



Communication and Interaction

Possible indicators

Struggle with change to routine
 Reacts to loud/sudden noise
 Lack of social skills
 Eye contact
 Out of character behaviours which escalate through interaction

*EHC Referral
 *Inclusion team
 *ASD team

Individualised

*SEND Plan *1 Page Profile *Provision Map
 *Inclusion Service *SaLT *Welcom Assessment
 *Tray System
 *SA+ worker
 *Personalised Timetable

Targeted

*Concrete resources/multisensory approach. *Additional time. *Repeated learning. *Opportunities given to record in different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. *Formative assessment used to adjust content *Dyslexia friendly teaching - Active Primary on non-white backgrounds, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non-white, appealing visual worksheets/resources.*Verbal praise. Feedback recognises progress and effort, not just achievement *adaptive teaching. *Teaching and learning steps from the 'Known'. *Independent activities.

*Pre-teach key vocabulary. *Collaborative learning, Paired writing, talk partners, random pairing activities, small group.

* Duration of activities is appropriate. *Calm learning environment. *Name and eye contact used for young person. *Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised. *Language provides simple commentary, gestures, signs and images support understanding. Language is at appropriate developmental level. *Pupil communication valued and responded to.

*Adults say what they mean (avoid sarcasm, abstract vocabulary etc) *Structured, consistent routines. *Positive relationships evident. *Restorative Approaches for behaviour/tactical ignoring/Non-verbal signals/Asking about relevant rule / Catching the young person being good / Praising. *Adults say the behaviour they want. *Opportunities to meet sensory need (Fiddle toys/ear defenders). *Agreed time out system. *Adults recognise how tiring some conditions can be when facing the whole school day.*Awareness of the needs of the individual. *Check-ins, Nurture group, *Social Skills group, *PECS, *regulation Breaks.

Universal