

Communication and Interaction

Possible indicators

- Struggle with change to routine
- Difficulty understanding social situations
- Reacts to loud/sudden noise
- Lack of social skills
- Eye contact
- Attention & listening difficulties
- Delay in expressive/reciprocal language
- Difficulty reading emotions
- Obsessive interests
- Rigid thinking
- Difficulties with understanding/processing information
- Speech difficulties – Selective mutism



With God all things are possible

Matthew 19:26

APDR

SEND Concern form

My Concern

MASHH

Individualised

EHC referral,
Inclusion Team
1:1 ASC Team, 1:1 TA
support, SALT referral,
Bespoke timetable, sensory
support bespoke to pupil, 1:1 keyworker

Targeted

SEND support plan, ELKLAN resources,
Meet and greet, ADOS Referral,
SALT, Educational Psychology, Social Stories
Education, lunchtime nurture group (CS20), Early
Lunch pass, early exit lesson pass, exit pass, Emmaus pass,
Lego club, draw and talk interventions, homework club, Talk about Teenager
activities, key worker links (Emmaus), Traffic light cards in lessons

Universal

Awareness of one page profile – Knowing the child.
Concrete resources / multisensory approach. Additional time or rest breaks allowed if needed.
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.
Verbal praise. Feedback recognises progress and effort, not just achievement. Differentiated objectives.
Teaching and learning stepped from the 'Known'. No sudden changes to routine. Independent activities. Warning given for change
Collaborative learning, Sensitivity used when introducing paired writing, talk partners, random pairing activities, small group.
Duration of activities is apt. Pre-teach key vocabulary. Calm learning environment. YPs name and eye contact used. Clear/simple instructions,
repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised. No use of sarcasm.
Language is at appropriate developmental level, teachers say what they mean. Pupil communication valued and responded to.
Structured, consistent routines. Positive relationships evident. Give YP warnings before directing questions. Give alternative means of communication.
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). Agreed time out system. Adults recognise how tiring some conditions can be when facing the
whole school day, lots of masking can exhaust YP.