Communication & Interaction

Possible indicators Struggle with change to routine Reacts to loud/ sudden noise Lack of social skills Eve contact

•EHC Referral Inclusion Team

Individualised Assistive Tech- Ipad/ Lapto

individual

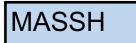
•ASD Team

• SALT program

SEND support plan written □ Speech and language referral □ Makaton/ Signs and gestures used □ Meet and greet by TA □ ADOS Referral to HYMs □ Social and Communication group □ Comic strips and Social stories

□Concrete resources/multisensory approach. □Additional time. □Repeated learning □Opportunities Universal Offer given to record In different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames.
Formative assessment used to adjust content
Dyslexia friendly teaching – PowerPoints on non white, range of clear fonts, un-overloaded resources, Size 12/14 font/reading rulers, text on non white, appealing visual worksheets/resources, coloured overlays Differentiated objectives. Teaching and learning stepped from the 'Known'. Independent activities. □Pre-teach key vocabulary. □Collaborative learning, Paired writing, talk partners, random pairing activities, small group. □ Duration of activities is apt. □ Calm learning environment. □YPs name and eye contact used. □Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised. Language provides simple commentary, gestures, signs and images support understanding. Language is at appropriate developmental level. Dupil communication valued and responded to. Adults say what they mean (avoid sarcasm, abstract vocabulary etc) Structured, consistent routines. Positive relationships evident. Restorative Approaches for behaviour/Tactical ignoring/Non verbal signals/Asking about relevant rule / Catching the young person being good / Praising. Adults say the behaviour they want. Opportunities to meet sensory need (Fiddle toys). Agreed time out system. Adults recognise how tiring some conditions can be when facing the whole school day. Awareness of One page profile – Knowing the child. Communication with parents/carers. Access to i-pads / whiteboards. Coloured pens, post-its, mind map frames, concrete objects and visual images for those with short term and working memory difficulties. Differentiated texts. Key vocabulary displayed. Word mats, number lines. □ Visual aids such as Next and Now boards





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