

Guidance for Schools: Graduated Approach Communication and Interaction (Sensory Difficulties)

This information relating to sensory difficulties is taken from the Kirklees Guidance for Schools: Graduated Approach Communication and Interaction. The full document can be found at: <https://www.kirklees.gov.uk/beta/special-education/pdf/graduated-approach-communication.pdf>

This guidance has been prepared by Kirklees Specialist Provision CCI team for children and young people with complex communication and interaction needs including autism. It is important to note that sensory difficulties may also be associated with other conditions including social emotional and mental health issues, ADHD, developmental delay, DCD (dyspraxia), preterm birth.

Description of needs

The children and young people (C&YP) to whom this guidance relates will present with a range of communication and interaction differences which challenge their learning and social inclusion. Individual C&YP display a range of differences which will vary in severity and intensity and which may change over time. The suggested provision and resourcing at the appropriate level will support effective teaching and learning for this group of C&YP. The curriculum approaches and strategies detailed are not prescriptive or exhaustive. They guide schools as to the type and level of intervention expected within the graduated approach to identifying and meeting SEN and should be delivered in accordance with a child/young person's assessed needs and agreed outcomes.

Examples of sensory differences

- Unusual over or under responsiveness to sensory stimuli e.g. touch or noise which may affect access to everyday events or activities e.g. dining halls.
- May show signs of delayed hand/eye co-ordination and/or fine/gross motor skills or display unusual body movements such as flapping, toe walking, tics or unusual posturing.
- May eat inedible objects 'pica'.
- May display unusual sensory responses to the environment at times of heightened stress. This may present as anxiety.
- Sensory differences can affect physical milestones such as toileting and eating development. These can cause high anxiety in the child/young person and those who care for them.

Wave 1 - Universal		Quality First Teaching
	Staff	Staff are aware that children have different sensory preferences and learning styles.
		Quality First Teaching with differentiation (including catch up and booster)
	Environment	<ul style="list-style-type: none"> • May need adaptations to the working environment such as a quiet or distraction free area within the classroom for individual work.
	Environment	<ul style="list-style-type: none"> • Think about the pupil's seating in class e.g. facing the class teacher, away from busy, noisy areas such as sink and cloakroom or resource cupboard. • Think about lighting and windows and ensure they have a clear view of the teacher to pick up non-verbal cues. Use individual carpet spots.
	Curriculum approaches and strategies	<ul style="list-style-type: none"> • Think about transitions during the school day to avoid sensory overload e.g. allowing the pupil to leave the class first/last to avoid busy corridors or cloakrooms.
	Curriculum approaches and strategies	<ul style="list-style-type: none"> • Use of objects or equipment (e.g. use of ear defenders) which provide comfort during sensory overload or when pupil is exposed to a challenging environment (e.g. assembly, busy corridor).
	Resources	<ul style="list-style-type: none"> • https://www.locala.org.uk/services/sensory-occupational-therapy-service • https://www.nhsggc.org.uk/kids/life-skills/joining-in-with-sensory-differences/
Outside agency support	<ul style="list-style-type: none"> • KSP CCI can signpost to resources and materials and training packages • EP can discuss in termly planning meetings and ANP meetings • Talking Sense Training for parents/carers https://www.locala.org.uk/services/sensory-occupational-therapy-service • Talking Sense Training for nurseries and schools - email lcp.therapyadmin@nhs.net to book. • Children's Therapy Services (SALT, OT and sensory OT) can signpost to resources and materials and training packages (https://www.locala.org.uk/services and https://www.cht.nhs.uk/childrens-therapy-services/) 	

Wave 2 - Targeted		SEN Support (Provision map/IEP)
		<ul style="list-style-type: none"> As for Wave 1 (QFT with differentiation), and in addition and in accordance with the pupil's assessed needs and agreed outcomes
	<i>Environment</i>	<ul style="list-style-type: none"> Individual work area(s) which are modified for the pupil e.g. quiet/minimal distractions, visual aids, work basket system.
	<i>Environment</i>	<ul style="list-style-type: none"> Time out/movement breaks/respice areas to help regulate emotions.
	<i>Environment</i>	<ul style="list-style-type: none"> Appropriate adaptations for the pupil at lunch.
	<i>Curriculum approaches and strategies</i>	<ul style="list-style-type: none"> Sensory audit completed for the pupil and the environment is assessed and modified in response.
Wave 2 – Targeted & Wave 3 - Specialist		SEN Support (IEP/My Support Plan)
		<ul style="list-style-type: none"> As for Wave 1 (QFT), Wave 2 (SEN Support (with provision map/IEP) and in addition and in accordance with the pupil's assessed needs and agreed outcomes
	<i>Environment</i>	<ul style="list-style-type: none"> Pupil may be taught in a quiet environment for some lessons where appropriate.
	<i>Environment</i>	<ul style="list-style-type: none"> Allowances should 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 e.g. assembly, fire drills, changing for PE etc.
	<i>Environment</i>	<ul style="list-style-type: none"> The pupil should have a quiet safe area to retire to as required.
	<i>Staff</i>	<ul style="list-style-type: none"> All staff should have a knowledge and understanding of pupil's with communication and interaction needs.
	<i>Staff</i>	<ul style="list-style-type: none"> Some staff should have additional specific training. E.g. ASD specific interventions, SCERTS, TEACCH, Intensive Interaction, PECS, De-escalation techniques, the use of social interventions such as Comic Strip Conversations, Social Stories, Lego Therapy, Sensory Integration theory, sensory audits.

	<p><i>Curriculum approaches and strategies</i></p>	<ul style="list-style-type: none"> • Appropriate equipment and a plan/programme to cater for pupil's individual sensory preferences.
	<p><i>Outside agency support</i></p>	<ul style="list-style-type: none"> • KSP CCI <ul style="list-style-type: none"> ○ Consultation meetings/telephone consultation for settings and parents on receipt of referral depending on level of need. ○ Time limited interventions to model and build capacity of adults re structured interventions. • Educational Psychology <ul style="list-style-type: none"> ○ Consultation for complex cases at SEN Support. Less complex – support offered as part of the traded offer. • Children's Therapy Services (SALT and OT) <ul style="list-style-type: none"> ○ Assessment, advice and care plans/programmes as appropriate ○ Maximise independence of parent/professionals/child ○ Time limited interventions. • Sensory Occupational Therapy <ul style="list-style-type: none"> ○ Stage 1 (Wave 2): <ul style="list-style-type: none"> ▪ Website resources for parents/carers, nurseries and school. ▪ Training for parents/carers. ▪ Training for nurseries and schools (book via email to: lcp.therapyadmin@nhs.net) ○ Stage 2 (Wave 3): <ul style="list-style-type: none"> ▪ Consultation meeting ▪ Individual assessment and sensory-based interventions.
<p>Wave 3 - Specialist</p>		<p>EHC Plan</p>
		<ul style="list-style-type: none"> • <i>As for Wave 1 (QFT), Wave 2 & 3 (SEN Support) and in addition and in accordance with the pupil's assessed needs and agreed outcomes as defined in their EHC Plan</i>
		<ul style="list-style-type: none"> • A supervised learning area/space (e.g. a personalised work area in a mainstream class) or classroom is available for the pupil to access for lessons, social time, respite, and adult guidance as appropriate.

		<ul style="list-style-type: none"> • A respite area in school is provided to allow the pupil to calm after episodes of extreme emotional dysregulation. • This environment should be safe, easily accessible and include equipment which supports the pupil to calm (e.g. use of headphones, music, sensory materials, soft furnishings, covered area etc.)
		<ul style="list-style-type: none"> • A pupil's sensory needs are comprehensively assessed through a sensory audit and environmental adjustments are made when necessary e.g. adapted school uniform, modified lunch time, classroom arrangements etc.
		<ul style="list-style-type: none"> • Specialist equipment and support plan to cater for pupil's individual sensory preferences.
		<ul style="list-style-type: none"> • Anything additional or different to that provided at SEN Support will be specified in the child's EHC Plan