

# Communication and Interaction



Respect  
For All

Ambitious  
In Aspirations

Bold  
In Actions

"...with God all things are possible" Matthew (19:26)

## Possible indicators may include

Delayed language development

Not use correct grammar

May produce very short phrases and sentences

May have a small vocabulary

Struggle with change to routine

Reacts to loud/sudden noise

Lack of interaction in lessons

Lack of interest in peers

Eye contact

Individualised

- Assistive Technology
- 1-1 ASD Team
- Adapted curriculum
- SALT referrals  EP Referral
- EHCP referral if needed
- Referral to external agencies as needed  EHCP Annual Reviews

Targeted

- Individual SEND Plan written (ISP)
- Assess, Plan, Do, Review (APDR)
- Individual visual supports  Now/Next board
- ASD Diagnostic Referral  Meet and greet
- Fizz Breaks  Group or 1:1 Intervention support inc. NHS targeted support plans, SpeechLeap targeted support support plans, social communication group, Lego Therapy Speech Link & Language Link directed interventions

- SALT
- EP
- CAMHs
- ASD Team
- Pediatrician

Universal

- Quality First Teaching  Visual Timetable and support
- Language link screening in Reception or on admission to school  Speech Link  WellComm
- Additional time  Repeated learning  Formative assessment used to adjust content
- Opportunities given to communicate and record in different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames.  Concrete resources/multisensory approach  TAs supporting SALT targets
- Verbal praise. Feedback recognises progress and effort, not just achievement  Pre-teach key vocabulary  Key vocab displayed
- adapted learning intentions  Teaching and learning stepped from the 'Known'  Transitions with previous year groups and other settings
- Collaborative learning, Paired writing, talk partners, random pairing activities, small group  Pupil communication valued and responded to.
  - Duration of activities is apt.  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.
- Language provides simple commentary, gestures, signs and images support understanding. Language is at appropriate developmental level.
- 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).  Agreed time out system/ Fizz breaks.  Adults recognise how tiring some conditions can be when facing the whole school day.
  - Awareness of one-page profile info – Knowing the child  Range of after school teacher-led clubs  Independent activities