

Communication and interaction

Code of practice

6.28 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 or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

How to know what level of need this child/young person has:

- Autism Education Trust's Progression Framework
- British Picture Vocabulary Scale 3rd Edition (BPVS) -
Covers receptive language at single word level
- Observations of children
- Consultation of parents (questionnaires available to school)

Helpful organisations and strategies

Organisations:

- [The Autism Outreach Team](#)
- [Autism Education Trust](#)
- [National Autistic Society](#)
- [Ambitious About Autism](#)
- [Speech and Language Therapists](#) (website also includes strategies and information pre-referral)

Strategies:

- Social Stories
- [Spence Anxiety Scale](#)

School based intervention

A child or young person whose needs are met by school-based additional support with some use of delegated SEND funding.



Examples of additional Interventions that should be considered

Assessment and planning

- Observation by SENCO
- Specialist resources sought e.g. Speech and Language Therapist
- There is a commitment to developing independence with steps planned and agreed
- School undertake 'good practice' generalised suggestions from SALT and use previous discussions with professionals to create a target plan for the child. This is monitored on at least a termly basis following discussion with child and parents
- Advice is taken on successful strategies, e.g. seating arrangements, position in classroom, preferred learning style
- Careful reviewing of needs before transition at key stages

Teaching and learning

- Manage access arrangements for internal and external examinations and assessments e.g. reader or scribe, extra time for assessments as needed
- Speech and Language Therapist's advice reflected in lesson/ curriculum planning and delivery overseen by SENCO
- May need pre teaching and over learning of key vocabulary and concepts
- Ensuring classroom environment is 'communication friendly'

Curriculum and interventions

- Access to small group support/ interventions
- Interventions planned for and delivered using therapy plans advice and strategies
- Consideration of speech sound development when delivering phonics
- Interventions and differentiation of lessons to include:
 - Use of language to communicate
 - Specific conversational skills
 - Non-verbal skills- body language
 - Regular/daily small group or teaching of social skills
 - A review of how peers are being supported to aid communication with peers with C&I needs.

Targeted support

A child or young person on the SEND register whose needs are met using delegated SEND funding, with initial advice from external partners. The Assess, Plan, Do, Review process demonstrates the impact of measures put in place and the involvement of pupil and parents in the process.

Examples of additional Interventions that should be considered



Assessment and planning

- Specialist tools to assess CYP's learning
- Specialist resources sought e.g. Educational Psychologist
- Highly adapted teaching and learning delivered at an appropriate level and pace
- Reactive and adaptive planning based on formative assessments throughout lessons
- Planning meetings with SENCo to set targets as required for CYP
- Environmental audit using Autism Education Trust (AET) materials or similar
- Individual targets/outcomes are agreed and monitored following discussion with child and parents/carers
- Careful reviewing of needs before transition at Key Stages

Teaching and learning

- Disapplication from certain subjects if appropriate
- Advice on curriculum differentiation, equipment to access the curriculum, positioning in the classroom, risk assessment and management plans
- Identified daily support to undertake the following:
 - Prepare and make relevant visual supports and structure
 - Adapt materials for lesson e.g. chunking work into manageable amounts for the individual pupil
 - Facilitate alternative recording strategies
 - Adapting communication and verbal teaching content
- An ELSA, if appropriate, could be utilised to support interaction and communication with peers and adults.

Curriculum and interventions

- Programs to develop social interaction and emotional wellbeing, as identified by an IEP/ management plan
- Set program of work provided by the Speech and Language Therapy team to follow in supporting the child
- Personalised timetable introduced in negotiation with pupil, parents and staff. This may include temporary withdrawal from some activities e.g. assemblies, specific non-core lessons
- Use of specialist interests of CYP to help engage and motivate in lessons
- Individual workstation for independent learning activities
- Individual support to implement recommendations from support services
- Individual and small group work support for pre- and post- teaching

Specialist support

A child or young person on the SEND register whose needs are met alongside external partners, using delegated SEND funding. The Assess, Plan, Do, Review process demonstrates the impact of measures put in place and the involvement of pupil and parents in the process.



Examples of additional Interventions that should be considered

Assessment and planning

- Specialist assessments, e.g. by Specialist Teacher, Educational Psychologist, SALT, to ascertain comprehension, expression, speech sounds, eating and drinking skills etc
- Child will require involvement of educational and non-educational professionals
- Professionals agree that the pupils needs are likely to require additional resources, including the continuation of specialist advice and input.
- Regular multi-agency assessment and/or review of strategies and progress.
- Multiple agencies are involved in reflection and joint planning in partnership with pupils and their parents/carers

Teaching and learning

- The use of specialist or adapted equipment / software where appropriate to access the curriculum
- Specialised modification of all teaching and learning styles and resources
- Specialist communication strategies as needed by individual e.g. PECS, Makaton
- Main provision by class/ subject teacher with support from SENCo and advice from education and non- educational professionals as appropriate
- Alternative on or off-site provision may need to be sought, if appropriate
- Identified individual support across the curriculum in an inclusive mainstream setting to provide a personalised learning experience, taking into account any advice given from specialist services/professionals

Curriculum and interventions

- Advice assessment and facilitation of the use of specialist or adapted Assistive Technology to access the curriculum, including braille
- Adult support to access an individualised curriculum
- Individualised support to implement recommendations from support services e.g. SALT, OT, etc
- Individual workstation to develop independent learning skills if needed, but adaptations to the learning environment to encourage integration are evidenced with impact
- Personalised English and Mathematics programmes may be required to address gaps in learning.
- Specialised, long-term interventions to support communication and interaction