

## **Descriptors for children in mainstream settings who have**

- Social Communication Difficulties
- Diagnosed Autistic Spectrum  
Conditions

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# Introduction

Children with the following difficulties can be described as having **social communication difficulties**.

If these difficulties meet classical criteria a Clinical Psychologist or Paediatrician may diagnose them as having an **Autistic Spectrum Disorder or Condition**.

The classification of Autism, ASD, Asperger Syndrome or Pervasive Developmental Disorder may be given.

These, along with various other diagnostic descriptions would place the child on the Autistic Spectrum.

Children with diagnosed Autistic Spectrum Condition have a **developmental disorder**.

Their development will not be in line with that of other children.

They experience difficulties in the areas of:

- Social development
- Social communication, including language and non verbal communication
- Development of thought, or play skills

This is referred to as the Triad of Impairment (Lorna Wing)

- Some also experience co-ordination and sensory difficulties

No two children with these difficulties will present the same profile. Their characteristics within the profile will alter and change as they develop and mature.

The profile of progress and improvement may be uneven, although children may make good progress in particular curriculum areas.

If behavioural traits are managed, these may plateau and become acceptable. However, behaviour can regress at periods of change or transition, for example, changing teachers, classrooms, schools, or personal circumstances.

Social and emotional development lags behind cognitive development, and support for the child, class and school staff is continually needed.

The following Descriptors are an attempt to identify the main characteristics shown by those with social communication difficulties, in order to make reasonable adjustment and increase the level of understanding and respect of the adults involved with the child.

The Descriptors for any Key Stage should be read first as a whole. The child will display characteristics across that K. Stage and should be seen as accumulative.

These children may or may not later go on to obtain a diagnosis of Autistic Spectrum Condition.

## Purpose

- To easily identify the social communication / interaction characteristics, strengths and weaknesses of the child in school.
- To facilitate strategies from the Responses to Need as part of provision mapping within the school.
- To provide evidence to support Code of Practice Graduated Response.
- To refer to the Communication and Interaction Specialist Teaching Team, the Educational Psychology team or Speech and Language Therapy Service.
- This document should contribute to a multi disciplinary assessment, if necessary, by a Community Paediatrician or Clinical Psychologist.

## How to Use

*It would be useful to complete the Speech and Language Descriptors first.*

- Find the Descriptors relevant for the child's Key Stage.
- Photocopy them, along with the Front Cover (P11)
- Fill this in with the child's name, age and date of completing the Descriptors
- Make sure you have discussed your concerns with the parent or carers, and have obtained their permission, along with their views.
- With a pen, highlight the characteristics which you feel match the child you want to describe.

### Notes

- *Unlike the SLCN Descriptors the highlighted statements will not necessarily centre on one level  
For example: you may end up with Band 4 in social communication and Band 1 highlighted in expressive language*
- *Remember to be thinking developmentally, and consider the child in relation to the expectations of the peer group.*

## What to do next?

- Take note of the red section *Support Needs*
- Read the Responses to Need
- Implement the recommendations in the Responses to Need
- Organise support in the setting to accommodate this child's differences.
- *Remember behavioural characteristics can be managed and may plateau, to enable access to learning for the child.*
- Repeat the procedure after 6 months and note any changes.

## Bands within the Key Stages

- Band 1: Mild difficulty
- Band 2: Moderate difficulty
- Band 3: Significant difficulty
- Band 4: Severe difficulty

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Band 1	mild	mild	mild	mild
Band 2	moderate	moderate	moderate	moderate
Band 3	significant	significant	significant	significant
Band 4	severe	severe	severe	severe

These Bands do **NOT** equate to National Curriculum levels

They contribute to the Code of Practice:

- Band 1 links to Quality 1<sup>st</sup> teaching
- Band 2 links to School Action (SA)
- Band 3 links to School Action Plus (SA+)
- Band 4 may or may not link to a Statement of Educational Need



# Criteria and Threshold for Statutory Assessment

## Communication and Interaction: **Autistic Spectrum Conditions**

In spite of purposeful and thorough support and intervention at School Action and School Action Plus (including the direct involvement or appropriate external agencies and services) as described in the relevant Descriptors, the pupil's communication and interaction skills do not allow for age-appropriate independence. The school may therefore, need to consider requesting the LA to undertake Statutory Assessment of the pupil's Special Educational Needs.

If the school decides to proceed with the request, the LA will require written evidence of the following criteria that are likely to hinder effective academic, social or emotional progress.

- Extensive difficulties in following instructions, classroom routines and in maintaining attention on task which make it impossible for the child to participate in most ordinary classroom activities without high levels of adult support and structure.
- Atypical, obsessive, challenging or withdrawn behaviours
- Resistance to changes in routines
- Inappropriate social behaviour, leading to social isolation.
- Severe difficulties in understanding and using language, requiring essential communication adaptations by adults.
- Little or no progress within the curriculum, except perhaps in very specific areas of strength.
- Concrete/literal responses to an extent which severely impairs learning or which threaten the child's safety in everyday situations.
- Extensive inability to conform to essential school routines.
- Atypical development found in >1% of children such as obsessive, challenging and/or withdrawn behaviours, an inappropriate responses to sensory experiences and signs of distress or emotional disturbance without obvious cause.
- Significant difficulty in responding to social situations.

- Inappropriate social behaviour leading to rejection by peers and social isolation.
- Severely impaired social communication skills requiring intensive programmes of social communication training and highly structured provision in a planned environment.
- Communication adaptations by adults are essential.

Where the balance of evidence suggests that the pupil's difficulties

- Are pervasive and make it impossible to participate in all or most ordinary classroom activities without a high level of adult support and structure.
- Have not responded to relevant and purposeful measures taken by the school and external services (negligible progress has been made over a period of at least two terms despite meaningful and appropriate interventions involving external agencies and support)
- May call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools in the area.

Then, the LA should consider very carefully the case for Statutory Assessment of the pupil's Educational Needs.

## Data Recording

When recording pupil needs on the Pupil Level Annual Schools Census (PLASC) please use the following codes:

Pupils with confirmed diagnosis of ASC should be recorded as **ASD**.

Pupils without a diagnosis of ASC, i.e. with social communication difficulties should be recorded as **SLCN**

## Social Communication Descriptors

Front Cover

Key Stage 1, 2, 3 or 4

Circle as appropriate

Name.....

DoB.....

School.....

Date Descriptors  
completed.....

Name of person completing  
Descriptors.....

Parent/Carer's  
permission.....

# **Social Communication Difficulties**

## **Key Stage 1**

# Social Communication Difficulties:

## Key Stage 1 (Years 1 and 2)

### Band 1

#### Receptive Language

- Understands most verbal language
- Occasional difficulties understanding ambiguities
- Need for adults to be explicit
- Need for adult to simplify their spoken language

#### Expressive Language

- Can use language for a range of purposes
- Vocabulary may be weak
- Prosody may be unusual

#### Social Interaction

- Does play alongside other children
- Can interact in a structured small group
- Has few friends, or one specific friend, but is interested in other children
- Does not take the listener into account

#### Social Communication

- Functions best with clear rules
- Maybe upset by change in routines or environment.

#### Play, Imagination & Repetitive stereotypical behaviour

- Gravitates to the same object
- Talks about the same subject matter
- Limited range of interests
- Has unusual interests

#### Fine and gross motor skills

- Needs help with changing.
- Is disorganised
- Takes longer to get ready for activities

#### Other/Sensory Issues

- May have unusual responses to sensory experiences

#### Support Needs

- Needs visual structure for everyday tasks and lessons.
- May need additional adult support or reminders to stay on task
- Teaching styles accommodate difference
- Links need to be made to past learning
- Behaviour may be unusual or difficult to manage

# Social Communication Difficulties:

## Key Stage 1 (Years 1 and 2)

### Band 2

#### Receptive Language

- Difficulties in understanding verbal and non verbal communication
- Understanding tends to be literal
- Some difficulties understanding ambiguities
- Frequent need for adults to be explicit and to simplify their spoken language

#### Expressive Language

- Uses spontaneous language but expressive language is weak
- May express meaning in an unusual form.
- Has difficulty using language for a range of purposes
- Unusual use of prosody becomes more evident

#### Social Interaction

- Does not play with other children, but alongside. / has few friends.
- Sometimes allows other children to join in his activity.
- Limited understanding of the social rules of interaction/does not take turns
- Spontaneous approaches to others may be qualitatively different to norm.
- Does not take the listener into account.
- Can interact in a structured small group

#### Social Communication

- Uses verbal communication
- Needs adult to “interpret” non verbal communications
- Has some awareness of the social purposes of communication
- Limited understanding of the social rules of communication
- Prefers familiar routines and clear rules
- Can accept changes to routine with preparation and reassurances from an adult

#### Play, Imagination & Repetitive stereotypical behaviour

- Can be distracted when engaged in repetitive behaviours
- Prefers own repetitive activities
- Difficulties in joint attention.

#### Fine and gross motor skills

- Needs help and extra time with changing.
- Takes longer to get ready for an activity
- Seems clumsy, bumps into others and falls over

#### Other/ Sensory Issues

- Continued unusual responses to specific sensory experiences
- Has some tolerance of the proximity of others

#### Support Needs

- Needs visual support to access environmental and curriculum content
- Needs adult support to access verbal information.
- Needs direct teaching to generalise learning
- Behaviour is predictably unusual or difficult to manage

# Social Communication Difficulties:

## Key Stage 1 (Years 1 and 2)

### Band 3

#### Receptive Language

- Limited understanding especially of new vocabulary
- Difficulties following verbal instructions, and non verbal communication
- Significant difficulties understanding ambiguities and continues to be literal
- Significant need for adults to be explicit and to simplify their spoken language
- Visual prompts are increasingly necessary

#### Expressive Language

- Uses a selective range of vocabulary or responses
- Minimal use of expressive language, frequent grammatical errors
- Short sentences used in response to questions

#### Social Interaction

- Has little interest in peer interactions. prefers adult interaction
- Limited understanding of the social rules of interaction i.e. cannot take turns
- May approach others but does so in an odd or inappropriate manner
- Pays little attention to the responses of others

#### Social Communication

- Uses limited verbal communication
- Limited understanding of the social rules of communication
- Significant need for familiar routines and clear rules
- Find changes in routines and environments hard even when prepared for them.

#### Play, Imagination & Repetitive stereotypical behaviour

- More difficult to distract from repetitive behaviours
- Prefers own solitary, repetitive activities
- Difficulties in joint attention
- Can be taught rules of games (such as cricket, football) and functional play

#### Fine and gross motor skills

- Takes longer to get ready for an activity such as changing for PE
- Seems clumsy, bumps into others and falls over
- Handwriting may be slow in developing

#### Other

- Continued unusual responses to specific sensory experiences

#### Support Needs

- Needs visual support to access environmental and curriculum content
- Needs adult support to access verbal information & stay on task.
- Needs direct teaching to generalise learning
- Behaviour is predictably unusual or difficult to manage
- May need support with managing unpredictable or unusual behaviour.
- Curriculum will need modification

# Social Communication Difficulties:

## Key Stage 1 (Years 1 and 2)

### Band 4

#### **Receptive Language**

Visual prompts, photos, pictures, signs or symbols are necessary for understanding and communication

- Limited understanding of new vocabulary, unable to follow verbal instructions
- Severe difficulties understanding ambiguities and continues to be literal
- Unable to understand unless adults are explicit and simplify their spoken language

#### **Expressive Language**

Visual prompts are necessary for understanding and communication

- Uses a selective range of vocabulary or responses
- May use single words or echoed phrases
- May need an adult prompt to elicit a response

#### **Social Interaction**

- May avoid peer interaction
- May approach others but does so in an odd or inappropriate manner.
- Increasingly accepting of known adults becoming emotionally attached to them
- Has difficulty managing interactions in group situations.

#### **Social Communication**

- Uses minimal verbal communication
- Limited understanding of the social rules of communication
- Reliant upon familiar routines and clear rules
- Reacts inappropriately to changes even when prepared for them.

#### **Play, Imagination & Repetitive stereotypical behaviour**

- Repetitive behaviours limit access to the curriculum or daily activities
- Prefers own solitary, repetitive activities
- Severe difficulties in joint attention
- Can be taught rules of games (such as cricket, football) and functional play

#### **Fine and gross motor skills**

- Takes longer to get ready for an activity such as changing for PE
- Seems clumsy, bumps into others and falls over
- Handwriting may be slow in developing: a major ongoing area of difficulty.

#### **Other**

- Continued unusual responses to specific sensory experiences which inhibit access to the curriculum or to daily life activities
- May find environmental changes extremely difficult to tolerate i.e. Friday afternoon assembly in the school hall, or PE in a large ill defined area
- 100% curriculum may be inappropriate

#### **Support needs**

- Needs visual support to access environmental and curriculum content
- Needs adult support to access verbal information and stay on task.
- Needs direct teaching to generalise learning
- Behaviour is predictably unusual or difficult to manage
- Need support to manage extreme, unpredictable and challenging behaviour



# **Social Communication Difficulties**

## **Key Stage 2 Years 3 – 6**

# Social Communication Difficulties:

## Key Stage 2 (Years 3 - 6)

### Band 1

#### Receptive Language

- Understands most verbal language
- Occasional difficulties understanding ambiguities
- Occasional need for adults to be explicit
- Occasional need for adult to simplify their spoken language

#### Expressive Language

- Can use language for a range of purposes
- Prosody may be unusual
- Vocabulary may be weak
- Sophisticated language may hide underlying deficits

#### Social Interaction

- Does play alongside other children, but not with them
- Can interact in a structured small group
- Has few friends, or one specific friend, but is interested in other children
- Does not take the listener into account

#### Social Communication

- Functions best with clear rules
- Maybe upset by change in routines or environment

#### Play, Imagination & Repetitive stereotypical behaviour

- Gravitates to the same object
- Talks about the same subject matter
- Limited range of interests
- Has unusual interests

#### Organisation (Fine & gross motor skills)

- Needs help with changing.
- Is disorganised
- Takes longer to get ready for activities

**Other:** May have unusual responses to sensory experiences

#### Support Needs

- Needs visual structure for everyday tasks and lessons.
- May need additional adult support or reminders to stay on task
- Teaching style accommodate difference
- Links need to be made to past learning
- Behaviour may be unusual or difficult to manage

# Social Communication Difficulties:

Key Stage 2 (Years 3 - 6)

Band 2

## Receptive Language

- Difficulties in understanding verbal and non verbal communication
- Understanding tends to be literal
- Some difficulties understanding ambiguities
- Frequent need for adults to be explicit and to simplify their spoken language
- Conceptual language needs increasing explanation

## Expressive Language

- Uses spontaneous language but expressive language is weak
- May express meaning in an unusual form.
- Has difficulty using language for a range of purposes
- Unusual use of prosody becomes more evident

## Social Interaction

- Does not play with other children, but alongside. / has few friends.
- Sometimes allows other children to join in his activity.
- Limited understanding of the social rules of interaction/does not take turns
- Spontaneous approaches to others may be qualitatively different to norm.
- Does not take the listener into account.
- Can interact in a structured small group

## Social Communication

- Uses verbal communication
- Needs adult to “interpret” non verbal communications
- Has some awareness of the social purposes of communication
- Limited understanding of the social rules of communication
- Prefers familiar routines and clear rules
- Can accept changes to routine with preparation and reassurances from an adult

## Play, Imagination & Repetitive stereotypical behaviour

- Can be distracted when engaged in repetitive behaviours
- Prefers own repetitive activities
- Difficulties in joint attention.

## Organisation / Fine & gross motor skills

- Needs help and extra time with changing.
- Takes longer to get ready for an activity
- Seems clumsy, bumps into others and falls over

## Other / Sensory Issues

- Continued unusual responses to specific sensory experiences
- Has some tolerance of the proximity of others

## Support Needs

- Needs visual support to access environmental and curriculum content
- Needs adult support to access verbal information.
- Needs direct teaching to generalise learning
- Behaviour is predictably unusual or difficult to manage

# Social Communication Difficulties:

Key Stage 2 (Years 3 - 6)

Band 3

## Receptive Language

- Significant difficulties understanding ambiguities and continues to be literal
- Visual prompts are increasingly necessary
- Difficulties following verbal instructions, and non verbal communication
- Significant difficulties storing new curriculum specific vocabulary.
- Continued need for adults to be explicit and to simplify their spoken language
- Increasing conceptual language needs additional explanation

## Expressive Language

- Uses a selective range of vocabulary or responses
- Minimal use of expressive language, frequent grammatical errors
- Short sentences used in response to questions
- May dominate conversations with (his) familiar subject
- May adopt a specific accent or dialect i.e. cartoon American accent, or learnt phrases

## Social Interaction

- Has little interest in peer interactions, prefers adult interaction.
- Limited understanding of the social rules of interaction i.e. cannot take turns
- May approach others but does so in an odd or inappropriate manner
- Pays little attention to the responses of others

## Social Communication

- Uses limited verbal communication
- Limited understanding of the social rules of communication
- Significant need for familiar routines and clear rules
- Find changes in routines and environments hard even when prepared.

## Play, Imagination & Repetitive stereotypical behaviour

- More difficult to distract or move on from repetitive behaviours
- Prefers own solitary, repetitive activities
- Significant difficulties in joint attention
- Can be taught rules of games (such as cricket, football) and functional play

## Organisation / Fine & gross motor skills

- Takes longer to get ready for an activity such as changing for PE
- Seems clumsy, bumps into others and falls over
- Handwriting may be slow in developing

## Other / Sensory issues

- Continued unusual responses to specific sensory experiences
- May find environmental changes extremely difficult to tolerate i.e. Friday afternoon assembly in the school hall or PE in a large ill defined area.

## Support Needs

- Significant need for visual support to access environmental and curriculum content
- Significant need for adult support to access verbal information.
- Needs direct teaching to generalise learning
- Behaviour is predictably unusual or difficult to manage
- May need support with managing unpredictable or unusual behaviour.
- Curriculum will need modification

# Social Communication Difficulties:

## Key Stage 2 (Years 3 - 6) Band 4

### Receptive Language

Visual prompts, photos, pictures, signs or symbols are necessary for understanding and communication

- Severe difficulties storing new curriculum specific vocabulary.
- Unable to understand unless adults are explicit and simplify their spoken language  
Increasingly conceptual language needs additional explanation
- Severe difficulties in understanding lengthy verbal and non verbal communication
- Continued difficulties understanding ambiguities and continues to be literal

### Expressive Language

Visual prompts are necessary for understanding and communication

- May use a wide range of vocabulary or responses which fails to communicate meaning
- May use single words in reply, or fail to recognise the importance of a reply
- May need an adult prompt to elicit a response
- May adopt a specific accent or dialect i.e. cartoon American accent
- May use learnt (cartoon) phrases as replies

### Social Interaction

- May avoid peer interaction, or approach others in an odd or inappropriate manner
- Has difficulty managing interactions in group situations
- Increasingly accepting of known adults becoming emotionally attached to them

### Social Communication

- Uses minimal verbal communication
- Severely limited understanding of the social rules of communication
- Reliant upon familiar routines and clear rules
- Reacts inappropriately to changes even when prepared for them.

### Play, Imagination & Repetitive stereotypical behaviour

- Repetitive behaviours limits the child's access to the curriculum or daily activities
- Prefers own solitary, repetitive activities
- Severe difficulties in joint attention
- Can be taught rules of games (such as cricket, football) and functional play

### Organisation / Fine & gross motor skills

- Takes longer to get ready for an activity such as changing for PE
- Seems clumsy, bumps into others and falls over
- Handwriting may be slow in developing and be a major ongoing area of difficulty.

### Other:

- Continued unusual responses to specific sensory experiences which inhibit access to the curriculum or to daily life activities.
- May find environmental changes extremely difficult to tolerate i.e. Friday afternoon assembly in the school hall, or PE in a large Hall.
- 100% curriculum may be inappropriate

### Support Needs

- Need for visual support to access environmental and curriculum content
- Needs adult support to access verbal information.
- Needs direct teaching to generalise learning
- Behaviour is predictably unusual or difficult to manage
- Need support to manage extreme, unpredictable and challenging behaviour.
- Curriculum will need modification

# **Social Communication Difficulties**

**Key Stage 3  
Years 7 – 9**

# Social Communication Difficulties:

## Key Stage 3 (Years 7 - 9)

### Band 1

#### Receptive Language

- Understands most verbal language
- Occasional difficulties understanding ambiguities
- Need for adults to be explicit
- Need for adult to simplify their spoken language

#### Expressive Language

- Can use language for a range of purposes
- Prosody may be unusual
- Vocabulary may be weak

#### Social Interaction

- Socialises alongside peer group, but not with them
- Can interact in a structured small group
- Has few friends, or one specific friend, but is interested in other children
- Does not take the listener into account

#### Social Communication

- Functions best with clear rules
- Maybe upset by changes in routine or environment.

#### Repetitive stereotypical behaviour (Flexible thinking)

- Gravitates to the same object
- Talks about the same subject matter
- Has unusual interests
- Limited range of interests

#### Organisation /Fine & gross motor skills

- Is disorganised
- Takes longer to get ready for activities. May be late at lesson changeover
- Handwriting (speed of or formation) may cause problems

#### Other / Sensory Issues

- May have unusual responses to sensory experiences

#### Support Needs

- Needs visual structure for everyday tasks and lessons.
- May need additional adult support or reminders to stay on task
- Teaching style accommodate difference
- Links need to be made to past learning
- Behaviour may be unusual or difficult to manage

# Social Communication Difficulties:

Key Stage 3 (Years 7 - 9)

Band 2

## Receptive Language

- Difficulties understanding verbal and non verbal language
- Occasional difficulties understanding ambiguities, tends to be literal
- Difficulties in storing new curriculum specific vocabulary.
- Some need for adults to be explicit and to simplify their spoken language
- Increasing conceptual language needs explanation

## Expressive Language

- Has difficulty using a range of language for a range of purposes
- Unusual use of prosody becomes more evident
- Uses spontaneous language, but vocabulary is weak
- May express meaning in unusual structure.

## Social Interaction

- Socialises alongside peer group, but not with them
- Can interact in a structured small group
- Has few friends, or one specific friend.
- Sometimes allows other children to join in his activity.
- Limited understanding of the changing adolescent social rules of interaction
- Does not take the listener into account
- Spontaneous approaches to others may be qualitatively different to norm.

## Social Communication

- Upset by change in routines or environment
- Has some awareness of the social purposes of communication
- Sometimes needs adult to “interpret” non verbal communications
- Uses verbal communication
- Limited understanding of the social rules of communication
- Prefers familiar routines and clear rules

## Repetitive behaviour (Flexible thinking)

- Talks about the same subject matter
- Limited range of unusual interests
- Prefers own repetitive activities, but can be distracted from them
- Difficulties with joint attention

## Organisation /Fine & gross motor skills

- Is continuously disorganised
- Takes longer to get ready for activities. May be delayed by lesson changeover
- Handwriting (speed of or formation) may cause problems

## Other

- May have unusual responses to sensory experiences
- Moving from 1 curriculum area to another may cause difficulties

## Support Needs

- Teaching style accommodate difference
- Behaviour is predictably unusual or difficult to manage
- Needs visual support to access environmental and curriculum content
- Needs adult support to access verbal information.
- Needs direct teaching to generalise learning and link to past learning



# Social Communication Difficulties:

Key Stage 3 (Years 7 - 9)

Band 3

## Receptive Language

- Difficulties following verbal instructions, and non verbal communication
- Continued difficulties understanding ambiguities, and continues to be literal
- Significant difficulties in storing new curriculum specific vocabulary.
- Continued need for adults to be explicit and to simplify their spoken language
- Increasing conceptual language needs explanation
- Visual prompts are increasingly necessary

## Expressive Language

- Has significant difficulty using a range of language for a range of purposes
- Short sentences used in response to questions.
- May dominate conversations with (his) familiar subject
- May adopt a specific accent or dialect i.e. cartoon American accent, or learnt phrases

## Social Interaction

- Can interact in a structured small group
- Has few friends, or one specific friend.
- Sometimes allows another young person to join in his activity
- Limited understanding of the changing adolescent social rules of interaction
- Has little interest in peer interactions, prefers adult interaction.
- May approach others but does so in an odd or inappropriate manner
- Pays little attention to the responses of others

## Social Communication

- Limited awareness of the social rules and purposes of communication
- Does not take the listener into account
- Sometimes needs adult to “interpret” non verbal communications
- Upset by change in routines or environment even when prepared for them
- Uses limited verbal communication
- Prefers familiar routines and clear rules

## Repetitive stereotypical behaviour (Flexible thinking)

- More difficult to distract or move on from repetitive behaviours
- Prefers own solitary, repetitive activities
- Significant difficulties in joint attention
- Can be taught rules of games (such as cricket, football) and functional play

## Organisation (Fine & gross motor skills)

- Is continuously disorganised
- Takes longer to get ready for activities, may be delayed by lesson changeover
- Handwriting (speed of, or formation) may cause problems
- Needs amanuensis/ note taker/ access to continuous ICT facilities to suit.

## Other /Sensory Issues

- May have significant and unusual responses to sensory experiences
- Moving from one curriculum area to another may cause difficulties

## Support Needs

- Teaching style accommodate difference
- Curriculum will need modification
- Significant need for visual support to access environmental and curriculum content
- Significant need for adult support to access verbal information.
- Significant need for direct teaching to generalise learning and link to past learning
- Behaviour is predictably unusual or difficult to manage
- May need support with managing unpredictable or unusual behaviour.

# Social Communication Difficulties:

## Key Stage 3 (Years 7 - 9) Band 4

### Receptive Language

Visual prompts, photos, pictures, signs or symbols have become necessary for understanding and communication

- Severe difficulties storing new vocabulary as vocabulary becomes more curriculum specific.
- Unable to understand unless adults are explicit and simplify their spoken language
- Increasingly conceptual language needs additional (visual) explanation
- Severe difficulties in understanding lengthy verbal and non verbal communication
- Severe difficulties understanding ambiguities and continues to be literal

### Expressive Language

Visual prompts are necessary for understanding and communication

- Has a severe difficulty using a range of language for a range of purposes
- May dominate conversations with (his) familiar subject and fail to take the listener into account
- May adopt a specific accent or dialect i.e. cartoon American accent, or learnt phrases
- May use single words or short sentences to reply, or fail to recognise the importance of a reply
- May need an adult prompt to elicit a response
- May use a wide range of vocabulary or responses, which fails to communicate meaning

### Social Interaction

- Can interact in a structured small group but may avoid peer interaction
- Severe & limited understanding of the changing adolescent social rules.
- May approach others but does so in an odd or inappropriate manner
- Pays little attention to the responses of others
- Increasingly accepting of known adults, may be emotionally attached to them.

### Social Communication

- Uses minimal verbal communication
- Severe and limited understanding of the social rules of communication
- Reliant upon familiar routines and clear rules
- Reacts inappropriately to changes even when prepared for them.

### Repetitive stereotypical behaviour (Flexible thinking)

- More difficult to distract or move on from repetitive behaviours
- Prefers own solitary, repetitive activities
- Severe difficulties in joint attention
- Can be taught rules of games (such as cricket, football) and functional play

### Organisation /Fine & gross motor skills

- Is continuously disorganised. May be delayed by lesson changeover
- Takes longer to get ready for activities
- Handwriting (speed of or formation) is a major ongoing area of difficulty.
- May need amanuensis/ note taker/ access to continuous ICT facilities

### Other / Sensory Issues

- May have unusual responses to sensory experiences
- Moving from one curriculum area to another may cause difficulties

### Support Needs

- Teaching style accommodate difference.
- Curriculum will need modification 100% curriculum may be inappropriate
- Severe need for visual support to access environmental and curriculum.
- Severe need for adult support to access verbal information.
- Severe need for direct teaching to generalise learning and link to past
- Need support to manage extreme, unpredictable and challenging behaviour

# **Social Communication Difficulties**

**Key Stage 4  
Years 10 – 11**

# Social Communication Difficulties:

Key Stage 4 (Years 10 - 11)

Band 1

## Receptive Language

- Understands most verbal language
- Occasional difficulties understanding ambiguities
- Need for adults to be explicit
- Need for adult to simplify their spoken language

## Expressive Language

- Can use language for a range of purposes
- Prosody may be unusual
- Vocabulary may be weak

## Social Interaction

- Socialises alongside peer group, but not with them
- Can interact in a structured small group
- Has few friends, or one specific friend, but is interested in other children
- Does not take the listener into account

## Social Communication

- Functions best with clear rules
- Maybe upset by change in routines or environment

## Repetitive stereotypical behaviour

- Gravitates to the same object
- Has unusual interests
- Talks about the same subject matter
- Limited range of interests

## Organisation /Fine & gross motor skills

- Is disorganised
- Takes longer to get ready for activities. May be late at lesson changeover
- Handwriting (speed of or formation) may cause problems

## Other/ Sensory Issues

- May have unusual responses to sensory experiences

## Support Needs

- Needs visual structure for everyday tasks and lessons.
- May need additional adult support or reminders to stay on task
- Teaching style accommodate difference
- Links need to be made to past learning
- Behaviour may be unusual or difficult to manage

# Social Communication Difficulties:

Key Stage 4 (Years 10 - 11)

Band 2

## Receptive Language

- Difficulties understanding verbal and non verbal language
- Occasional difficulties understanding ambiguities, tends to be literal
- Difficulties in storing new vocabulary, as vocabulary becomes more curriculum specific.
- Frequent need for adults to be explicit and to simplify their spoken language
- Increasing conceptual language needs explanation

## Expressive Language

- Has difficulty using a range of language for a range of purposes
- Unusual use of prosody becomes more evident
- Uses spontaneous language, but vocabulary is weak.

## Social Interaction

- Socialises alongside peer group, but not with them/ Has few friends
- Can interact in a structured small group
- Does not take the listener into account
- Sometimes allows other children to join in his activity.
- Limited understanding of the changing adolescent social rules of interaction
- Spontaneous approaches to others may be qualitatively different to norm.

## Social Communication

- Upset by change in routines or environment
- Sometimes needs adult to “interpret” non verbal communications
- Has some awareness of the social purposes of communication
- Uses verbal communication
- Limited understanding of the social rules of communication
- Prefers familiar routines and clear rules

## Repetitive stereotypical behaviour

- Talks about the same subject matter
- Limited range of unusual interests
- Prefers own repetitive activities, but can be distracted from them
- Difficulties with joint attention

## Organisation/Fine & gross motor skills

- Is continuously disorganised
- Takes longer to get ready for activities. May be delayed by lesson changeover
- Handwriting (speed of or formation) may cause problems

## Other / Sensory Issues

- May have unusual responses to sensory experiences
- Moving from one curriculum area to another may cause difficulties

## Support Needs

- Teaching style accommodate difference
- Behaviour is predictably unusual or difficult to manage
- Needs visual support to access environmental and curriculum content
- Needs adult support to access verbal information.
- Needs direct teaching to generalise learning and link to past learning

# Social Communication Difficulties: Key Stage 4 (Years 10 - 11) Band 3

## Receptive Language

- Difficulties following verbal instructions, and non verbal communication
- Significant difficulties understanding ambiguities, and continues to be literal
- Significant difficulties in storing new curriculum specific vocabulary.
- Continued need for adults to be explicit and to simplify their spoken language
- Increasing conceptual language needs explanation
- Visual prompts are increasingly necessary

## Expressive Language

- Has significant difficulty using a range of language for a range of purposes
- Does not take the listener into account
- Sometimes needs adult to “interpret” non verbal communications
- Short sentences used to convey specific requests
- May dominate conversations with (his) familiar subject
- May adopt a specific accent or dialect i.e. cartoon American accent, or learnt phrases

## Social Interaction

- Can interact in a structured small group
- Has few friends, or one specific friend, prefers adult interaction.
- Sometimes allows another young person to join in his activity.
- Significant and limited understanding of the changing adolescent social rules.
- May approach others but does so in an odd or inappropriate manner
- Pays little attention to the responses of others

## Social Communication

- Significant limited awareness of the social rules and purposes of communication
- Upset by change in routines or environment even when prepared for them
- Uses limited verbal communication
- Prefers familiar routines and clear rules

## Repetitive stereotypical behaviour

- More difficult to distract or move on from repetitive behaviours
- Prefers own solitary, repetitive activities
- Significant difficulties in joint attention
- Can be taught rules of games (such as cricket, football) and functional play

## Organisation/Fine & gross motor skills

- Is continuously disorganised: may be delayed by lesson changeover
- Takes longer to get ready for activities, Handwriting (speed of or formation) may cause problems
- May need amanuensis/ note taker/ access to continuous ICT facilities

## Other /Sensory Issues

- May have unusual responses to sensory experiences
- Moving from one curriculum area to another may cause difficulties

## Support Needs

- Teaching style accommodates difference
- Curriculum will need modification
- Significant need for visual support to access environmental and curriculum content
- Significant need for adult support to access verbal information.
- Significant need for direct teaching to generalise learning & link to past learning
- Behaviour is predictably unusual or difficult to manage
- May need support with managing unpredictable or unusual behaviour.

# Social Communication Difficulties:

Key Stage 4 (Years 10 - 11)

Band 4

## Receptive Language

Visual prompts, photos, pictures, signs or symbols have become necessary for understanding and communication

- Severe difficulties storing new vocabulary as vocabulary becomes more curriculum specific.
- Unable to understand unless adults are explicit and simplify their spoken language  
Increasingly conceptual language needs additional (visual) explanation
- Severe difficulties in understanding lengthy verbal and non verbal communication
- Continued difficulties understanding ambiguities and continues to be literal

## Expressive Language

Visual prompts are necessary for understanding and communication

- Has severe difficulty using a range of language for a range of purposes
- May dominate conversations with (his) familiar subject and fail to take the listener into account
- May adopt a specific accent or dialect i.e. cartoon American accent, or learnt phrases
- May use single words or short sentences to reply, or fail to recognise the importance of a reply
- May need an adult prompt to elicit a response
- May use a wide range of vocabulary or responses but fails to communicate meaning

## Social Interaction

- Can interact in a structured small group but may avoid peer interaction
- Severely limited understanding of the changing adolescent social rules of interaction
- May approach others but does so in an odd or inappropriate manner
- Pays little attention to the responses of others
- Increasingly accepting and emotionally attached to known adults.

## Social Communication

- Uses minimal verbal communication
- Severely limited understanding of the social rules of communication
- Reliant upon familiar routines and clear rules
- Reacts inappropriately to changes even when prepared for them.

## Repetitive stereotypical behaviour

- More difficult to distract or move on from repetitive behaviours
- Prefers own solitary, repetitive activities
- Severe difficulties in joint attention
- Can be taught rules of games (such as cricket, football) and functional play

## Organisation /Fine & gross motor skills

- Is continuously disorganised
- Takes longer to get ready for activities. May be delayed by lesson changeover
- Handwriting (speed of or formation) may be a major ongoing area of difficulty.
- Needs amanuensis/ note taker/ access to continuous ICT facilities

## Other / Sensory Issues

- May have unusual responses to sensory experiences
- Moving from one curriculum area to another may cause difficulties
- 100% curriculum may be inappropriate

## Support Needs Teaching style accommodate difference

- Severe need for visual support to access environmental and curriculum content
- Severe need for adult support to access verbal information.
- Severe need for direct teaching to generalise learning and link to past learning
- Behaviour is predictably unusual or difficult to manage
- Need support to manage extreme, unpredictable and challenging behaviour
- Curriculum will need modification

# Responses to Need

# Interventions and Actions



**Key Stage 1 Band 3- 4 (School Action Plus)**  
**Interventions and Actions build on the advice give at Band 1- 2**

Assessment, Planning and Review	Grouping for Teaching and Learning	Curriculum and Teaching Methods	Human Resources
<p>Schools' existing systems of assessment, monitoring and planning for all pupils should be supplemented by:</p> <ul style="list-style-type: none"> <li>• External services (A2L Specialist Teaching Team or EP) who will undertake specialist observations or assessments leading to a more specifically focused IEP giving advice/ recommendations on measuring of pupil progress.</li> <li>• Increased individualization of planning</li> <li>• Pupil involvement in planning and agreeing targets</li> <li>• Regular review ( ½ termly or termly) to monitor progress and inform future planning</li> <li>• Parents informed and encouraged to support targets at home</li> </ul> <p>IEP strategies should usually be implemented as far as possible in the normal classroom setting. Hence delivery will be the responsibility of the class teacher. However in order to accommodate sensory sensitivities it may be necessary for the child to have access to a quieter place.</p>	<p>The pupil is based in the ordinary classroom; schools' normal range of grouping strategies, including the creation of smaller groups for particular activities, or on a long term basis should be supplemented by:</p> <ul style="list-style-type: none"> <li>• Access to individual or small group tuition to support IEP targets, delivered within the classroom supported by limited periods of withdrawal.</li> <li>• Careful pupil management such as where the pupil sits, end of row, near an adult for example.</li> <li>• Attention to the pupil's sensory sensitivities and requirement for additional personal space.</li> </ul>	<p>The inclusive curriculum is delivered flexibly by schools through a wide range of teaching methods including the full range of auditory, visual and kinaesthetic approaches, bearing in mind the visual route is the preferred learning style for those with these difficulties... It is supported by a range of curriculum materials and resources (including ICT) and should be further enhanced by:</p> <ul style="list-style-type: none"> <li>• emphasis on differentiation for curriculum access, including adherence to the National Curriculum inclusion statements</li> <li>• providing a structured environment with clear routines and expectations, such as entering the room, sitting in groups, snack time</li> <li>• when offering choices, restricting to two or three options</li> <li>• planning for difficulties in listening to instructions, stories and taught lessons</li> </ul>	<p>Main provision is delivered by class/subject teacher. Schools' flexible use of teachers and teaching assistants should be supplemented by:</p> <ul style="list-style-type: none"> <li>• SENCO involved in assessment and planning rather than teaching</li> <li>• adult support may be provided</li> <li>• Specialist teachers or EP may be involved in providing advice on support strategies.</li> <li>• additional whole class support to enable inclusion/interaction to be successful</li> </ul>

**Key Stage 1 Band 3- 4 cont'd**

	<b>Curriculum and Teaching Method cont'd</b>	
	<ul style="list-style-type: none"> <li>• providing support to manage time limited tasks eg egg timers, sand timers, additional time</li> <li>• Giving particular attention to pointing' for references or other methods for showing and telling</li> <li>• possibly some specific reinforcement/skill development activities in support of IEP targets eg               <ul style="list-style-type: none"> <li>○ create formal/structured opportunities to practice and develop social interaction skills</li> <li>○ create opportunities to engage in communication skills, e.g. gesture, turn taking</li> <li>○ preparation for changes to routine and activity</li> <li>○ opportunities for experience of all forms of play with particular opportunity for developing</li> <li>○ fine and gross motor skills. Modeling and role play may be necessary</li> <li>○ opportunity to take part in show and tell situations, some framework or script may be needed for the pupil to follow</li> <li>○ help in understanding figurative language e.g. "come here?", "next to"</li> <li>○ teach strategies to help deal with stressful events (Dealing with Feelings resource book)</li> </ul> </li> </ul> <p>Social Use of Language Programme (SULP) Introduce Lego Therapy</p>	

**Key Stage 2 Bands 1 – 2 (School Action)  
Interventions and Actions**

<b>Assessment, Planning and Review</b>	<b>Grouping for Teaching and Learning</b>	<b>Curriculum and Teaching Methods</b>	<b>Human Resources</b>
<p>Schools' existing systems of assessment, monitoring and planning for all pupils should be supplemented by:</p> <ul style="list-style-type: none"> <li>▪ IEP based on identified precise curricular priorities to enable the pupil to access the National Curriculum and identified social/emotional curriculum</li> <li>▪ regular reviews to monitor progress and inform planning suggested ½ term or full term</li> <li>▪ pupil involvement in planning and agreeing targets</li> <li>▪ parents informed and may be involved in supporting targets in the home</li> <li>▪ continuous assessment by class teacher/SENCO.</li> <li>▪ increasing the individualization of planning</li> <li>▪ careful observation of the pupil in order to understand the function of his/her behavior to inform management strategies, especially observation of trigger behaviours including sensory sensitivities</li> </ul>	<p>The pupil is based in the ordinary classroom; school's normal range of grouping strategies should be supplemented by:</p> <ul style="list-style-type: none"> <li>▪ grouping strategies used flexibly within the classroom</li> <li>▪ careful pupil management, such as where the pupil sits (e.g. end of row or near to the adult).</li> </ul>	<p>The inclusive curriculum is delivered flexibly by schools through a wide range of teaching methods including the full range of auditory, visual&amp; kinaesthetic approaches, bearing in mind that the visual rout is usually the preferred learning style for those with social communication difficulties. It is supported by a range of curriculum materials and resources (including ICT) and should be further enhanced by:</p> <ul style="list-style-type: none"> <li>▪ emphasis on differentiation for curriculum access, including adherence to the National Curriculum inclusion statements</li> <li>▪ providing a structured environment with clear routines and expectations, such as entering the room, sitting in groups, snack time</li> <li>▪ when offering choices, restricting to two or three options</li> <li>▪ planning for difficulties in listening to instructions, stories and taught lessons</li> </ul>	<p>Main provision is delivered by class teacher.</p> <p>Schools' flexible use of teachers and teaching assistants should be supplemented by:</p> <ul style="list-style-type: none"> <li>▪ SENCO involvement in assessment and planning rather than teaching</li> <li>▪ additional whole class support to enable inclusion and interaction to be successful</li> <li>▪ Specialist teachers or EP may be involved in providing advice on strategies.</li> </ul>

**Key Stage 2 Band 1- 2 cont'd**

	<b>Curriculum and Teaching Methods cont'd</b>
	<ul style="list-style-type: none"><li>▪ providing support to manage time limited tasks e.g. egg timers, sand timers, additional time</li><li>▪ giving particular attention to 'pointing' for reference or other methods for showing and telling</li><li>▪ possibly some specific reinforcement/skill development activities in support of IEP targets e.g. create formal/structured opportunities to practice and develop social interaction skills</li><li>▪ creating opportunities to engage in communication skills, e.g. gesture, turn taking</li><li>▪ preparing for changes to routine and activity</li><li>▪ providing opportunities to experience appropriate forms of play with particular opportunity for developing fine and gross motor skills. Modeling and role play may be necessary</li><li>▪ providing opportunity to take part in show and tell situations, some framework or script may be needed for the pupil to follow</li><li>▪ help in understanding figurative language e.g. "come here?", "next to"</li><li>▪ teaching strategies to help deal with stressful events (Dealing with Feelings resource book)</li><li>▪ Social Use of Language Programme (SULP).</li><li>▪ Introduce Lego Therapy</li></ul>

**Key Stage 2 Band 3 – 4 (School Action Plus)**  
**Interventions and Actions build on advice at Band 1 - 2**

<b>Assessment, Planning and Review</b>	<b>Grouping for Teaching and Learning</b>	<b>Curriculum and Teaching Methods</b>	<b>Human Resources</b>
<p>Schools' existing systems of assessment, monitoring and planning for all pupils should be supplemented by:</p> <ul style="list-style-type: none"> <li>• external services ( A 2 L, EP) undertaking specialist assessment leading to a more specifically-focused IEP and advise on measurement of pupil progress</li> <li>• increased individualization of planning</li> <li>• IEP strategies, at least in part and as far as possible, in the normal classroom setting. Hence delivery will be the responsibility of class teachers</li> <li>• pupil involvement in planning and agreeing targets</li> </ul>	<p>The pupil is based in the ordinary classroom. Schools' normal range of grouping strategies, including the creation of smaller groups for particular activities or on a long-term basis, should be supplemented by:</p> <ul style="list-style-type: none"> <li>• access to individual or small group tuition to support IEP targets, delivered within the classroom through limited periods of withdrawal.</li> <li>• The purpose of this is to reduce arousal and for de-escalation.</li> <li>• grouping strategies used flexibly within the classroom</li> <li>• careful pupil management, such as where the pupil sits (e.g. end of row or near to the adult)</li> </ul>	<p>The inclusive curriculum is delivered flexibly by schools through a wide range of teaching methods including the full range of auditory, visual &amp; kinaesthetic approaches, bearing in mind that the visual rout is the preferred learning style for those with social communication difficulties. It is supported by a range of curriculum materials and resources (including ICT) and should be further enhanced by:</p> <ul style="list-style-type: none"> <li>• emphasis on differentiation for curriculum access, including adherence to the National Curriculum inclusion statements</li> <li>• selected approaches to manage difficult activities on the advice of A 2 L or EPS such as 'social stories'</li> <li>• introducing extension work based on pupil interests/ obsessions to focus attention when teacher has less in-class support</li> </ul>	<p>Main provision is delivered by class/subject teacher. Schools' flexible use of teachers and teaching Assistants should be supplemented by:</p> <ul style="list-style-type: none"> <li>• TA hours support for individualised learning activities, addressing IEP targets and curriculum access. This may include individual or small group tuition provided by LSA/TA, teacher and/or SENCO</li> <li>• additional whole class support to enable inclusion/interaction to be successful</li> </ul>

## Key Stage 2 Band 3 - 4 cont'd

Assessment, Planning and Review	Curriculum and Teaching Methods cont
<ul style="list-style-type: none"> <li>• regular reviews to monitor progress and inform further planning ( termly or ½ termly)</li> <li>• parents being informed and involved in supporting targets and strategies in the home</li> </ul> <p>IEP strategies should usually be implemented as far as possible in the normal classroom setting. Hence delivery will be the responsibility of the class teacher. However in order to accommodate sensory sensitivities it may be necessary for the child to have access to a quieter place</p>	<ul style="list-style-type: none"> <li>• Identifying ‘fall back’ strategy if pupil needs to be withdrawn. This can be time on computer or favoured activity, not always as a sanction, but anxiety reducing activity.</li> <li>• Ensuring matters of Health and Safety are fully understood and managed. Children with ASD can be unaware of danger for themselves and others i.e. interest in fans/sockets/may climb/ not understand instructions like wet play – not going on grass etc</li> <li>• Staff giving short positive direction, with positive redirection to help inhibit or stop unwanted behaviour</li> <li>• giving particular attention to ‘pointing’ for reference and other methods to indicate showing and telling information</li> <li>• Possibly some specific reinforcement/skill development activities in support of IEP targets eg. create formal/structured opportunities to practice and develop social interaction skills</li> <li>• creating opportunities to engage in communication skills, e.g. gesture, turn taking</li> <li>• preparation for changes to routine and activity</li> <li>• Opportunities for experience of all forms of play with particular opportunity for developing fine and gross motor skills. Modeling and role play may be necessary</li> <li>• providing opportunity to take part in show and tell situations, some framework or script may be needed for the pupil to follow</li> <li>• helping in understanding figurative language e.g. “come here?”, “next to”</li> <li>• teaching strategies to help deal with stressful events (Dealing with Feelings resource book)</li> <li>• Social Use of Language Programme (SULP)</li> <li>• Introduce Lego Therapy</li> </ul>

**Key Stage 3 Band 1 – 2 ( School Action)  
Interventions and Actions**

<b>Assessment, Planning and Review</b>	<b>Grouping for Teaching and Learning</b>	<b>Curriculum and Teaching Methods</b>	<b>Human Resources</b>
<p>Schools' existing systems of assessment, monitoring and planning for all pupils should be supplemented by:</p> <ul style="list-style-type: none"> <li>▪ IEP based on identified precise curricular priorities to enable the pupil to access the National Curriculum and identified social/emotional curriculum</li> <li>▪ regular reviews to monitor progress and inform planning (termly or ½ termly)</li> <li>▪ pupil involvement in planning and agreeing targets</li> <li>▪ parents informed and encouraged to be involved in supporting targets in the home</li> </ul>	<p>The pupil is based in the ordinary classroom. School's normal range of grouping strategies should be supplemented by:</p> <ul style="list-style-type: none"> <li>▪ grouping strategies used flexibly within the classroom</li> <li>▪ careful pupil management, such as where the pupil sits (eg end of row, near to the adult or with supportive peer group)</li> </ul>	<p>The inclusive curriculum is delivered flexibly by schools through a wide range of teaching methods including the full range of auditory, visual and kinaesthetic approaches, bearing in mind the visual route is the preferred learning style for those with social communication difficulties. It is supported by a range of curriculum materials and resources (including ICT) and should be further enhanced by:</p> <ul style="list-style-type: none"> <li>○ emphasis on differentiation for curriculum access, including adherence to the National Curriculum inclusion statements</li> <li>○ providing a structured environment with clear routines and expectations, such as entering the room, sitting in groups, tasks to be completed</li> <li>○ when offering choices, restricting to two or three options</li> <li>○ planning for difficulties in listening to instructions by using visual supports.</li> <li>○ providing support to manage time-limited tasks or provide additional time</li> <li>○ giving particular attention to 'pointing' for reference or other ways of trying to tell information to others</li> </ul>	<p>Main provision is delivered by class/subject teacher. Schools' flexible use of teachers and teaching assistants should be supplemented by:</p> <ul style="list-style-type: none"> <li>○ SENCO involved in assessment and planning rather than teaching</li> <li>○ some adult support may be provided</li> <li>○ specialist teachers or EP may be involved in providing advice on strategies</li> <li>○ additional whole class support to enable inclusion/interaction to be successful</li> <li>○ unstructured periods/break times/lunch time may need additional supervision, monitoring, alternative activities provided (e.g. putting books away in library)</li> <li>○ opportunities for peer group support eg buddying</li> <li>○ opportunities for counseling or tutor time may be necessary. Desperate attempts to be 'cool' may mask real difficulties</li> </ul>

## Key Stage 3 Band 1- 2 cont'd

Assessment, Planning and Review	Curriculum and Teaching Methods cont
<ul style="list-style-type: none"> <li>▪ Assessment by subject teachers and SENCO; continuous assessment and curriculum assessments</li> <li>▪ increasing the individualisation of planning</li> <li>▪ careful observation of the pupil in order to understand the function of his/her behaviour to inform</li> <li>▪ management strategies, especially observation of trigger behaviours</li> <li>▪ referral to EPS if necessary</li> </ul>	<ul style="list-style-type: none"> <li>▪ all staff should having a briefing paper outlining strengths and difficulties</li> <li>▪ management of shared activities with some guidance offered to class members on their capacity to adopt helpful social approach behaviour</li> <li>▪ special arrangements for tests</li> <li>▪ helping to understand tolerance of others. This is the age when extreme views can be a problem. Support to manage this stage may be provided from within the school or from external provision (i.e. counseling). Written information to support SATs</li> <li>▪ providing strategies for answering questions in tests/exams which may require practice, additional explanations and/or additional time</li> <li>▪ consideration of lap top and access to ICT if slow or illegible writing persists</li> <li>▪ providing additional prompts to help maintain focus on task and direct attention</li> <li>▪ Additional support with emergent sexuality. Lack of local peer group interaction means that experience is limited and information often distorted or wrong</li> <li>▪ Additional information and support when sensitive issues in school are part of the curriculum i.e. sex education/drugs etc. Pupils frequently misunderstand and take opinion as fact</li> <li>▪ Supporting careers/transition planning. Pupils often have limited life experience and do not conceptualise opportunities</li> <li>▪ possibly some specific reinforcement/skill development activities in support of IEP targets e.g. <ul style="list-style-type: none"> <li>- create formal and structured opportunities to practice and develop social interactional skills</li> <li>- create opportunities to engage in communication skills, e.g. gesture, turn taking</li> <li>- preparation for changes to routine and activity eg school photo, fire drill</li> </ul> </li> <li>Introduce Lego Therapy</li> </ul>



**Key Stage 3 Band 3- 4 (School Action Plus)**  
**Interventions and Actions build on advice from Band 1- 2**

<b>Assessment, Planning and Review</b>	<b>Grouping for Teaching and Learning</b>	<b>Curriculum and Teaching Methods</b>	<b>Human Resources</b>
<p>Schools' existing systems of assessment, monitoring and planning for all pupils should be supplemented by:</p> <ul style="list-style-type: none"> <li>▪ external services (EP) undertakes specialist observation or assessment leading to a more specifically-focused IEP and advises on measurement of pupil progress</li> <li>▪ increased individualisation of planning</li> <li>▪ IEP strategies should usually be implemented, at least in part and as far as possible, in the normal classroom setting. Hence delivery will be the responsibility of class/subject teachers</li> <li>▪ pupil involvement in planning and agreeing targets</li> <li>▪ regular reviews to monitor progress and inform further planning</li> </ul>	<p>The pupil is based in the ordinary classroom. Schools' normal range of grouping strategies, including the creation of smaller groups for particular activities or on a long-term basis, should be supplemented by:</p> <ul style="list-style-type: none"> <li>• access to individual or small group tuition to support IEP targets, delivered within the classroom through limited periods of withdrawal.</li> <li>• grouping strategies used flexibly within the classroom</li> <li>• alternative plans/modification/exemption from activities which constantly precipitate disruption because of high anxiety e.g. assemblies, PE</li> <li>• Certain curricular areas might be limited to allow for de-escalation time.</li> <li>• This time might be spent over learning topics, preparing for new learning, or working on homework.</li> </ul>	<p>The inclusive curriculum is delivered flexibly by school through a wide range of teaching methods including the full range of auditory, visual and kinaesthetic approaches, bearing in mind the visual route is usually the preferred learning style for those with these difficulties.</p> <p>It is supported by a range of curriculum materials and resources (including ICT) and should be further enhanced by:</p> <ul style="list-style-type: none"> <li>• an emphasis on differentiation for curriculum access, including adherence to the National Curriculum inclusion statements</li> <li>• providing a structured environment with clear routines and expectations, such as entering the room, sitting in groups, tasks to be completed</li> <li>• when offering choices, restricting to two or three options</li> </ul>	<p>Main provision is delivered by class/subject teacher. Schools' flexible use of teachers, teaching Assistants should be supplemented by:</p> <ul style="list-style-type: none"> <li>• pupils must receive significant levels of TA hours for supported individualised learning activities, addressing IEP targets and curriculum access. This may include individual or small group tuition provided by TA, teacher and/or SENCO</li> <li>• additional whole class support to enable inclusion/interaction to be successful</li> <li>• additional adult supported time in unstructured periods/break times/lunch time opportunities for peer group support eg buddying</li> <li>• opportunities for counselling or tutor time as necessary. Desperate attempts to be 'cool' may mask real difficulties</li> </ul>

### Key Stage 3 Band 3 - 4 cont'd

Assessment, Planning and Review	Curriculum and Teaching Methods cont
<ul style="list-style-type: none"><li>▪ parents informed and may be involved in supporting targets in the home</li></ul> <p>IEP strategies should usually be implemented as far as possible in the normal classroom setting. Hence delivery will be the responsibility of the curriculum teacher. However in order to accommodate sensory sensitivities it may be necessary for the child to have access to a quieter place.</p>	<ul style="list-style-type: none"><li>• planning for difficulties in listening to instructions by providing visual supports.</li><li>• providing support to manage time-limited tasks or providing additional time</li><li>• a briefing paper for all staff outlining strengths and difficulties</li><li>• management of shared activities with some guidance offered to class members on their capacity to adopt helpful social approach behaviour</li><li>• individual invigilation, almost always required for SATs, tests or examinations</li></ul>

**KS4 Band 1- 2 (School Action) Interventions and Actions**

<b>Assessment, Planning and Review</b>	<b>Grouping for Teaching and Learning</b>	<b>Curriculum and Teaching Methods</b>	<b>Human Resources</b>
<p>Schools' existing systems of assessment, monitoring and planning for all pupils should be supplemented by:</p> <ul style="list-style-type: none"> <li>▪ external services undertake specialist assessment leading to a more specifically-focused IEP and advise on measurement of pupil progress</li> <li>▪ increased individualisation of planning</li> <li>▪ IEP strategies should usually be implemented, at least in part and as far as possible, in the normal classroom setting. Hence delivery will be the responsibility of class teachers</li> <li>▪ pupil involvement in planning and agreeing targets</li> <li>▪ regular reviews to monitor progress and inform further planning</li> <li>▪ parents informed &amp; may be involved in</li> </ul>	<p>The pupil is based in the ordinary classroom. Schools' normal range of grouping strategies, including the creation of smaller groups for particular activities or on a long-term basis, should be supplemented by:</p> <ul style="list-style-type: none"> <li>▪ access to individual or small group tuition to support IEP targets, delivered within the classroom through limited periods of withdrawal and/or through out-of-hours provision</li> <li>▪ grouping strategies used flexibly within the classroom</li> <li>▪ careful pupil management, such as where the pupil sits (e.g. end of row or near to the adult)</li> <li>▪ alternative plans/modification/exemption from activities which constantly precipitate disruption because of high anxiety e.g. assemblies, PE</li> </ul>	<p>The inclusive curriculum is delivered flexibly by schools through a wide range of teaching methods including the full range of auditory, visual and kinaesthetic approaches, bearing in mind the visual route is the preferred learning style for students with these difficulties. It is supported by a range of curriculum materials and resources (including ICT) and should be further enhanced by:</p> <ul style="list-style-type: none"> <li>▪ emphasis on differentiation for curriculum access, including adherence to the National Curriculum inclusion statements</li> <li>▪ providing a structured environment with clear routines and expectations, such as entering the room, sitting in groups, tasks to be completed</li> <li>▪ when offering choices, restricting to two or three options</li> <li>▪ planning for difficulties in listening to instructions</li> <li>▪ providing support to manage time limited tasks eg sand timers or provide additional time</li> <li>▪ giving particular attention to methods of trying to exchange information. They may be subtle</li> <li>▪ all staff should have a briefing paper outlining strengths and difficulties</li> <li>▪ management of shared activities will be needed with some guidance offered to class members on their capacity to adopt helpful social approach behaviour</li> <li>▪ Introduce Lego Therapy</li> </ul>	<p>Main provision is delivered by class/subject teacher. Schools' flexible use of teachers, teaching assistants should be supplemented by:</p> <ul style="list-style-type: none"> <li>▪ pupils at School Action Plus must receive at least the equivalent of 5 LSA hours supported individualised learning activities, addressing IEP targets and curriculum access. This may include individual or small group tuition provided by LSA/TA, teacher and/or SENCO</li> <li>▪ additional whole class support to enable inclusion/interaction to be successful</li> <li>▪ unstructured periods/break times/lunch time may need additional supervision, monitoring, alternative activities provided (i.e. putting books away in library)</li> <li>▪ opportunities for peer group support eg buddying</li> </ul> <p>Opportunities for counseling or tutor time may be necessary. Desperate attempts to be 'cool' may mask real difficulties</p>

**KS4 Band 3- 4 ( School Action Plus)**  
**Interventions and Actions builds on advice at Band 1- 2**

<b>Assessment, Planning and Review</b>	<b>Grouping for Teaching &amp; Learning</b>	<b>Curriculum and Teaching Methods</b>	<b>Human Resources</b>
<p>Schools' existing systems of assessment, monitoring and planning for all pupils should be supplemented by:</p> <ul style="list-style-type: none"> <li>• external services undertake specialist assessment leading to a more specifically-focused IEP and advise on measurement of pupil progress</li> <li>• increased individualisation of planning</li> <li>• IEP strategies should usually be implemented, at least in part and as far as possible, in the normal classroom setting. Hence delivery will be the responsibility of curriculum teachers</li> <li>• pupil involvement in planning and agreeing targets</li> <li>• regular reviews to monitor progress</li> </ul>	<p>The pupil is based in the ordinary classroom. Schools' normal range of grouping strategies, including the creation of smaller groups for particular activities or on a long-term basis, should be supplemented by:</p> <ul style="list-style-type: none"> <li>• access to individual or small group tuition to support IEP targets, delivered within the classroom through limited periods of withdrawal and/or through out-of-hours provision</li> <li>• grouping strategies used flexibly within the classroom</li> <li>• careful pupil management, such as where the pupil sits (e.g. end of row or near to the adult)</li> <li>• alternative plans/modification/exemption from</li> </ul>	<p>The inclusive curriculum is delivered flexibly by schools through a wide range of teaching methods including the full range of auditory, visual and kinaesthetic approaches, bearing in mind the visual route is the preferred learning style for students with these difficulties. It is supported by a range of curriculum materials and resources (including ICT) and should be further enhanced by:</p> <ul style="list-style-type: none"> <li>▪ emphasis on differentiation for curriculum access, including adherence to the National Curriculum inclusion statements</li> <li>▪ Certain curriculum subjects may be "dropped " in favour of areas which will be successful</li> <li>▪ providing a structured environment with clear routines and expectations, such as entering the room, sitting in groups, tasks to be completed</li> <li>▪ when offering choices, restricting to 2 or 3 options</li> <li>▪ planning for difficulties in listening to instructions</li> <li>▪ providing support to manage time limited tasks eg sand timers or provide additional time</li> <li>▪ giving particular attention to methods of trying to exchange information. They may be subtle</li> <li>▪ all staff should have a briefing paper outlining strengths and difficulties</li> <li>▪ management of shared activities will be needed with some guidance offered to class members on their capacity to adopt helpful social approach behaviour</li> <li>▪ Access arrangements for tests and public examinations should be in place according to QCA guidelines.</li> <li>▪ individual invigilation almost always required for SATs, tests or examinations</li> </ul>	<p>Main provision is delivered by class/subject teacher. Schools' flexible use of teachers, teaching assistants should be supplemented by:</p> <ul style="list-style-type: none"> <li>▪ pupils at School Action Plus must receive at least the equivalent of 5 LSA hours supported individualised learning activities, addressing IEP targets and curriculum access. This may include individual or small group tuition provided by LSA/TA, teacher and/or SENCO</li> <li>▪ additional whole class support to enable inclusion/interaction to be successful</li> <li>▪ unstructured periods/break times/lunch time may need additional supervision, monitoring, alternative activities provided (i.e. putting books away in library)</li> <li>▪ opportunities for peer</li> </ul>

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<p>and inform further planning</p> <ul style="list-style-type: none"> <li>parents informed and encouraged to be involved in supporting targets in the home</li> </ul> <p>IEP strategies should usually be implemented as far as possible in the normal classroom setting. Hence delivery will be the responsibility of the curriculum teacher. However in order to accommodate sensory sensitivities it may be necessary for the child to have access to a quieter place.</p>	<p>activities which constantly precipitate disruption because of high anxiety e.g. assemblies, PE</p> <ul style="list-style-type: none"> <li>alternative plans/modification/exemption from activities which</li> <li>Certain curricular areas might be limited to allow for de-escalation time.</li> <li>This time might be spent over learning topics, preparing for new learning, or working on homework.</li> </ul>	<ul style="list-style-type: none"> <li>helping understanding tolerance of others. This is the age when extreme views can be a problem. Support to manage this stage may be provided from within the school or from external provision. Students with these difficulties can become opinionated and political without regard to the wider view</li> <li>practice in strategies for answering questions in tests/exams, additional explanations and/or additional time</li> <li>consideration of lap top and access to ICT if slow or illegible writing persists</li> <li>additional prompts to help maintain focus on task and direct attention</li> <li>additional support with emergent sexuality, lack of local peer group interaction means that experience is limited and information often distorted or wrong</li> <li>possible additional information and support when sensitive issues in school are part of the curriculum i.e. sex education/drugs etc. These students frequently misunderstand and take opinion as fact</li> <li>additional support for careers/transition planning. Student often has limited life experience and does not conceptualise opportunities</li> <li>Introduce Lego Therapy</li> <li>possibly some specific reinforcement/skill development activities in support of IEP targets e.g. <ul style="list-style-type: none"> <li>create formal and structured opportunities to practice and develop social interaction skills</li> <li>create opportunities to engage in communication skills, e.g. gesture, turn taking</li> <li>preparation for changes to routine and activity e.g. work experience – less structured learning environment, private study period</li> </ul> </li> </ul>	<p>group support eg buddying</p> <ul style="list-style-type: none"> <li>Opportunities for counseling or tutor time may be necessary. Desperate attempts to be 'cool' may mask real difficulties</li> </ul>