# Social Communication and Interaction Needs / ASD Wave 2

## Assess

- Observe –using specific ASD tools such as Iceberg to identify patterns within the triad of impairments and sensory needs.
- Discussion to assess concerns with SENCo / Parent / class team (including behaviours at home / school) and elicit pupil voice.
- Assess availability of appropriate interventions and staffing that could be used to deliver these (Talkabout , SULP, language for thinking  etc ).
- Assess the impact of the interventions for specific difficulties centred around the triad of impairments .
- Assess how much is being expected of the social  curriculum as well as the academic curriculum?
- Complete pupil risk assessment also including outdoor environments.
- Identify motivators and specific triggers share with ALL staff including lunchtime supervisors.
- Assess processing time differences and communicate how to address this with the whole class team.
- Assess any sensory differences that could cause issues indoors and outdoors as well as at home.

## Plan

- Plan an Interventions for specific difficulties centred around the triad of impairments – 1 term.
- Plan to make visuals for structured approaches e.g. using first and then, choice boards, TEACCH approach etc.
- Plan to help all staff be direct with instructions e.g. "Open your book on page 10 " rather than " Shall we start where we last finished".
- Plan for a  friendship support group/buddy system in school to help social interaction/ communication.
- Plan for the child to be able to access downtime area /space for self regulation.
- Plan staff training, appraisal and staff development around meeting the needs of children with ASD.
- If a child is non verbal, plan to develop joint attention and be aware of the stages of attention and listening.
- Plan and prepare for transitions well by identifying and preparing for changes.
- Plan to improve vocabulary and understanding of non literal language e.g. idioms, emotional  vocabulary  etc.

## SEN Support
## (provided via schools own resources)

## Review

-  Liaise closely with child/YP and parents to review progress and communication methods and review strategies used at home/school.
- Review support from buddy's and peers. Can they help with games, friendships etc.
- Observe and review anxiety levels for the child.
- Review teaching approaches for all lessons (usually visual approaches are more successful).
- Review skills and experience of key staff (TEACCH approach, using social stories, reducing language, sensory understanding).
- Review the social curriculum alongside the academic curriculum.
- Review the environment and sensory needs where identified.
- Review transition plans and understanding of change.
-  Pupil passport review (motivators, strategies etc).

## Do

- Use visuals to help understand the structure of lessons starting with "First and then" moving onto schedules and timetables .
- Use visual checklists, behavioural reinforcements to understand the expectations of the setting.
- In each lesson use structured approaches (who, what, when, where, how much, finished or the TEACCH approach).
- Referrals to appropriate services e.g. BSCIP, Ladywood Outreach, EP, Speech and Language Therapy etc.
- Ensure all adults always start with the child's name to gain attention.
-  Use reduced language e.g. "Daniel it's sitting ." and model correct use of language.
-  Allow for more processing time (between 6 or 15 seconds).
- Create a visual approach to teaching and learning new concepts and ideas.
- Make a pupil passport detailing strengths and needs so all staff are aware of support that needs to be in place.

December 2020

# Social Communication and Interaction Needs / ASD Wave 3

## Assess

- Discussion to assess concerns with SENCo / Parent / class team (including behaviours at home / school) and elicit pupil voice.
- Assess areas of weakness specific to ASD and communicate with appropriate agencies / family.
- Assess staff knowledge and skills to help plan and deliver ASD specific interventions for targeted pupils.
- Assess behavioural responses including anxiety levels using appropriate tools to identify ASD specific needs e.g. Iceberg, STAR.
- Assess for individualised needs in relation to the social curriculum and the academic curriculum.
- Assess sensory needs for an individualised profile.
- Assess executive functioning skills.
- Assess levels of attention and listening skills with an awareness of the variations in levels of attention in pupils with ASD.
- Assess understanding of language and levels of questioning.

## Plan

- Plan specific and targeted interventions / strategies following advice from appropriate external agencies e.g. Ladywood Outreach, EP, SALT.
- Plan for appropriate sensory needs using individualised sensory profile.
- Plan for appropriate language interventions focusing on identified language needs e.g. inference groups, nurturing narrative.
- Plan for appropriate social skills interventions / support groups e.g. friendships, conversations, theory of mind.
- Plan for opportunities to rehearse taught social skills in role play e.g. Drama 4 Social skills.
- Plan to improve executive functioning skills and support within the classroom.
- Plan for developing stages of attention and listening skills.
- Plan and prepare for different levels of anxiety throughout the school day and implement support to manage transitions.
- Plan and identify appropriate CPD opportunities for staff to develop / enhance skills to implement targeted.

## SEN Support (provided via schools own resources)

## Review

- Liaise closely with external agencies and review strategies and support implemented.
- Review the impact of specific social skills interventions considering next steps.
- Review and monitor the child's level of anxiety throughout the school day.
- Review, update and manage the impact of visual strategies to support understanding of routine and structure in class / lessons.
- Review, update and manage executive functioning skills and ensure this is matched to curriculum planning.
- Review, update and manage language and vocabulary needs and support with visual resources within the classroom / lesson.
- Review, update and manage academic progress focusing on inference, lexical reasoning and deduction skills.
- Review, update and manage sensory needs and strategies.
- Review, update and manage attention and listening skills recognising environmental influences.

## Do

- Arrange a workspace in the classroom with reduced distractions and clearly identified boundaries for some of the time during learning.
- Implement a visual schedule/checklists for all / part of the day for the pupil to access.
- Access to appropriate visual frameworks to support spoken and written language during lessons e.g. 'wh', questions frameworks.
- Use visual flowcharts to aid understanding of instructions and develop independent working.
- Deliver specific interventions on developing social communication skills e.g. conversation skills, understanding emotions, executive functioning.
- Deliver attention, speaking, listening and language, interventions e.g. talking partners @ 1 or talking partners @ 2.
- Deliver sessions to focus on front loading teaching for topic / subject based vocabulary.
- Deliver sensory sessions and implement a sensory diet throughout the school day as required.
- Implement strategies and advice from appropriate services e.g. Ladywood Outreach, EP, Speech and Language Therapy etc.

December 2020