



Communication & Interaction

Pupils needs <i>(assess)</i>	Intervention & targeted response <i>(plan/do)</i>	Expected outcomes <i>(review)</i>
<i>Social Communication</i>		
<ul style="list-style-type: none"> • Difficulty knowing how to talk and listen to others in a conversation • Difficulty making and maintaining friendships • Anxiety in busy, unpredictable environments • Difficulty coping in new or unfamiliar situations • Over/under sensitivity to touch, light, taste, sound, smell or colour • Inability to cope with unstructured social situations, including transitions • Inability to use knowledge and skills functionally to generalise to various situations • Difficulty predicting others and understanding their motives • Inability to read the facial expressions of others • Rigid thinking, including strong routines and rituals • Difficulty understanding the rules of social interaction • Attention focused on own needs and interests • Extreme reactions, rather than a measured response 	<p>#1 Quality First Teaching</p> <ul style="list-style-type: none"> • Say what you mean (explain double meanings, avoid sarcasm etc.) • Preparation for change of activity or lesson • Visual prompting and cues — timetable, instructions, demarcating areas • Individual Visual Timetable • Systematic organisation of independent learning tasks and activities • Emotional literacy lessons in class • Clear rewards and sanctions — including motivators • Overt expectations made explicit • Calm learning environment • Prompt cards for group roles and conversation skills Whole school awareness and training • Regular mentor support, including adults or peers • Chaperone • TEACCH approach • Access to time out area or distraction free environment • Regular, short sensory breaks • Buddy system 	<ul style="list-style-type: none"> Reduced anxiety Improved capacity for independent learning Increase in social interactions Improved social relationships and friendships Independent access to the school day Enhanced ability to work in groups Clearer focus of attention More appropriate behaviour Pupil can calmly and independently move around the school at key changeover times Increased social inclusion Reduction in distressed behaviours Skills learned in social group applied to school situations Improved friendships Greater participation at playtime with less adult intervention Able to access the mainstream curriculum with support Improved behaviour Reduced frustration

From tiny acorns, mighty oaks grow.



- Unable to cope with close proximity to others
- Physical outbursts if stressed, Echolalia, rather than meaningful language
- Lack of response inhibitions, e.g. can't wait, shouts out, runs off
- Physically challenging behaviour
- Unusual reactions to sensory stimuli
- Difficulties with independence skills, such as dressing, toileting, eating

- Circle time activities
- Monitoring cards, e.g. traffic lights or rating scale
- Time-out system
- Visual prompt cards, e.g. take turns, stay on topic
- Emotions cards and activities
- Play scheme helper

#3 Interventions

- Small social skills and/or friendship group with baseline assessment – **Circle of Friends**
- **Lego therapy**
- Paired or 1:1 curriculum tasks with differentiated support
- Individual work station
- Individualised including interventions supported by the programme, SENCo/outside professionals Sensory breaks and snacks
- Visual approaches personalised to pupil
- Specific interest clubs
- **Comic Strip Conversations** and/or **Social Stories**
- **Role-play scenarios**
- **TEACCH** work system
- **Socially Speaking**
- **Time to Talk** programme
- **Talkabout**
- **Staff training**

Language

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<ul style="list-style-type: none">• Difficulty when saying words or sentences• Difficulty understanding words or sentences• Difficulty following/processing instructions• Short attention span• Comprehension and/or decoding affected in literacy• Considerable difficulties with receptive and/or expressive vocabulary• Short and inaccurate sentences — oral and written• Considerable difficulty understanding words, sentences and instructions Severe difficulties with receptive and expressive vocabulary• May speak and understand at a single word or phrase level• Difficulty in formulating an oral sentence• Severe difficulty understanding words, sentences and instructions• Very early levels of literacy	<p>#1 Quality Teaching</p> <ul style="list-style-type: none">• Clear and simple explanations• Chunking instructions• Extra time to process what has been said• Check understanding by asking for information in a different way• Model correct sentences• Visual support across the curriculum• Broad range of sentence activities, e.g. description, news telling• Talk partner opportunities• Pre-teaching of subject vocabulary• Guided reading for decoding and comprehension, especially inference• Language groups for vocabulary, verbs, negatives, questioning, reasoning• Vocabulary teaching with phonological and semantic cues• Use of information carrying words when giving instructions• Targeted comprehension group• Makaton signing by staff• Individual vocabulary wordbook• Good listening prompts• Making & breaking word activities• Language Link• Non-literal language, idioms, jokes etc. <p>#3 Interventions</p> <ul style="list-style-type: none">• Whole school awareness and training• Concept development programme• Individualised Language Link or SALT programme	<p>More contributions to class and group discussions</p> <p>Expanded oral and written sentences</p> <p>Increased confidence</p> <p>Improved listening and attention Increase in confidence and self esteem</p> <p>Quicker processing of language</p> <p>Better understanding of lesson content leading to better progress</p> <p>Enhanced reading comprehension Correct usage of grammar, e.g. plurals and tenses</p> <p>Shift from spoken phrases to sentences</p> <p>Wider vocabulary, including core, extended & subject words</p> <p>Improved factual understanding and/or inference</p> <p>Ability to follow longer instructions</p> <p>Improved words and sentences in writing</p> <p>Improved communication</p> <p>Improved comprehension of basic language, instructions and expectations</p> <p>Improved curriculum access</p>
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	<ul style="list-style-type: none"> • Training for staff in SLCN (Speaking and Listening communication needs) • Colourful Semantics programme, including using cards for sentence extension • Communicate in print vocabulary cards • Talk Boost • Language for Thinking • Makaton training for adult 	
<i>Speech</i>		
<ul style="list-style-type: none"> • Speech that is sometimes difficult to Understand • Decoding often poor in literacy • Speech difficulties are impeding literacy development • Speech is incomprehensible to an unknown adult or peer • Speech difficulties have a significant impact on literacy 	<p>#1 Quality First Teaching</p> <ul style="list-style-type: none"> • Application of specific speech targets during the day • Attention and listening activities • Oral blending and segmentation linked to reading and spelling • Targeted speech group • Specific phonemic awareness programme linked to letters • Segmentation activities linked to topic and functional vocabulary • Speech cueing system, if advised by SALT, e.g. cued articulation • Total communication including Makaton signs, symbols and gestures to communicate needs • Talk buttons or talking postcards <p>#3 Interventions</p> <ul style="list-style-type: none"> • SALT • Consistent support from teacher and TA to apply speech sounds throughout the day 	<p>Correct pronunciation of sounds in some situations</p> <p>Segmentation of oral words</p> <p>Improved production of speech sounds (these still need to be applied throughout the day)</p> <p>Some segmentation of vocabulary – syllables, rhyme, phonemes</p> <p>Improved (but perhaps not perfect) articulation of speech sounds at word, sentence or conversation level</p>

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THRESHFIELD

PRIMARY SCHOOL

	<ul style="list-style-type: none">• Total communication• Phonological awareness linked to speech production• Sounds Write	
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