information, due to processing difficulties.</p> <p>Often has difficulties interpreting non-verbal cues (e.g. facial expressions, body language, and intonation of voice). Often has difficulties with literal interpretation of language (including understanding jokes, metaphors and idioms) when compared with peers.</p> <p>Often has difficulty discerning relevant information, understanding abstract concepts and maintaining focus on the speaker.</p> <ul style="list-style-type: none"> • Sometimes has difficulties in initiating and directing communication appropriately, for example asking for help or making their needs clear. <p>Has a tendency to dominate conversations, showing limited awareness of listeners' needs and interests.</p> <p>May lack interest in conversing with other people or rarely initiate and direct their communication appropriately.</p>	<p>child / young person:</p> <p>Despite support and interventions at stage 2, for the majority of the school day:</p> <p>Has significant difficulty in understanding and acting on verbal information, due to processing difficulties.</p> <p>Has significant difficulties interpreting non-verbal cues (e.g. facial expressions, body language, and intonation of voice).</p> <p>Has significant difficulties with literal interpretation of language (including understanding jokes, metaphors and idioms) when compared to peers.</p> <p>Has significant difficulty discerning relevant information, understanding abstract concepts and maintaining focus on the speaker.</p> <p>Does not always recognise when communication is, or is not, being directed at them.</p> <p>May lack interest in conversing with other people or rarely initiate and direct their communication appropriately.</p> <p>Have significant impairments in their conversational skills (e.g. shows little awareness of listener's needs and interests).</p>

Social Communication Difficulties/autism

Areas of Need	Pupil Characteristics (continued)		
Language/ Communication (continued)	<p>Stage 1 May present with an unusual or unexpected delivery when speaking e.g. an overly formal tone or vocabulary</p>	<p>Stage 2 May rely on learnt phrases and / or speak in an inappropriate tone or volume. Onset of language may be delayed, or might only use language skills in a familiar context.</p>	<p>EHC Needs Assessment May display as non-verbal, echolalic or talk exclusively in learnt phrases and language. Onset of language may be delayed, or might only use language skills in a familiar context. The above consistently impacts on their ability to access the curriculum and interact with others.</p>
Progress and Attainment	<p>Has an uneven profile in National Curriculum attainment levels. May have a high level of skill or knowledge in isolated areas.</p>	<p>Has an uneven profile in National Curriculum attainment levels. May have a high level of skill or knowledge in isolated area. Has difficulty making connections between concepts and generalising skills.</p> <p>Either: Rate of progress is slower than predicted in some areas of the curriculum; Or The child/young person is not achieving at the expected levels of the curriculum.</p>	<p>Has an uneven profile in National Curriculum attainment levels. May have a high level of skill or knowledge in one isolated area. Has difficulty making connections between concepts and generalising skills. Despite provision that has been put in place at stage 2, progress and attainment continues to be environment dependent.</p> <p>Either: Clear evidence of ongoing lack of progress in most areas of the curriculum; Or Evidence of a significant discrepancy between child's/young person's ability and their daily attainment.</p>

Table 6: Part 1: Communication & Interaction – Social Communication Difficulties/Autistic Spectrum Disorder: Pupil Characteristics at Stage 1, 2 and EHC level

Social Communication Difficulties/Autistic Spectrum Disorder			
Areas of Need	Pupil Characteristics (continued)		
Sensory Processing	Stage 1	Stage 2	EHC
	<p>The child / young person:</p> <p>May at times be affected by Sensory Processing difficulties related to one or more of the following areas: Under sensitivity Sensory seeking Sensory overload Sensory avoidance Perception difficulties</p> <p>This can at times lead to distraction from learning</p>	<p>The child / young person:</p> <p>May be affected by Sensory Processing difficulties related to one or more of the following areas: Under sensitivity Sensory seeking Sensory overload Sensory avoidance Perception difficulties</p> <p>This can lead to distraction from learning and heightened anxiety levels.</p>	<p>The child / young person:</p> <p>May be affected by Sensory Processing difficulties related to one or more of the following areas: Under sensitivity Sensory seeking Sensory overload Sensory avoidance Perception difficulties</p> <p>This can have a significant impact on their ability to access learning. The ongoing impact of sensory processing and interaction difficulties can significantly affect the child’s well-being and lead to acute anxiety.</p>

Social Communication Difficulties / autism

Areas of Need	Pupil Characteristics (continued)		
Sensory Processing (continued)	<p>Stage 1</p> <p>The combined challenges experienced due to the areas of need outlined above may affect the child's/young person's overall wellbeing, impacting on their confidence and self-esteem. This <u>may</u> lead to reluctance to transition between home and school; and/or significant discrepancies between typical behaviours at home compared to typical behaviours in school.</p> <p>Some needs related to personal development may include: Impaired age-appropriate life skills and independence.</p> <p>Some needs related to emotional development may include: Impaired ability to understand emotions of others. Impaired self-regulation of emotions.</p>	<p>Stage 2</p> <p>The combined challenges experienced due to the areas of need outlined above may affect the child's/young person's overall wellbeing, impacting on their confidence and self-esteem. This <u>may</u> present as: Passivity, Avoidance behaviour Reluctance to engage Unusual and/or inappropriate behaviour. Persistent lateness and frequent absence.</p> <p>Some needs related to personal development may include: Impaired age-appropriate life skills and independence. Impaired ability to manage age-appropriate self-care.</p> <p>Some needs related to emotional development may include: Impaired ability to recognise and understand emotions of others. Impaired self-regulation of emotions.</p>	<p>EHC</p> <p>The combined challenges experienced due to the areas of need outlined above may affect the child's/young person's overall wellbeing, impacting on their confidence and self-esteem. This <u>may</u> present as: An extreme level of passivity, Avoidance behaviour Refusal to engage Unusual and/or inappropriate behaviour Persistent lateness, frequent absence or school refusal.</p> <p>Some needs related to personal development may include: Impaired age-appropriate life skills and independence. Impaired ability to manage age-appropriate self-care. Impaired awareness of safety and dangers.</p> <p>Some needs related to emotional development may include: Impaired ability to recognise and understand emotions of self and others. Impaired self-regulation of emotions.</p>