

SEN Support

This section of the SEND Handbook is designed to provide guidelines to educational schools/settings on the graduated approach to Special Educational Needs and Disability and in particular the assess-plan-do-review process as outlined in the SEND Code of Practice.

These guidelines aim to:

- promote partnership working between the local authority and educational settings in identifying and meeting children/young people's special educational needs and disabilities;
- describe the provision that mainstream educational settings are expected to make at SEN Support for different areas of need;
- provide a basis for consistency and equity in terms of both provision and decision making across schools;
- provide a basis of consistency and equity in decision making for the funding of special educational needs by ensuring that a robust assess-plan-do-review process has been followed;
- develop a more robust system of identifying children/young people with special educational needs which is clearly linked to progress and outcomes;
- provide links to resources and on-line training that staff working with children with various needs can access to further develop their knowledge and skills;

This SEN Support section of the SEND handbook is process led, and it is assumed that it will be adopted with reference to the SEN Code of Practice. This documentation emphasises the need for an ongoing cyclical process involving children and young people and their parents. The guidelines and expectations outlined in this section build on the Quality First Teaching expectations in the previous section and are based on:

- Assessment
- Reflective and planned action
- Review and adaptation
- This SEN Support guidance sets out expectations in each of the following areas of need:
 - Cognition and Learning
 - Speech and Language and Communication Needs
 - Social Communication Needs/Autistic Spectrum Disorder
 - Social, Emotional and Mental Health Difficulties
 - Visual Impairment
 - Hearing Impairment
 - Physical Difficulties

There are 2 'waves' of the assess-plan-do-review process in some areas. Where this is the case it is expected that wave 2 will build on quality first teaching and wave 3 will build on wave 2, becoming increasingly specific and detailed. As such where a setting are working at wave 3 of the cognition and learning assess-plan-do-review process it is assumed that the quality first teaching and wave 2 approaches will continue to be in place, with wave 3 approaches building on these foundations.

*Throughout this document the term 'teacher' can mean teacher or key worker.

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 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.

Plan

SEN Support (provided via schools own resources)

- 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).

- 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.

Do

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 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.

Plan

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.

- 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.

Do

Social Communication and Interaction/ASD

Relevant resources, links and on-line training

First time supporting children with ASD or social communication differences

- First time supporting Autistic students? <https://www.tes.com/teaching-resource/autismspectrum-disorders-a-resource-pack-for-schoolstaff-6030055>
Direct link to the National Autistic society resource pack for teachers: last updated in 2015.
- Ladywood online an introduction to ASD – one hour online course to help with your initial understanding of the triad of impairments and sensory needs – contact marsdenc@ladywood.bolton.sch.uk
- Autism Education Trust- tools for teachers <http://www.aetraininghubs.org.uk/t4t/> A number of useful tools. Ordering the book gives you online access to the tool <https://www.autism.org.uk/professionals/teachers/classroom.aspx> ##frameworks
National Autistic society: link page to a lot of other resources.
- Twinkl- <https://www.twinkl.co.uk/resources/specialeducationalneeds-sen/specialeducationalneeds-sen-communication-and-interaction>. This site has a wealth of resources for every aspect of social communication and interaction needs as well as sensory needs.
- Staff should consider looking at challenging behaviour using the “Iceberg” approach to try to understand the reasons why the behaviour may occur.
<https://www.teachertoolkit.co.uk/product/iceberg-analysis/>

Developing Early Communication Skills

- Fern Sussman: More than Words (2012, new edition) For young children with autism and their families to develop communication skills. A really useful approach to use with early communicators in school.
- Fern Sussman: Talkability (2007) For verbal children on the autism spectrum. An approach to help parents promote their child’s communication, but is really good for schools to use and follow (Hanen centre)
- <https://intensiveinteraction.com/> A first place to look for help with developing the Intensive Interaction approach- a way of encouraging the development of the Fundamentals of Communication.

Specific Approaches: (Comic strip conversation, Social Stories, Lego therapy, Circle of friends etc.)

- Carol Gray: Comic Strip Conversations: Illustrated interactions that teach conversation skills to students with autism and related disorders (1994) A useful book outlining an approach that helps lots of people.
- Comic strip conversations <https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx>
- A good way of unpicking things and as information gathering for a Social Story-
Carol Gray: The New Social Story Book, Revised and Expanded 10th Anniversary Edition: Over 150 Social Stories that Teach Everyday Social Skills to Children with Autism. It’s a great place to start, but Social Stories need to be written with/for specific pupils to work properly.

- Siobhan Timmins: **Developing Resilience in Young People with Autism using Social Stories** (Growing Up With Social Stories) (2017) Siobhan Timmins has written a number of books about social stories, for a number of different ages and age groups.
- Social stories - <https://www.youtube.com/watch?v=vjllYYbVlrl>
- Daniel B. LeGoff: Lego based Therapy (2014) Therapist recommended and much used!
- Colin Newton: Creating Circles of Friends: A Peer Support and Inclusion Workbook (2003) A clear description of how to use this peer support system

Emotional regulation

- Kari Dunn Buron and Mitzi Curtis: **The Incredible 5-Point Scale** (2012). Great for teaching CYP how to recognise various states.
- Kari Dunn Buron: A "5" Could Make Me Lose Control! : An Activity-Based Method for Evaluating and Supporting Highly Anxious Students (2007). There is a very good website that has a wealth of additional resources on using the scale.
- Leah Kuypers: The zones of Regulation (2011)
<http://www.zonesofregulation.com/index.html> A curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities.

Understanding my diagnosis

- Catherine Faherty: Autism... what does it mean to me? (2014) Useful for many young people to work through to help them understand the diagnosis. Most suitable for more cognitively able, recently diagnosed young people.
- <https://www.tes.com/teaching-resource/autismawareness-pack-6128641> Free pack to help Children understand their autism.

Girls on the spectrum

- Girls and Autism: Flying Under the Radar <https://nasen.org.uk/resources/girls-and-autism-flying-under-radar> A quick guide to supporting girls with autism spectrum conditions This guide provides practical school-based support strategies, alongside discussing the debate around autism and gender, looking at key issues for autistic girls and shares family, professional and academic perspectives.

Peer understanding

- <https://www.autism.org.uk/professionals/teachers/classroom/lesson-guide.aspx>.
- Link to autism awareness materials from the national Autistic society

General

Research based approaches - <http://www.researchautism.net/about-us-research-autism/our-publications/choosing-autism-interventions-research->

[Talkabout resources - http://alexkelly.biz/product-category/talkabout-books/](http://alexkelly.biz/product-category/talkabout-books/)

TEACCH approach- <https://www.autism.org.uk/about/strategies/teacch.aspx>

Black Sheep press resources <https://www.blacksheepress.co.uk/product/talking-social-emotional-skills/>

Executive functioning <https://childmind.org/article/helping-kids-who-struggle-with-executive-functions/>

Free On-line CPD for school staff

Autism	http://www.advanced-training.org.uk/
Autism, Asperger's (and ADHD)	https://www.derby.ac.uk/short-courses-cpd/online/free-courses/understanding-autism-aspergers-and-adhd/
Certificate in understanding Autism	https://www.mkcollege.ac.uk/courses/distance-learning/level-2-certificate-in-understanding-autism/
Good practice in Autism education	https://www.futurelearn.com/courses/autism-education