



## Supporting a child with Social and Communication

### Differences within school

All pupils who have a diagnosis of ASD, or have been seen to require strategies for Social and Communication differences, and adaptations will have access to;

- Our Universal Offer and First Quality Teaching as a minimum (see Provisions Maps).
- PECS (Picture Exchange Communication System).
- Personalised daily timetable to help smooth transition times.
- Personalised check-in chart to establish feelings at regular intervals.
- Now and Next boards to help focus on tasks and rewards.
- Brain breaks when necessary to have time away from demands and help reduce stress and anxiety.
- Sensory Tool Kit (ear defenders, fiddle toys, weighted blankets etc)
- The 'Den' for quiet space when necessary and available.
- Social Stories and Comic Strips to aid and develop understanding.
- Home/school book if required.

#### **Teachers will ensure:**

- Clear objectives will be stated at the start of the lesson.
- Links to previous learning will be made during lessons.
- Priority points and/or new/key vocabulary will be given, explained and recorded clearly, such as through bullet points, wall displays, etc.
- The teacher will use a multi-sensory approach for all learning points throughout the session, taking into account all learning styles.
- Pupils will be supported appropriately by a TA, when/where is necessary.
- All pupils will be actively encouraged to make contributions and take part in discussions through whichever tool they prefer eg voice, post-its, scribe, pictures.
- Resources will be tailored to meet the needs of ASD pupils.
- Collaborative working will be encouraged including, group work, the sharing of notes, learning buddies, etc.
- The pace of the session will take into account the needs of learners with time built in for thinking time/brain breaks.
- Frequent and effective questioning of both open and closed questions will be used to check understanding.
- Lessons will follow a logical sequence with each learning point leading on from the previous. Links between these learning points are frequently reinforced and made explicit.
- Additional time will be allowed within sessions for ASD pupils to process information and for reading and writing.
- Key points will be reinforced and highlighted both orally and visually.
- Instructions and information will be broken down into small steps with no more than 2 pieces of information being given at one time.
- Positive and constructive feedback will be given to pupils at appropriate intervals.

- Homework tasks will be clearly explained and homework instructions are written down for ASD pupils.
- Homework set is appropriate for the individual pupil, where necessary adaptations will be made.
- Pupils will be encouraged to record homework in a variety of ways, if appropriate.
- Pupils will know how to access additional support with homework if required.

**As families you will:**

- Discuss with us your child's needs.
- Discuss with us any concerns you may have.
- Have a home/school book so you know about any important events during the day.
- Share formal assessments and advice received from outside agencies/professionals.
- Follow advice given to support your child at home.
- Inform school of any difficulties at home which may impact on a child's day in school.
- Trust us, as professionals, to support your child and family in the best way possible.