

The Graduated Approach to SEN Support Communication and Interaction



Foreword

Improving outcomes for our children and young people with Special Educational Needs & Disabilities (SEND) is at the heart of our Inclusive Ambitions to tackle key inequality issues in Kirklees. Investing in our learners and their families at the earliest opportunity will support us to help them achieve their best possible outcomes.

There are four broad areas outlined in the SEND Code of Practice (2015). They provide schools with an overview of the range of needs that should be planned for. The purpose of identification, however, is to work out what action the school needs to take, not to fit a learner into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

Communication and Interaction is one of the four broad areas of need as outlined in the SEND Code of Practice (2015).

This guidance is designed to support schools identify the strengths and needs of learners with **Speech, Language and Communication Needs** (SLCN) and **Social Communication and Interaction needs** and suggests a range of **targeted provision** which may need to be put into place for learners with special educational needs at SEN Support

It builds on the Kirklees description of **Inclusive High-Quality Teaching** which has been developed in the form of an audit tool to support mainstream schools evaluate the extent to which they can meet the requirements of learners with SEND within the day-to-day classroom context. It is this inclusive high quality teaching which is expected to be in place for all learners, every day in every classroom.

It is important that this audit tool is utilised prior to considering this guidance; as the SEND Code of Practice (2015) states, 'additional intervention and support cannot compensate for a lack of good quality teaching' (para. 6.37).

Kirklees Universal Offer of Inclusive High-Quality Teaching

Essential for learners with SEND and highly beneficial to many more

AUDIT TOOL FOR TEACHERS

Kirklees
Council

What will this guidance help me with?

ASSESS

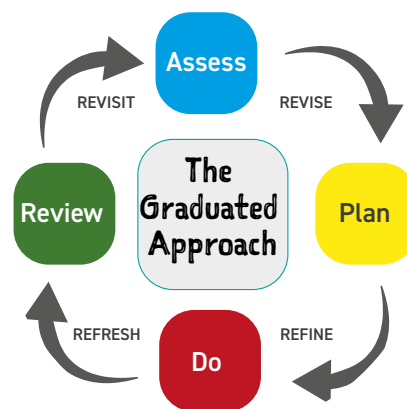
To support the ASSESS phase of the Graduated Approach, this guidance firstly provides an overarching description of the broad range of strengths and difficulties that may present for a learner with special educational needs in the area of Social Communication and Interaction and Speech Language and Communication needs. It is designed as a starting point to begin to identify in close detail where a learner's barriers to learning may lie.

PLAN

It then suggests a range of targeted SEND provision, which is additional to and/or different from the universal offer of inclusive high-quality teaching, that schools may need to put into place for our learners with special educational needs in this area. It is targeted because it is designed to address specific barriers to or gaps in learning that have been identified at the ASSESS phase of the Graduated Approach.

Targeted provision should be carefully planned for, with clear expected outcomes linked to provision. It may be planned to take place within or away from the classroom, possibly as an intervention led by a teacher or teaching assistant. If this is the case, schools need to:

- Have a clear justification for this being the best approach.



- Be clear as to the purpose of targeted provision.
- Discuss and agree the expected outcomes.
- Ensure teachers remain responsible and accountable for progress, even where learners are receiving targeted provision away from the classroom.
- Keep targeted provision under review as part of the graduated approach; including planning for alternative approaches or specialist advice where needed.

Schools will need a planning tool to record the targeted provision to be put into place and the outcomes sought and the progress made. It is for schools to determine their own approach to record keeping, but it may incorporate the use of provision mapping and an individual plan for the learner such as an IEP or MSP. It is vital that the learner and their parents/carers are also involved in making decisions about the type of targeted SEN provision that will be put into place and in the evaluation of the impact. Utilising Person Centred Approaches through the Graduated Approach will provide a rounded picture that is focused on what is important to and for the learner, from their perspective and from that of the people closest to them. This document also provides guidance for schools on the key elements that constitute good practice at the **DO** and **REVIEW** phases of the Graduated Approach.

The Conditions for Inclusion for Learners with SEND

For learners with SEND, their environment can have a profound impact upon their feelings of belonging and aspiration; the influence of school culture, ethos and attitudes of staff and peers are highly influential.

Everyday relationships and interactions with staff and peers form the basis of each learner's school experience. Where they are positive and nurturing, our learners with SEND are far more likely to feel they belong and can thrive at school.

Fundamental conditions for inclusion should be in place prior to individualised targeted provision for our learners with special educational needs and disabilities:

- An inclusive culture that permeates policy and practice across all aspects of school life.
- An ambitious vision.
- Equality of opportunity across all aspects of school life.
- An understanding and application of the duty to make 'reasonable adjustments' across all aspects of school life.
- Alertness to possible unconscious bias that may lead to reduction in aspiration.
- Prioritising independence.

- Representation of positive role models with SEND through the curriculum, resources, visiting speakers.
- Ensuring learners with SEND are represented in all aspects of school life e.g. school plays, clubs, school councils, sports and music events

Positive relationships between teachers and peers and inclusive teaching practice built on established inclusive principles are fundamental to improving outcomes for all learners.



different way of being flexible, so often feel safer and more comfortable with routines and structure as this lessens uncertainty.

Some people with Autism may have other conditions such as ADHD and may also experience social, emotional and mental health needs. Autism is a spectrum, so although learners with Autism may share similar characteristics, just like everyone else, they will have differences in their profile and just like everyone else, autistic learners will have things they are good at as well as things they may struggle with.

As detailed an assessment as possible should ensure that the full range of an individual's strengths and needs are identified; this may need to go beyond the primary area of need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them using well evidenced SEN provision targeted at their areas of difficulty.

The suggested targeted provision outlined within this guidance document, in addition to inclusive high quality teaching as outlined in the audit tool, will support effective teaching and learning for this group of learners. The curriculum approaches and strategies detailed are not prescriptive or exhaustive. They are intended to guide schools as to the type of provision expected within the graduated approach to identifying and meeting special educational needs at SEN Support and should be delivered in accordance with a learner's assessed needs and agreed outcomes.



Assess

THE GRADUATED APPROACH

- SENCo, teacher(s) and key staff keep the analysis of strengths and needs under review to ensure support is matched to need.
- Parent/carer and learner views support the analysis of strengths and needs - conversations are carried out with sensitivity and honesty.
- Use of detailed National Curriculum and individualised assessment tools in relation to specific descriptors may be necessary to identify strengths, gaps in and barriers to learning to inform planning.
- Specialist SEND services can be contacted where a school requires further guidance around understanding the learner's strengths and needs and approaches to support.

Guidance to support the identification of strengths and needs

This checklist is not a tool for diagnosis, but can be used to support school processes to identify a learner's strengths and needs in the area of Communication and Interaction. SENCOs can work with teachers to use this when they are raising concerns around possible SEND within this broad area and continue to use it as needed, within the Assess phase of the Graduated Approach.

Assess

Prompt questions

*When considering 'What do our observations tell us?' it may be useful to reflect on and record your thoughts on the following:

- What does the learner's strength or difficulty in each area look like and how do we know?
- Do the learner's strengths and needs present differently in different contexts and environments, including at home; when does this happen, when does it not happen?
- To what extent is this need or difficulty having an impact on learning?
- Are there areas we are not sure about and need further assessment? How will you do this? Do we need to look at any other areas of need?
- What needs, gaps in or barriers to learning can we work on improving and which can we help to work around?

After using this Assessment tool, see the DESCRIPTION OF TARGETED PROVISION table below for suggestions around the type of support and intervention to consider when you move to the PLAN phase of the Graduated Approach.

<div style="background-color: #0070C0; color: white; border-radius: 15px; padding: 5px; display: inline-block;">Assess</div> <h2 style="margin: 0;">Communication and Interaction</h2> <h3 style="margin: 0;">Supporting the analysis of strengths and needs</h3> <h3 style="margin: 0;">Social Communication and Interaction</h3> <p style="margin: 0;">May present with some of the following:</p>	What do our observations tell us?			
	Unlike the learner	Sometimes like the learner	Typical of the learner	Comments <i>*use prompt questions on page 7 to help with analysis</i>
Recognising that they are part of a class, group or wider social situation				
Managing social situations: do these present challenges resulting in emotional outbursts, withdrawal, social vulnerability and/or isolation?				
Empathising: this can affect social understanding and impacts on learning				
Imagination and play skills				
Facial expressions: limited or reduced in range				
Understanding other people's facial expressions				
Understanding non-verbal communication				
Expressing their own wishes and feelings				
Speech: may appear untypical e.g. may have an odd intonation pattern or an unusual or unexpected accent				
Expressive language: immediate repeating back (echo) of words or phrases (echolalia).				
Interpretations and understanding of language including abstract language				
The use of higher order language skills e.g. understanding and use of metaphor, inference and emotional language				
Interpreting and understanding whole class instructions and general information.				
Understanding the concept of time and sequencing of events which may affect day to day activities				
Understanding personal space				
Confidence and ability to join in and manage group activities				
Preference to spend time with older or younger people who are either more understanding and/or less demanding than same-age peers				
Awareness of danger and recognising hazards				
Coping with interactions with peers, particularly at times of stress or anxiety				



Communication and Interaction

Supporting the analysis of strengths and needs

Social Communication and Interaction

May present with some of the following:

What do our observations tell us?

Communication and Interaction Supporting the analysis of strengths and needs Social Communication and Interaction May present with some of the following:	What do our observations tell us?			
	Unlike the learner	Sometimes like the learner	Typical of the learner	Comments <i>*use prompt questions on page 7 to help with analysis</i>
GIRLS AND ASC				
See NASEN 'Girls and Autism flying under the radar' mini guide for further guidance				
Masking a level of unseen anxiety which may be more overtly apparent at home than at school (boys nay do this too)				
Appears to be sociable, but may struggle to conform and to produce acceptable responses and behaviours in a social context. May use strategies such as rote-learning of conversational phrases, copying social behaviours and 'masking' or 'camouflaging'				
Leans toward perfectionism; may be reluctant to ask for help				
Restricted and repetitive behaviours and flexibility of thought				
May experience differences with some of the following:				
Managing small unplanned changes in the environment or learning tasks				
Unusual or untypical behaviours or obsessions with everyday objects, people or toys. This may lead to difficulties with finishing desired activities. May display an intense interest in a topic that is explored with a high level of frequency and/or inappropriateness to context or audience				
Over-reliance on rules and a literal interpretation of instructions				
Tolerance of others breaking rules or being flexible about rules				
Engaging in open- ended/creative activities				
Reliance/obsessive on narrow topics, activities, objects				
Managing transition between different environments or tasks				
Maintaining focus and concentration age-appropriately; either easily distracted or may not switch attention easily				
Inconsistent patterns of behaviour across a spectrum from challenging or impulsive to extreme passivity				

Assess

Communication and Interaction

Supporting the analysis of strengths and needs

Social Communication and Interaction

May present with some of the following:

What do our observations tell us?

			Comments
Unlike the learner	Sometimes like the learner	Typical of the learner	<i>*use prompt questions on page 7 to help with analysis</i>

Differences in Sensory Processing and Integration

Consider 8 sensory areas: visual, auditory, taste, touch, smell, vestibular, proprioception, interception

See Kirklees Local Offer website for further guidance around Sensory Processing.

May experience difficulties with some of the following:

Responsiveness to sensory stimuli (sensory avoidance) which may affect access to everyday events or activities e.g. noise in dining halls, dislikes being touched, avoids chewy/crunchy foods, avoids bright light

Responsiveness to sensory stimuli (sensory seeking) e.g. rocks when sitting, chews non-edibles, flapping, feels less pain, craves firm touch, needs loud input to respond

Sensory responses to the environment at times of heightened stress. This may present as anxiety

Eating development possibly including a restricted diet





Communication and Interaction

Supporting the analysis of strengths and needs

Speech, Language and Communication

May present with some of the following:

What do our observations tell us?

Unlike the learner	Sometimes like the learner	Typical of the learner	Comments <i>*use prompt questions on page 7 to help with analysis</i>
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Receptive Language - the understanding of spoken language

May experience differences with some of the following:

Retention of what has just been said				
Following instructions that have been given				
Time taken to learn a new series of instructions				
Reliance on watching what others do instead of following what has been said				
Staying focused during verbal explanations				
Maintaining engagement through verbally interactive games or group activities				
Time taken to respond to a question				
Successfully following instruction make take many prompts				
Responding to a question in a confusing way, such as answering inappropriately or talking about something unconnected				

Differences understanding figurative/non-literal language/what is inferred

May experience differences with some of the following:

Understanding inference e.g. "It's really cold out there" meaning "take your coat"				
Understanding of implied requests e.g. Adult: "Could you put the equipment away?" Learner's response: "yes" without then doing what has been implied				

Impact on literacy

May experience differences with some of the following:

Retaining new words				
Using phonics to read/decode text				
Reading comprehension				
Understanding and remembering what they have read				
Understanding inference in a text				

Assess

Communication and Interaction

Supporting the analysis of strengths and needs

Speech, Language and Communication

May present with some of the following:

What do our observations tell us?

Communication and Interaction Supporting the analysis of strengths and needs Speech, Language and Communication May present with some of the following:	What do our observations tell us?			
	Unlike the learner	Sometimes like the learner	Typical of the learner	Comments <i>*use prompt questions on page 7 to help with analysis</i>
Difficulties leading to behaviours of concern				
May internalise frustration with own language difficulties and become withdrawn				
May externalise frustration with outward display of distressed behaviours				
Expressive Language - producing age appropriate language				
May experience difficulties with:				
Using fewer or reduced range of words than their peers				
Increased use of words such as "thing" or "stuff" rather than specific words				
Using incorrect words e.g. a word that is related in meaning (bin/bucket), or a made up word or one that has a similar sound				
May use a lot of 'fillers' when describing: "um, er, whatever", pauses, gestures, and struggling to find the right word				
Language sounding "immature" compared with peers				
Organising longer strings of information, e.g. may retell events in a disconnected way without logic or context				
Spoken language difficulties are evident in their written work				
Over use of chunks of learned phrases in conversation				
May be happy talking in 1:1 or small group settings, but may appear withdrawn in group situations				



Communication and Interaction

Supporting the analysis of strengths and needs

Speech, Language and Communication

May present with some of the following:

What do our observations tell us?

Unlike the learner	Sometimes like the learner	Typical of the learner	Comments <i>*use prompt questions on page 7 to help with analysis</i>
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Speech Sounds - speech clarity/quality

May experience differences with some of the following:

Clarity of speech sounds – may be difficult to understand, particularly for unfamiliar listeners

Leaving out part of a word; abbreviate multisyllabic words; use one sound (phoneme) in place of other e.g. 'dot' for got

Difficulties with sounds (phonemes) evident in spellings

Phonological (sound) awareness e.g. skills in rhyme, syllables, blending and segmenting

Speaking very quickly

Stammering e.g. hesitates during speech, repeats single sounds or whole words, seize up, change track to avoid difficult sounds, displays facial tension during speech)

For disruption of fluency (stammering) or reluctance to speak to NHS SLT and follow NHS referral criteria as soon as possible.

Social Use of Language - using conversational rules See also the Social Communication and Interaction section

May experience differences with some of the following:

Taking turns appropriately during conversation. May make interruptions when others are speaking

May talk to a person in authority as if chatting to a peer, or talk to a peer in an overly formal way.

Awareness of what the listener is interested in - it might feel like the young person is talking "at" rather than "to" or "with" the listener

Picking up on the meaning behind others' facial expressions or tone of voice

Assess

Communication and Interaction

Supporting the analysis of strengths and needs

Speech, Language and Communication

May present with some of the following:

What do our observations tell us?

Unlike
the
learner

Sometimes
like the
learner

Typical
of the
learner

Comments
**use prompt questions on
page 7 to help with analysis*

Non-verbal aspects of communication

May experience differences with some of the following:

Ability to show signs that they are attending and listening during interactions, such as nodding, mirroring body language

Reliance on adult support and may tend to avoid peers

May avoid eye contact completely when speaking or listening

Standing overly close or far away; may back away from even minor physical contact.

Developmental Language Disorder (DLD) Significant, on-going difficulty understanding spoken language and putting thoughts into words and sentences

May experience difficulties with some of the following:

Expressing thoughts, feelings and ideas

Understanding and using vocabulary

Talking in sentences which can be understood; speech might sound jumbled

Understanding specific words and instructions

Word finding and sequencing speech

Following and joining in social situations

There can be lots of cross over with DLD and social communication or other language needs, but DLD can be severe and last into adulthood. If a learner's speech, language or communication development appears to be following a particularly unusual trajectory or they are not making expected progression with quality first teaching, they should be referred to SaLT.

Selective Mutism

An anxiety disorder which prevents those affected from speaking in certain situations which can include at school.

Those with SM speak in some situations, but are consistently silent in others.

They may have a blank expression or appear 'frozen' when expected to speak to someone who is outside their 'comfort zone'. This is a social anxiety and is different to being shy.

Awareness training is important to recognise this difficulty and intervene early to prevent escalation.

Please see relevant section in the SEMH graduated approach document.

Assess

Communication and Interaction

Supporting the analysis of strengths and needs

Speech, Language and Communication

May present with some of the following:

SLCN and EAL (Multilingualism)

The fact that the learner may not speak and understand English as an additional language does not in itself constitute a speech and language difficulty. If the learner has a delay in their first language it is appropriate to refer to SLT via the triage system or by phoning for advice.

What do our observations tell us?

			Comments
Unlike the learner	Sometimes like the learner	Typical of the learner	<i>*use prompt questions on page 7 to help with analysis</i>

Plan

Planning for targeted SEN SUPPORT that is additional to and/or different from inclusive high quality teaching

- Teacher(s) and SENCO agree, in consultation with the learner and their family, the outcomes they are seeking, the targeted SEN provision to be put in place to address gaps in and barriers to learning to accelerate progress and development.
- Support and intervention are based upon reliable evidence of effectiveness and provided by practitioners with relevant skills and knowledge.
- All teachers and support staff who work with the learner are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Supply staff are provided with clear information about the key needs and adjustments required for the learners with SEND they will be teaching.
- A clear date for review is set.
- Advice from specialists is shared with all relevant staff; SENCO checks that it is fully understood and planned for.
- Any related staff development needs should be identified and addressed.
- Schools can determine their own approach to record-keeping to record provision made at SEN Support and its impact on the learner's progress, e.g. Provision Map/IEP/MSP.
- Guidance for families is provided showing how they can offer support for learning and development at home.

The suggested provision will support effective teaching and learning for this group of learners. The curriculum approaches and strategies detailed are not prescriptive or exhaustive. They are designed to guide schools and should be delivered in accordance with the learner's needs and agreed outcomes.

<div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; display: inline-block;">Plan</div> Social Communication and Interaction Targeted Provision for Learners at SEN Support <i>This should be <u>in addition</u> to Inclusive High-Quality Teaching</i>	In Place	Impact of Targeted Support	<div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; display: inline-block;">Review</div> NOTES Questions to consider: Which support needs to continue? Is more time needed to see impact in some areas? Is further assessment needed?
Environment			
Allowances to be made to all aspects of the school environment with regard to sensory needs as appropriate e.g. adaptations to school uniform, being able to opt out/short breaks from situations that cause stress arising from sensory needs			
Learning area/space e.g. a personalised work area in a mainstream class is available for the learner to access for lessons, social time, respite and adult guidance, as appropriate			
Space may be modified for the learner e.g. quiet/minimal distractions including low stimulation displays and work spaces, visual aids, work basket system			
Seating for the learner provides space to reduce hypervigilance e.g. facing the class teacher, away from busy, noisy areas. This may include seating at the back of the class where they can see the room			
Arrange seating to promote peer support and modelling to support reducing hypervigilance and increase feelings of safety			
The learner may be taught in a quiet environment for some lessons where appropriate			
Use of environmental visual aids e.g. individual carpet spots, drawer labels, lining up spots, classroom noise level			
Time out/movement breaks/respite areas to help regulate sensory needs and emotions			
Adaptations for the learner at lunch times, assemblies and leaving class (early or during breaks) to avoid sensory overload			

<div style="float: left; border: 1px solid black; border-radius: 50%; padding: 2px 10px; margin-bottom: 5px;">Plan</div> <div style="text-align: center;"> <h2 style="margin: 0;">Social Communication and Interaction</h2> <h3 style="margin: 0;">Targeted Provision for Learners at SEN Support</h3> <p style="margin: 0;"><i>This should be <u>in addition</u> to Inclusive High-Quality Teaching</i></p> </div>	In Place	Impact of Targeted Support	<div style="float: right; border: 1px solid white; border-radius: 50%; padding: 2px 10px; margin-bottom: 5px;">Review</div> <h2 style="margin: 0;">NOTES</h2> <p style="margin: 0;">Questions to consider: Which support needs to continue? Is more time needed to see impact in some areas? Is further assessment needed?</p>
<p>Environment</p> <p>A respite area in school is provided to allow the learner a place to go when they recognise they need a space to avoid dysregulation or to calm after episodes of emotional dysregulation. This environment should be safe, easily accessible and include equipment which supports the learner to calm e.g. use of headphones, music, sensory materials, soft furnishings, covered area</p>			
<p>Low arousal approach is emphasised within the school environment</p>			
<p>Staffing</p>			
<p>In class support to facilitate language and communication with peers as required.</p>			
<p>A responsive adult to provide additional support in class where necessary, to enable social coaching opportunities.</p>			
<p>Individual support where necessary and in a timely fashion, such as when the learner is starting to become dysregulated</p>			
<p>Targeted work with teacher or support staff on a small-group basis</p>			
<p>Playground and lunchtime staff to be aware of the differences the learner may have interacting with others and be able to help them thrive in this environment e.g., offering choice of activities, engineered social opportunities through buddy systems, offering support to mediate, facilitate and extend social interactions as appropriate, provide respite areas such as an indoor space if appropriate, providing warnings regarding transition points</p>			
<p>Targeted support for other unstructured parts of the day where needed e.g. start and end of school day, trips out of school</p>			
<p>Staffing to actively support access to extra-curricular activities alongside their mainstream peers. This may include additional adult support or adaptation to activities</p>			
<p>Support to attend enrichment activities which occur within school year e.g. school performances, trips, sports events or provide an alternative activity</p>			

<div style="float: left; border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-bottom: 5px;">Plan</div> <div style="text-align: center;"> <h2 style="margin: 0;">Social Communication and Interaction</h2> <h3 style="margin: 0;">Targeted Provision for Learners at SEN Support</h3> <p style="margin: 0;"><i>This should be <u>in addition</u> to Inclusive High-Quality Teaching</i></p> </div>	In Place	Impact of Targeted Support			<div style="float: right; border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-bottom: 5px;">Review</div> <h2 style="margin: 0;">NOTES</h2> <p style="margin: 0;">Questions to consider: Which support needs to continue? Is more time needed to see impact in some areas? Is further assessment needed?</p>
<h3 style="margin: 0;">Curriculum Approaches and Strategies</h3>		Red	Orange	Green	
<p>The timing and duration of learning activities is adjusted to the learner’s needs with regular breaks as needed</p>					
<p>Use of Task Management boards for learner to understand the steps required of them within a specific task/activity</p>					
<p>Curriculum takes account of the learner’s strengths, is developmentally appropriate, targeted to address their communication and interaction needs, emotional regulation and sensory needs and promote independence</p>					
<p>Learning taught in class is generalised into real life situations e.g. teaching money is linked with shopping</p>					
<p>Individualised rewards and motivators are used intrinsically as part of the interventions offered</p>					
<p>Resources are used to enable learners to access information and stimulus materials</p>					
<p>Reduced time spent on difficult activities and increased time spent on the learner’s curricular strengths</p>					
<p>A ‘see-saw’ approach is taken to finely tune the demands placed on the learner according to their emotional regulation needs</p>					
<h3 style="margin: 0;">Language and Communication</h3>					
<p>Small group support to directly teach conversational skills, taking turns, reading social cues e.g. listener boredom.</p>					
<p>Direct teaching of inference skills and using imagery to aid working memory.</p>					
<p>Augmented communication aids; these may be low tech (paper based) such as PECS books or high tech such as IT and specialist adapted equipment is used to support a learner in all aspects of schooling where appropriate e.g. ipads with specialist App to support communication, immersive reader for use with Windows 365</p>					

<div style="text-align: center;"> Plan <h2 style="margin: 0;">Social Communication and Interaction Targeted</h2> <h3 style="margin: 0;">Provision for Learners at SEN Support</h3> <p style="margin: 0;"><i>This should be <u>in addition</u> to Inclusive High-Quality Teaching</i></p> </div>	In Place	Impact of Targeted Support			<div style="text-align: right;"> Review </div> <h2 style="margin: 0;">NOTES</h2> <p style="margin: 0;">Questions to consider: Which support needs to continue? Is more time needed to see impact in some areas? Is further assessment needed?</p>
Support for sensory needs					
Staff are aware of individual learner's sensory profile and possible triggers and intervene early					
Preparation for new or unusual sensory experiences					
Staff help learner to develop self awareness of their sensory needs and support the development of self monitoring strategies					
Designated space or carpet square for sitting on the carpet or within lessons such as Drama/PE where the room is more 'open'					
Use of objects or equipment e.g. ear defenders which provide comfort during time of sensory overload or when the learner is exposed to a challenging environment e.g. assembly, busy corridor					
Daily sensory 'diet' and/or 'circuit' in place					
Environmental adjustments based on a sensory profile are in place e.g. adapted school uniform, modified, sensory resources					
Social understanding and social behaviour					
A programme of small group support to develop important skills and rules of social interaction including supporting scripts such as 'Can I join in?' Consideration is given to the size of the group, the aim of the group and roles within the group					
Social skills taught within intervention groups are practised in real life situations					
Teach and model phrases about safety and seeking help					
Use video/recorded material/social stories to help the learner learn to understand and predict verbal and non-verbal behaviours					
Use of Comic Strip conversations to help learners understand the motivations and feelings of other people during an interaction					
Play language games e.g. Socially Speaking, barrier games to encourage Theory of Mind					

<div style="text-align: center;"> Plan <h2 style="margin: 0;">Social Communication and Interaction Targeted Provision for Learners at SEN Support</h2> <p style="margin: 0;"><i>This should be <u>in addition</u> to Inclusive High-Quality Teaching</i></p> </div>	In Place	Impact of Targeted Support			Review <h3 style="margin: 0;">NOTES</h3> <p style="margin: 0;">Questions to consider: Which support needs to continue? Is more time needed to see impact in some areas? Is further assessment needed?</p>
Social understanding and social behaviour					
Use of personalised Social Stories™ to understand social conventions					
Directly teach age appropriate behaviours e.g. social touching narrative skills programmes such as Sulp, Nursery Narrative, Blacksheep press materials, NSPCC 'Love Life' resources (secondary)					
Use techniques such as Circle of Friends to support the learner's social inclusion and relationship building.					
Use learner's strengths to develop their relationships with peers e.g. they may be good at computer skills and be able to help others					
Flexibility, resistance to change and emotional regulation					
Support plan to help learner manage their emotions. Plan is shared with teaching staff who have regard to this when helping them to recover from feeling overwhelmed e.g. access to an emotional regulation toolkit - different kits may be useful for different environments (dining hall kit, breaktime kit, classroom kit).					
Give prior warning when an activity is about to change (especially if the learner is enjoying/engrossed in the activity) making reference to visual timetables e.g. use of visual timers such as sand timers or countdown timers on the board, 'now, next, then' boards.					
Support for unstructured times during the school day e.g. breaktime quiet areas, choice activities, use play leaders to facilitate games					
Develop learner's awareness of situation that may be difficult and encourage learners to use appropriate strategies. Use of resources to support regulation e.g. Zones of Regulation, 5-point scale					
Allow the use of comfort objects and behaviours especially when the learner is experiencing stress.					
Repetitive sensory behaviours are viewed as necessary to help a learner to regulate their emotions and become calm.					

Plan

Social Communication and Interaction Targeted Provision for Learners at SEN Support

This should be in addition to Inclusive High-Quality Teaching

In
Place

Impact of
Targeted
Support



NOTES

Review

Questions to consider:
Which support needs to continue?
Is more time needed to see impact in some areas?
Is further assessment needed?

Flexibility, resistance to change and emotional regulation

Learners may engage in repetitive behaviours when they are anxious/bored/unoccupied. Staff could provide structured and motivating leisure activities which learners may choose as an alternative activity. These may need to be tailored to a learner's interest e.g. taking apart computers.

Encourage recognition of the learner's own emotions and those of others through approaches such as Emotion Coaching. Link physical feelings to emotions to support emotional regulation and de-escalation e.g. 'I wonder if you are feeling anxious? Am I right? Whereabouts is that feeling?'

Support at times of transition e.g. from lesson to lesson and from year as to year to cope with every day changes. Use of transition plans, visual timetables, preparation for uncommon or stressful events (school trips, sport events etc). Social stories may help with this

A meeting in the morning which highlights events during the day and any changes which have been made. This may be more or less detailed according to the needs of the learner. This could be visual/verbal/symbolic/use of IT resources

Flexibility for the learner to have respite from challenging school environments if they are unable to regulate their emotions such as busy classroom with a sudden change, noisy corridors, assembly, break-times lunch halls

Use of restorative justice approaches to teach learners about consequences of behaviour and how relationships need to be repaired after conflict. Ensure any consequences are relevant and meaningful for those involved. The format for the meeting will need to be appropriate for the learner e.g. facilitated as a visual process

<div style="text-align: center;"> Plan <h2 style="margin: 0;">Social Communication and Interaction Targeted Provision for Learners at SEN Support</h2> <p style="margin: 0;"><i>This should be <u>in addition</u> to Inclusive High-Quality Teaching</i></p> </div>	In Place	Impact of Targeted Support			<div style="text-align: right;"> Review <h2 style="margin: 0;">NOTES</h2> <p style="margin: 0;">Questions to consider: Which support needs to continue? Is more time needed to see impact in some areas? Is further assessment needed?</p> </div>
<p>Evidence based interventions and approaches</p> <p>Use of specific evidence-based programmes or packages delivered regularly with individual support from staff who have received relevant training e.g.</p> <ul style="list-style-type: none"> Inference Training Intensive Interaction Lego Therapy Comic Strip Conversations Autism Education Trust Progression Framework interactive tool 					
<p>Learner and Family Centred Approaches</p> <p>Use of a home-school communication system so that school and families are aware of and can share current challenges and successes.</p> <p>Consideration is given to how parent/carer and learner views will be sought and shared effectively as well as ensuring family members are able to process all relevant information presented to them in a timely manner, particularly before planning and review meetings.</p> <p>Agreed consistency of approaches between home and school to support learning and development.</p> <p>Parents/carers are made aware of changes to school timetable so that they can help prepare their child at home.</p> <p>As appropriate to age and stage, mechanisms for gathering the learner's views in order to understand their aspirations, to support their understanding of their own strengths and needs and the outcomes they are working towards.</p> <p>Signpost families to further guidance and support through the Local Offer e.g. The Early Support Service and also to courses designed for parents/carers.</p>					

Plan

Additional areas to plan for

Access Arrangements

Access Arrangements are pre-examination adjustments based on evidence of the learner's need and their normal way of working.

Approved Access Arrangements and reasonable adjustments are in place for internal school tests, mock exams and external examinations.

Access Arrangements are planned for at the earliest opportunity to enable learners to be fully able to utilise approaches such as a scribe, readers, exam reading pen, word processor as part of their 'normal way of working'.

Preparing for Transition

Planning meetings are arranged with the learner, their family along with key staff from the current and receiving setting/school/college. Where needed, create a transition plan detailing the support required to enable a successful transition. This may also involve specialist advice and guidance.

Preparing for Adulthood

This means preparing our learners for the next phase of **Education/Employability, Independence, Community Inclusion** and to be **Healthy**. Preparation for this can start from the earliest years. See the SENCo and Professional Information and Resources page of the Local Offer for further guidance including recommended outcomes to be planning for from Early Years to Post 19 across the four broad areas of need.

Support, appropriate to the learners age and stage, to enable them to develop an understanding of their needs and communicate them to others with growing awareness of the adjustments they need to successfully access, participate and achieve in lessons and school life.

Creative approaches are used to embed preparing for adulthood activities in the curriculum, everyday activities outside the classroom and where needed, through targeted provision.

A broad, experiential curriculum is offered to support the learner toward their next stage of education, employment or training which takes into account their strengths and interests, enabling progression toward employment/adult education or community learning.

This may include alternative qualifications pathways.

Guidance: Staff Skills to support learners with Social Communication and Interaction needs

- All staff have had Autism Education Trust 'Making Sense of Autism' training in the last three years.
- All staff working directly with learners with Autism have had 'Good Autism Practice' training in the last three years.
- A member of staff is responsible for leading on good autism practice across the school
- Staff training on Autism is refreshed on a rolling programme every three years to take into account staff changes and to keep up to date with new research and evidence-based approaches to support.
- Subject Leaders and Heads of Department seek to support staff in how to adapt teaching to support learners' education at different stages of development in their subject area.

Plan

Speech Language and Communication Needs (SLCN) Targeted Provision for Learners at SEN Support

This should be in addition to Inclusive High-Quality Teaching

In
PlaceImpact of
Targeted
Support

NOTES

Review

Questions to consider:
Which support needs to continue?
Is more time needed to see impact in some areas?
Is further assessment needed?

Environment

Individual work area(s) where needed which are modified for the learner eg. quiet/minimal distractions, visual aids

Arrange seating for learner e.g. facing the class teacher, away from busy, noisy areas such as sink and cloakroom or resource cupboard

Learner may be taught in a quiet environment for some lessons where appropriate

Lighting and windows - ensure they have a clear view of the teacher to pick up non-verbal cues

Use of environmental visual aids e.g. drawer labels, sign and symbols

Total communication approach embedded within the environment including use of sign supported English (e.g. Makaton) and consistent symbol usage

<div style="float: left; border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-bottom: 5px;">Plan</div> <p style="text-align: center;">Speech Language and Communication Needs (SLCN) Targeted Provision for Learners at SEN Support <i>This should be <u>in addition</u> to Inclusive High-Quality Teaching</i></p>	In Place	Impact of Targeted Support			<div style="float: right; border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-bottom: 5px;">Review</div> <p style="text-align: center;">NOTES</p> <p>Questions to consider: Which support needs to continue? Is more time needed to see impact in some areas? Is further assessment needed?</p>
Staffing					
In class support to facilitate language and communication and to enable the learner to access and participate in the curriculum as required					
Targeted work with teacher or support staff on a small-group or individual basis to address specific aspects of speech and language development; this may be as directed by SaLT advice					
Targeted support for unstructured times of the day including trips out of school					
Playground and lunchtime staff to be aware of the difficulties the learner may have playing with others without the necessary communication skills and be able to help the learner’s inclusion in this environment					
Staffing to actively support access to extra-curricular activities alongside their peers. This may include additional adult support or adaptation to activities					
Allocated time from Specialist SaLT					
Curriculum Approaches and Strategies					
Curriculum which takes account of the learner’s strengths, is developmentally appropriate, targeted to address their speech, language and communication needs and promotes independence					
Adults adapt their language and communication to the specific needs of the learner e.g. ensuring instructions are simple and specific, chunking information which is given in steps, use repetition of new vocabulary, give the learner plenty of time to respond, keep listening times short					
Strategies for increased visual support for language e.g. classroom signage (Makaton), visual timetables, dual coding					
Learning materials are modified, visually simplified and adapted to the learner’s strengths and needs including use of additional visual cues to support written instructions					
Verbal communication to be supported visually as much as possible – signs, symbols, pictures, gesture, modelling, practical demonstration, pictures/objects of reference etc					

<div style="float: left; border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-bottom: 5px;">Plan</div> Speech Language and Communication Needs (SLCN) Targeted Provision for Learners at SEN Support <i>This should be <u>in addition</u> to Inclusive High-Quality Teaching</i>	In Place	Impact of Targeted Support			<div style="float: right; border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-bottom: 5px;">Review</div> NOTES Questions to consider: Which support needs to continue? Is more time needed to see impact in some areas? Is further assessment needed?
Curriculum Approaches and Strategies					
Pre-teaching of topic vocabulary/mathematical language/ texts e.g. highlighting tricky words, summarising paragraphs, discussing pictures or context before the learner is required to read, use of word webs, semantic organisation games					
Visual supports are used to support the learner’s organisational skills, e.g. visual timetables, task management boards, schedules, to do list, exemplars of work, visuals are used to support verbal/written instructions.					
Support for word finding such as word maps, word wheels and visual word banks for topic-related vocabulary. Word webs or maps can be stored by topic/category in a personalised dictionary that the learner has ready access to					
Learning taught in class is generalised into real life situations e.g. teaching money is linked with shopping.					
Alternative methods of recording including mind-mapping, story boards, voice recorders, videos, digital photography, Ipads					
Low tech communication aids which may be paper based, such as PECS books					
High tech communication aids such as ipads with specialist Apps					
Individualised rewards and motivators are used intrinsically as part of the interventions offered					
Targeted Support for speech, language and communication					
Targeted small group support for vocabulary development using phonological and semantic cues, use of word wheels, pre-teaching					
Specific support for spoken speech sounds identified and where needed, supported by SLT team					
Phonological awareness activities to support foundation skills for speech sounds including syllable segmentation, rhyme awareness / judgement, rhyme generation					

Plan

Review

Speech Language and Communication Needs (SLCN) Targeted Provision for Learners at SEN Support

This should be in addition to Inclusive High-Quality Teaching

In
Place

Impact of
Targeted
Support

NOTES

Questions to consider:
Which support needs to continue?
Is more time needed to see impact in some areas?
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Targeted Support for speech, language and communication

Develop sequencing and narrative skills by using adult modelling, picture sequencing activities and intervention programmes such as Black Sheep Press KS1 and KS2 narrative packs

Alternative approaches to the teaching of reading and writing may be needed, such as whole word reading in addition to the teaching of phonics, using multi-sensory, cued approaches to early literacy

Use augmented methods of communication where appropriate e.g. Makaton, PECS following advice from specialists with training in this area.

Attention and listening activities, ready steady go games, barrier games e.g. BLAST

Use techniques such as Circle of Friends to support learner’s social inclusion and relationship building.

Wider school life

Whole school approach to support communication so all staff can support the learner e.g. teachers, assistants, midday staff, office staff

Increasing use of sign/symbols across the school day to support understanding

Support and adaptations to attend enrichment activities which occur within school year e.g. school performances, trips, sports events

Learner and Family Centred Approaches

Use of a home school communication system so that school and families are aware of, can share current challenges and successes.

Consideration is given to how parent/carer and learner views will be sought and shared effectively as well as ensuring family members are able to process all relevant information presented to them in a timely manner, particularly before planning and review meetings.

<div style="text-align: center;"> Plan <h2 style="margin: 0;">Speech Language and Communication Needs (SLCN) Targeted Provision for Learners at SEN Support</h2> <p style="margin: 0;"><i>This should be <u>in addition</u> to Inclusive High-Quality Teaching</i></p> </div>	In Place	Impact of Targeted Support			<div style="text-align: right;"> Review </div> <h2 style="margin: 0;">NOTES</h2> <p style="margin: 0;">Questions to consider: Which support needs to continue? Is more time needed to see impact in some areas? Is further assessment needed?</p>
Learner and Family Centred Approaches					
Agreed consistency of approaches between home and school to support learning and development					
Parents/carers are made aware of changes to school timetable so that they can help prepare their child at home					
As appropriate to age and stage, support to develop learner’s self-advocacy in order to support their growing understanding of their own strengths and needs and the aspirations and outcomes they are working towards.					
Signpost families to further guidance and support through the Local Offer e.g. The Early Support Service and also to courses designed for parents/carers.					
Selective Mutism					
Please see SEMH graduated approach document					
Schools should access training to raise their awareness of SM so they can recognise this difficulty as early intervention is essential.					
Evidence based interventions and approaches					
Use of specific evidence-based programmes or packages delivered regularly with individual support from staff who have received relevant training.					
Suggestions					
Colourful Semantics/Colour coding: an approach to support learners to develop grammar, rooted in meaning of words – i.e. semantics; – a specific programme for which SaLT can provide resources and advice.					
Screening tool and targeted intervention					
Language Link					
Wellcomm					
Speech Link – screening tool for speech sounds difficulties					

<div style="float: left; border: 1px solid black; border-radius: 50%; padding: 2px 10px; margin-bottom: 5px;">Plan</div> <div style="text-align: center;"> <h2 style="margin: 0;">Speech Language and Communication Needs (SLCN) Targeted Provision for Learners at SEN Support</h2> <p style="margin: 0;"><i>This should be <u>in addition</u> to Inclusive High-Quality Teaching</i></p> </div>	In Place	Impact of Targeted Support	<div style="float: right; border: 1px solid black; border-radius: 50%; padding: 2px 10px; margin-bottom: 5px;">Review</div> <h2 style="margin: 0;">NOTES</h2> <p style="margin: 0;">Questions to consider: Which support needs to continue? Is more time needed to see impact in some areas? Is further assessment needed?</p>
Evidence based interventions and approaches			
<p>Sequencing and Narrative Colourful Stories The Story Maker</p> <p>Vocabulary development Word Aware by Stephen Parsons and Anna Branagan Talk Boost</p> <p>Narrative Skills Black Sheep Press Leicester Inference Training Lego Story Maker™</p> <p>ELKLAN principles ICAN's 'What Works' supports practitioners to deliver evidence-informed interventions and approaches to support learners with speech, language and communication needs.</p>			

Additional areas to plan for

Access Arrangements

Access Arrangements are pre-examination adjustments based on evidence of the learner's need and their normal way of working.

Approved Access Arrangements and reasonable adjustments are in place for internal school tests, mock exams and external examinations.

Access Arrangements are planned for at the earliest opportunity to enable learners to be fully able to utilise approaches such as a scribe, readers, exam reading pen, word processor as part of their 'normal way of working'.

Preparing for Transition

Planning meetings are arranged with the learner, their family along with key staff from the current and receiving setting/school/college. Where needed, create a transition plan detailing the support required to enable a successful transition. This may also involve specialist advice and guidance.

Preparing for Adulthood

This means preparing our learners for the next phase of **Education/Employability, Independence, Community Inclusion and to be Healthy**. Preparation for this can start from the earliest years. See the SENCo and Professional Information and Resources page of the Local Offer for further guidance including recommended outcomes to be planning for from Early Years to Post 19 across the four broad areas of need.

Support, appropriate to the learners age and stage, to enable them to develop an understanding of their needs and communicate them to others with growing awareness of the adjustments they need to successfully access, participate and achieve in lessons and school life.

Creative approaches are used to embed preparing for adulthood activities in the curriculum, everyday activities outside the classroom and where needed, through targeted provision.

A broad, experiential curriculum is offered to support the learner toward their next stage of education, employment or training which takes into account their strengths and interests enabling progression toward employment/adult education or community learning.

This may include alternative qualifications pathways.

Guidance - Staff Skills to support learners with Speech, Language and Communication needs

- All teaching staff are aware of the stages of typical language development, the impact of speech, language and communication difficulties in the classroom and the importance of the language environment on the learner's ability to access academic, social, personal and extra-curricular opportunities.
- Staff training on SLCN is refreshed on a rolling programme every three years to take into account staff changes and to keep up to date with new research and evidence based approaches to support.
- A member of staff is leading on SLCN across the school e.g. Communication Champion.
- Subject leaders and Heads of Department seek to support staff in how to adapt teaching to support the learner's education at different stages of development in their subject area.



Description of targeted provision for learners with complex needs, possibly requiring an EHCP

The learner's Communication and Interaction needs that **severely affect their access to the curriculum and many aspects of school life**. The additional/different component will describe a **highly personalised** level of provision to meet the learner's needs, possibly across more than one broad area of need. This will utilise many elements of inclusive high-quality teaching and the additional and/or different provision outlined in the SEN Support section above at a **greater level of intensity and quantity in a highly personalised manner tailored to the individual learner**.

Do

Do

- The teacher remains responsible for all decisions relating to teaching and support with guidance from the SENCO where needed
- All staff working with learners with Communication and Interaction needs are familiar with the individual support plan in place and work together with parents/carers to consistently implement agreed strategies and interventions according to this plan..
- Where an intervention involves group or one-to-one teaching away from the main class, the teacher retains responsibility for the learner.
- The class or subject teacher remains responsible for working with the learner on a daily basis giving as much teaching attention to the learner as to any other.
- Teachers work closely with any teaching assistants or specialist staff involved, to keep under review the impact of support and interventions and how they can be linked to classroom teaching, making necessary adjustments along the way.
- Teacher regularly monitors the progress the learner is making in relation to the targeted support they receive.

This may look like:

- **A highly personalised and developmentally appropriate** curriculum which takes account of the learner's strengths, is accessible and targeted to address the learner's current needs and promotes their independence and life skills.
- **A significant level of adult support** to adapt and deliver the curriculum.
- **Specialist techniques and resources** used by **well-trained, highly-attuned adults** to deliver the curriculum.
- Significant level of support may also be required at **unstructured times of the day**.
- All support should follow advice from specialists such as an **Educational Psychologist or specialist Outreach teacher**.

This is not intended as a 'criteria' or 'threshold' to being able to request an EHC Needs Assessment, rather it outlines a description of targeted provision for learners with complex needs who may require an EHCP that the LA will give consideration to at EHC Needs Assessment request, and subsequent decision to issue an EHCP.

Review

Review

- Teacher(s), SENCo, any specialists already involved, the learner and their family and key support staff are involved in the review of provision made at SEN Support and its impact on the learner's progress.
- Review meetings with families happens at least 3 times a year. A focus is always given to both attainment and progress from starting points.
- Outcomes of the review are recorded.
- Where there is a shared view that a learner continues to make little or no progress or where they continue to work at substantially low levels despite high quality teaching and evidence-based targeted SEN Support delivered by appropriately trained staff, specialist agencies may be called upon.

Where a learner has an EHCP, what are our additional responsibilities within the graduated approach?

Following an EHCP being issued, the Graduated Approach's Assess, Plan, Do, Review cycle should continue to be a process of refining our understanding of the learner's needs and reviewing how well the provision outlined in the plan is supporting progress toward the agreed outcomes as the learner grows and develops.

Utilising Person Centred Practices continue to be the best approach to gather, share information and plan and review provision.

In addition to the Assess, Plan, Do, Review actions outlined in the SEN Support section above it will also be important to consider the following:

ASSESS

Outside agency involvement may continue to be sought as outlined in the EHCP or as required to support further analysis of SEND.

PLAN

Teacher(s) and SENCO should agree, in consultation with the learner and their parents/carers:

- The smaller-step targets towards meeting outcomes detailed in the EHC Plan e.g. these may be termly or half termly, depending on the learner.
- Preparing for Adulthood outcomes should be planned for.
- Records of progress are regularly updated.
- How and when the provision as outlined in Section F will be put in place over the week/term.
- How and when any therapeutic provision in Section G will be timetabled in.
- Liaison with social care teams as part of Section H provision.
- All key staff working with the learner know how to implement strategies and support outlined in the EHCP.

DO

All key staff working with the learner implement strategies and support outlined in the EHCP

The teacher remains responsible for all pedagogical decisions relating to the direction of teaching and support even where a child requires significant adult support to meet their needs.

The teacher gives as much teaching attention to the learner with an EHCP, as any other learner.

REVIEW

Teacher(s), SENCo, the learner and their family and key support staff should continue to be involved in the review of provision and its impact on the learner's progress on a termly basis and formally at the Annual Review.

Preparing for Adulthood should be a key feature of review meetings to support the development of imaginative and achievable ways to support progress under the 4 PfA outcomes.

The annual review of the EHCP must take place within 12 months of the issue of the final EHCP and then within 12 months of any previous review. Annual Reviews must focus on the learner's progress towards achieving the outcomes specified in the EHCP and consider whether these outcomes and supporting targets remain appropriate.

All reviews taking place from Year 9 at the latest and onwards must include a focus on preparing for adulthood, including employment, independent living and participation in society. This transition planning must be built into the EHC plan.

Interim or emergency reviews can be held at any time.

Acknowledgements

Sally Cooper – SENCO Field Lane Primary School, Kirklees
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Rebecca Wragg – Speech and Language Therapy Service
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Kate Browning – Graduated Approach Working Party Lead
Penny Sheard – Kirklees Educational Psychology Service
Sherrie Simpson – CCI Specialist Outreach

