

Special Educational Needs:

School Guidance for Communication and Interaction

Introduction

In Barking and Dagenham, we believe that pupils with SEND should be educated as close to mainstream as possible. This means that we are committed to ensuring that all pupils receive High Quality First Teaching, and an appropriate curriculum personalised to meet their needs, and ensures above expected progress, from their individual starting point.

The school guidance for Communication and Interaction, provides a tool that will support the identification of:

- A pupil's special educational needs
- The severity of their needs
- Curriculum adaptations that may be required.
- Additional strategies to support high quality first teaching for the individual.

Guidance Notes

The SEND Code of Practice (2015) stipulates that:

- 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Consequently, the area of communication and interaction needs covers:

- ***Speech, Language and Communication Needs (SLCN)***
The acquisition of speech, language and communication is a developmental process. Most pupils with SEND have strengths and difficulties in one, some or all areas of speech, language and communication. These fall into two categories:
 - **Delay:** A pupil's speech, language and communication skills are following a pattern of normal development but at a slower rate than same-age peers.
 - **Disorder:** A pupil's speech, language and communication skills are not following a pattern of normal development.

The range of SLCN will encompass pupils with specific language and communication difficulties, hearing impairment, bio-medical conditions, specific health needs, developmental disorders and neurodiverse conditions, including ASC, ADHD, dyslexia and dyspraxia.

Pupils with SLCN may also have a delay or difficulties in other areas such as:

- Literacy and numeracy skills.
- Fine and/or gross motor skills.
- Emotional regulation.
- Social skills.
- Self-care and self-help skills.

To support assessment Universally Speaking, developed by The Communication Trust, provides helpful guidance for professionals on the ages and stages of communication development.

- **Autistic Spectrum Condition (ASC)**

Autism is considered to be a lifelong developmental disability which affects how people communicate and interact with the world. It is important to note, however, that not all people with autism consider themselves to be disabled, although it is covered by the Equality Act 2010 where it is considered to constitute a physical or mental impairment which has a 'substantial' and 'long term' negative effect on your ability to do normal daily activities.

Pupils with ASC will experience difference in three key areas:

- **Social understanding and communication**

Autistic people have differences in the way they communicate, understand and use language. They engage in social life from a different perspective (Milton, 2011)¹. This leads to differences in how the person interacts and develops relationships.

- **Sensory processing and integration**

Sensory differences can include hyper (high) or hypo (low) sensitivity in relation to the eight senses of sight, hearing, touch, taste and smell, interoception (internal sensations), vestibular (balance) and proprioception (body awareness). These differences will vary from person to person and can fluctuate in their responsiveness depending on a number of different factors. For example, the time of day or the environment.

- **Flexible thinking, information processing and understanding**

Autistic people have differences in their attention, interests and how they learn. This can include being very focused on particular interests. They have a different way of being flexible, so often feel safer and more comfortable with routines and structure as this lessens uncertainty.

While autistic people may share these characteristics, they are also all different from each other. This is because autism is considered a spectrum, although it is **not** a linear spectrum, therefore varies in the ways that one person might vary from another.

The differences that pupils with autism experience may also lead to challenges with **emotional regulation**, which refers to their ability to maintain a well-regulated emotional state to cope with everyday stress and be available for learning and interaction. By working closely with the pupil and their family, we can provide appropriate support to help them manage their emotional regulation.

To support assessment, the Autism Education Trust (AET) have developed the [Progression Framework](#) to assist practitioners working collaboratively with pupils and their families. It identifies areas where pupils with autism may require additional support so that specific programmes can be planned and implemented. Please speak to your BDSIP Inclusion Adviser or contact info@bdsip.co.uk for further advice or training in using the framework in your setting.

Autism and the Equalities Act (2010)

For pupils with autism, schools need to be aware of their responsibilities under the Education Act (2010). This stipulates that organisations must take reasonable steps to ensure that pupils with disabilities are not put at substantial disadvantage, compared to non-disabled peers, with all aspects of the curriculum, school buildings and school life being equally accessible to them.

The extent to which a pupil's difficulty will restrict access to the curriculum will be influenced by:

- The complexity of the school environment
- The quality of additional aids provided to enable independence
- The level to which any medical condition is controlled by medication
- The individual reaction of the pupil to their condition impacts on their sense of wellbeing, confidence and motivation. Promoting positive self-esteem will require positive, inclusive responses from staff and other pupils.

¹ Milton, Damian (2011) *An insider's critique of the dominant psychological models of autism*, available at [The University of Kent's Academic Repository KAR](#)

Complex Needs

It is important to note that pupils with communication and interaction difficulties may also be considered as **pupils with complex needs** when there are co-occurring difficulties relating to:

- Social, emotional and mental health (SEMH) needs
- Cognition and learning needs
- Physical and sensory needs

For pupils identified as having complex needs, schools should also consult other relevant levels descriptors to ensure they are providing an appropriate curriculum and support to address all areas of need.

School Guidance

The school guidance is broken down into two parts:

- Speech, Language and Communication Needs (pages 8 - 23)
- Autistic Spectrum Condition (pages 24 - 39)
- This guidance provides an example of the type and level of additional support in a mainstream setting for the pupil's needs to be effectively met. The accompanying School Guidance Pupil Profiles exemplars booklet provides an example of provision for the different levels of need.

Each descriptor identifies:

- A description of the way a pupil may present at each level.
- Curriculum adaptations that schools should consider.
- Additional support strategies that may enable the pupil to engage with learning and school.

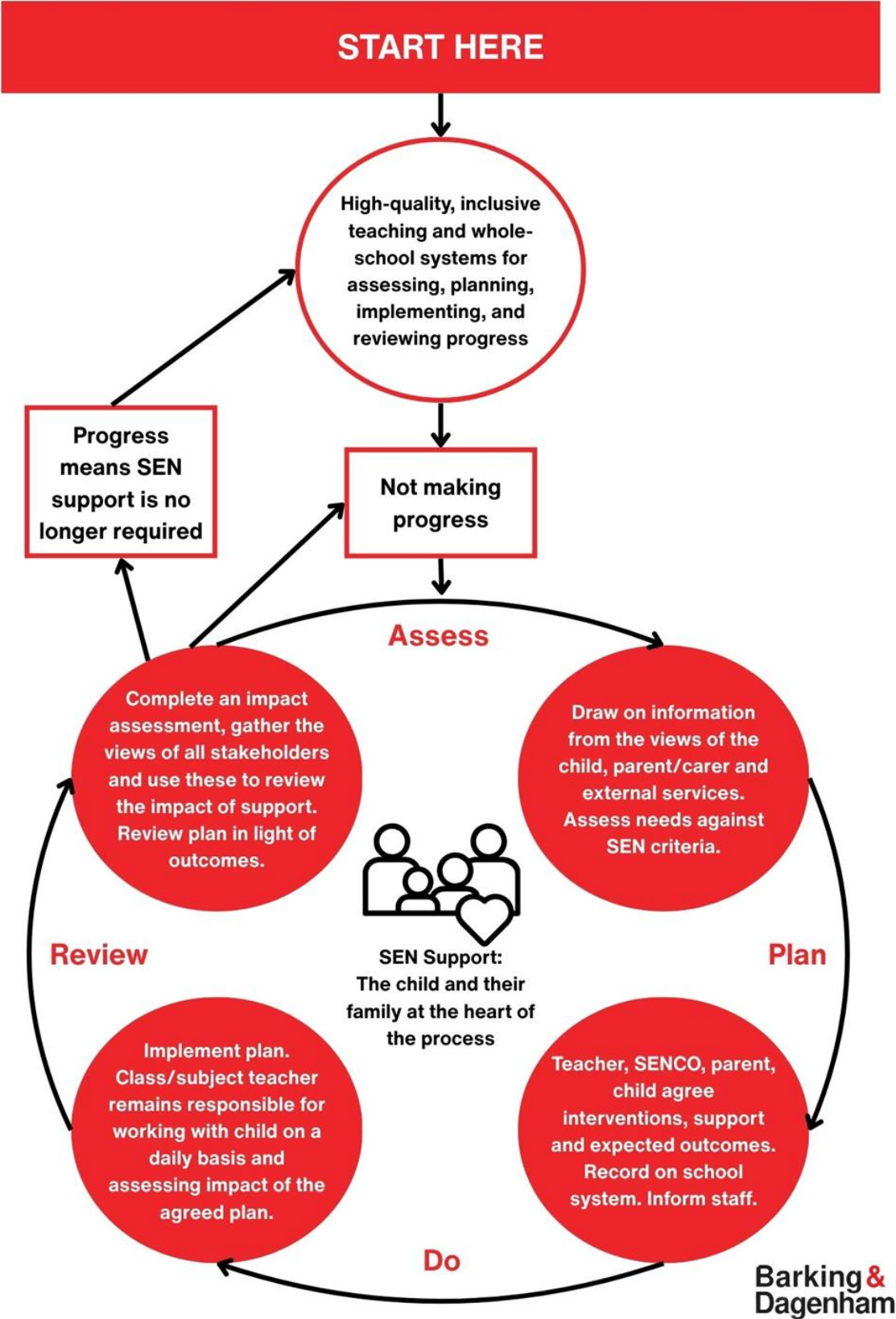
Review of Progress

A review of the provision provided should be held at least every term for any pupil identified as having SEND. This review should be held in collaboration with the pupil and their family, and extend to external professionals for advice and support, where appropriate.

Statutory Assessment

There is no direct link between the levels descriptors and a need for statutory assessment for an EHCP. An assessment of subsequent EHCP does not affect the requirement for the pupil's needs to be met.

The Graduated Approach



Curriculum Responsibility

Many pupils with SEND will receive significant levels of additional support, either within the classroom or as a targeted or specialist intervention. In line with the Code of Practice for SEND, the class teacher remains fully responsible for curriculum planning, high quality first teaching, assessment and reporting of progress to parents/carers, whether or not this is in collaboration with other practitioners.

Universal Offer

What Is a Universal Offer?

A Universal Classroom Offer refers to a set of high-quality teaching strategies and practises that are designed to meet the diverse needs of all pupils within a classroom setting. The goal is to ensure that every pupil, regardless of their background or ability, has access to a meaningful and effective learning experience.

‘The leaders of early years settings, schools and colleges should establish and maintain a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well’. (SEND code of Practice, 2015, para.1.31)

Teacher Standard 1 – Set high expectations which inspire, motivate and challenge children and young people

Teacher Standard 2 – Promote good progress and outcomes by children and young people

Teacher Standard 5 – Adapt and respond to the strengths and needs of all pupils

What Should a Universal Offer Include?

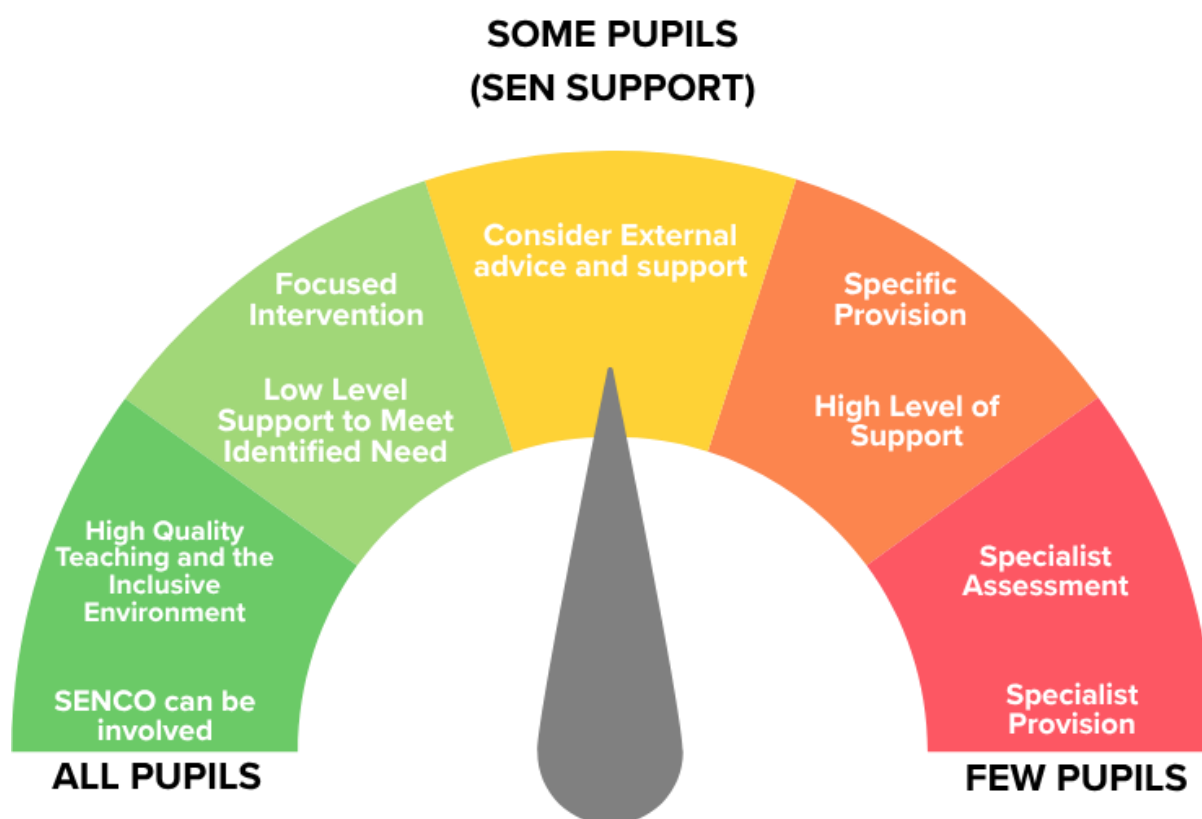
- **High Quality Teaching** – Ensuring all teaching staff are well-trained and equipped with effective pedagogical strategies. For example – Rosenshine’s Principles, Zones of proximal development (Vygotsky), Universal Design for Learning, cognitive load theory,
- **Adaptive Teaching** - Providing multiple pathways for pupils to engage with the content, demonstrate their understanding, and apply their skills. For example – Explicit instruction, metacognitive strategies, scaffolding, flexible groupings
- **Inclusive Environment** - Creating a classroom atmosphere that promotes respect, belonging, and collaboration among all pupils. For example – careful seating plans, well organised environment, visuals, communication aids, tabletop print outs, phonics and word mats, sand timers, manipulatives, concrete resources, calm corners, fidget toys, pencil grips, writing slopes
- **Accessible Resources** - Providing a range of materials and resources including technological resources that are accessible to all pupils, including those with special educational needs and disabilities (SEND). For example – touch typing programme, translation tools, recording devices, voice recognition software, Subtitles
- **Regular Assessment and Feedback** - Implementing ongoing formative assessments to monitor pupil progress and inform instruction and providing timely accessible feedback. For example – verbal feedback, visual feedback with examples, peer feedback, observational assessments, concept mapping, think, pair, share
- **Collaboration with Families** - Engaging parents and caregivers in the educational process to support their children’s learning at home.

Implementation Considerations

- **Professional Development:** Ongoing training for teachers to develop skills in differentiation and inclusive practises.

- **Collaboration Among Staff:** Encouraging teamwork among teachers, support staff, and external specialists to share best practises and resources.
- **Monitoring and Evaluation:** Regularly reviewing the effectiveness of the universal offer and making necessary adjustments based on pupil feedback and performance data.

Utilising a universal offer to remove barriers to learning and progress, will ensure that all children/young people can access whole class teaching, develop their independence, self-esteem and preparation for adulthood.



Ensure the Assess, Plan, Do and Review cycle is routinely and systematically applied at each stage of provision to maintain effective and personalised support.

Barking & Dagenham

Special Educational Needs:

School Guidance for Speech, Language and Communication Needs

Speech, Language and Communication Needs: Universal Plus

Pupil's Presentation	<p>In EYFS, the pupil is working below age related expectations in Communication and Language. Their typical development will be approximately 18 to 24 months.</p> <p>There is evidence of difficulty in more than one of the following:</p> <ul style="list-style-type: none"> • Attention and listening • Play • Social interaction • Receptive and/or expressive language skills • Speech articulation • Fluency of speech • Eating and/or drinking skills <p>Listening and Attention The pupil may:</p> <ul style="list-style-type: none"> • Attend to an activity of their choice for an average of 3 minutes • Attend to adult commentary on activities of their choice • Attend to interactive book-sharing in a 1:1 situation • Listen to rhymes and songs and begin to participate in actions or vocalisations <p>Receptive Language The pupil may:</p> <ul style="list-style-type: none"> • Find familiar objects at an adult's request • Understand between 200 and 500 words • Begin to understand some 2-word phrases • Show some understanding of simple action words <p>Expressive Language The pupil may:</p> <ul style="list-style-type: none"> • Have a total vocabulary of about 50 words, including nouns, verbs and adjectives. • Begin to put 2-3 words together • Begin to ask questions • Use their own name when talking about themselves such as 'Fahad fell over'. <p>Speech The pupil's words may not always be clear.</p> <p>Play and Social Communication The pupil may:</p> <ul style="list-style-type: none"> • Play alongside other pupils • Begin to engage in simple pretend play • Become frustrated when trying to make themselves understood.
	<p>In key stages 1 to 5, the pupil will be experiencing a mild delay in:</p> <p>Receptive Language</p> <p>In KS1 and 2, they will be 2 years below age related expectations in more than one of the following or 1 year behind in all of the following:</p> <ul style="list-style-type: none"> • Attention and listening • Understanding vocabulary/concepts • Understanding storytelling or narrative • 4OEUnderstanding conversation and social interaction <p>In KS3 to 5, they will be 2 years behind in all of the following:</p>

Speech, Language and Communication Needs: Universal Plus

	<ul style="list-style-type: none"> • Understanding of spoken language and verbal reasoning • Understanding vocabulary/concepts • Understanding social interaction <p>Expressive Language</p> <p>In KS1 and 2, they will be 2 years below age related expectations in more than one of the following or 1 year behind in all of the following:</p> <ul style="list-style-type: none"> • Using vocabulary • Sentence building and grammar • Storytelling and narrative • Conversation and social interaction <p>In KS3 to 5, they will be 2 years behind in all of the following:</p> <ul style="list-style-type: none"> • Using vocabulary • Sentence structure and narrative • Social interaction <p>Speech</p> <p>In KS1 and 2, their speech will be unintelligible due to speech sound errors and common substitutions, which would normally be resolved by the age of 6. They are also likely to have poor phonological awareness skills.</p> <p>In KS3 to 5, their speech will be intelligible but there are still speech sound errors in spontaneous speech. They are also like to have poor phonological awareness skills.</p>
Curriculum	<p>Pupils can be supported in mainstream settings through High Quality First Teaching with timely and appropriate support/interventions.</p> <ul style="list-style-type: none"> • Curriculum planning, which carefully considers the pupil's developmental stage in speech, language and communication skills. This may require targeted adult support in the classroom to provide capacity for individual or small-group instruction and scaffolding of learning. • Planned opportunities to develop self-help skills. • Careful consideration of where the individual curriculum plan can include 'wider opportunities to succeed', particularly if the pupil is struggling to engage with and make progress within the formal curriculum. <p>The curriculum should demonstrate a clear focus on the pupil's aspirations for their life as an adult, which is not limited to career choices, with the aim of helping them to develop a positive sense of how our short-term targets help us realise our long-term goals.</p>
Additional Support	<p><i>As previous level with the possible addition of:</i></p> <ul style="list-style-type: none"> • Where the pupil is supported by a TA, there are routine opportunities for them to be involved in lesson and assessment planning, so their input facilitates the pupil's independent success in meeting developmentally appropriate learning and assessment objectives. • Where pupils have individual or small-group interventions, the curriculum and key strategies are shared with all staff involved in supporting them so they can encourage and support generalisation of skills. • Planned support to develop attention and listening skills. • A programme to develop phonological awareness skills. • Access to alternative communication systems such as Makaton.

Speech, Language and Communication Needs: Universal Plus

- Communication strategies that enable them to express their feelings and needs effectively.
- A wide range of strategies that support effective assessment of their retention and application of learning.
- Support to develop their self-help skills, including their ability to identify exactly what they are finding difficult in their learning.
- Pre-teaching and overlearning of specific vocabulary and concepts to support retention of learning.
- Support to develop metacognitive strategies for learning in all areas of the curriculum.
- Strategies to support the completion of written work with due consideration to difficulties with vocabulary and sequencing or organisation of writing.
- They may benefit from access to specific IT programmes to support their curriculum access.
- Specifically adapted homework tasks.
- An individual support plan to ensure effective transition to a new class, teacher, year group or setting.
- The pupil may need exam access arrangements. Lesson and assessment planning should include opportunities to practice using access arrangements across the curriculum as part of a 'normal way of working' for the individual pupil. Information on specific adjustments to consider can be found at [KS2 tests: access arrangements](#) or on the [JCQ website](#).
- Support for social and emotional difficulties that may arise from their communication needs.

Speech, Language and Communication Needs: Universal Plus

Pupil's Presentation	<p>In EYFS, the pupil is working below age related expectations in Communication and Language. Their typical development will be approximately 24 to 36 months.</p> <p>There is evidence of difficulty in more than one of the following:</p> <ul style="list-style-type: none"> • Attention and listening • Play • Social interaction • Receptive and/or expressive language skills • Speech articulation • Fluency of speech • Eating and/or drinking skills <p>Listening and Attention The pupil may:</p> <ul style="list-style-type: none"> • Attend to an activity of their choice for up to 5 minutes • Attend to an adult-led activity if visual cues are used <p>Receptive Language The pupil may:</p> <ul style="list-style-type: none"> • Begin to understand simple concepts such as in/on/under or big/little • Begin to understand 3-word level phrases such as 'get your book, coat and bag' • Understand 'who', 'what' and 'where' questions • Understand a simple story with pictures <p>Expressive Language The pupil may:</p> <ul style="list-style-type: none"> • Use around 300 different words, including adjectives, prepositions, pronouns and plurals • Be starting to link 2-5 words together • Be starting to ask questions such as 'who', 'what' and 'where' <p>Speech The pupil may:</p> <ul style="list-style-type: none"> • Use words that are not always very clear but can be understood • Make good use of gesture to support speech • Stutter or stammer when thinking of what to say <p>Play and Social Communication The pupil may:</p> <ul style="list-style-type: none"> • Be interested in others' play, begin to join in and begin to take turns • Engage in pretend play, recreating real life experiences • Engage in conversation, but jump from topic to topic • Begin to express emotions, using words and actions <p>In key stages 1 to 5, the pupil will be achieving largely within age-related expectations and experience difficulties in more than one of the following areas:</p> <p>Receptive Language</p> <p>In KS1 and 2, pupil will be up to 1 year behind age related expectations in more than one of the following areas:</p> <ul style="list-style-type: none"> • Attention and listening • Understanding vocabulary • Understanding narrative
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Speech, Language and Communication Needs: Universal Plus

	<ul style="list-style-type: none"> • Understanding conversation and social interaction <p>In KS3 to 5, pupils will be up to 2 years behind age related expectations in more than one of the following areas:</p> <ul style="list-style-type: none"> • Understanding of spoken language and verbal reasoning • Understanding vocabulary • Understanding social interaction <p>Expressive Language</p> <p>In KS1 and 2, pupils will be up to 1 year below age related expectations in more than one of the following areas:</p> <ul style="list-style-type: none"> • Using vocabulary • Sentence building and grammar • Storytelling and narrative • Conversation and social interaction <p>In KS3 to 5, pupils will be up to 2 years below age related expectations in more than one of the following areas:</p> <ul style="list-style-type: none"> • Using vocabulary • Sentence structure and narrative • Social interaction <p>Speech</p> <p>In KS1 and 2, pupils will show difficulty in sound development that makes their speech unintelligible to less familiar adults.</p> <p>In KS3 to 5:</p> <ul style="list-style-type: none"> • They may show difficulty with multi-syllabic words. • They may demonstrate dysfluency (or a stammer) which does not impact on learning but requires monitoring from a speech and language therapist.
	<p>Pupils can be supported in mainstream settings through High Quality First Teaching with timely and appropriate support/interventions.</p> <p>Schools will have assessed the whole pupil to identify:</p> <ul style="list-style-type: none"> • Areas of strength • Interests and motivators • Areas for development • Small-step targets to support progress in priority areas • Well-considered planning to support the pupil to experience success <p>Lesson planning should consider the pupil's developmental stage and barriers to learning, providing appropriate adaptations to enable the pupil to engage. Specific adaptations may include:</p> <ul style="list-style-type: none"> • Visual and verbal prompts • Peers who provide good models of speech, language and communication skills • Additional time to process what is said to them and/or formulate their own thinking before speaking • Explicit teaching of key concepts with visuals or concrete objects to support comprehension • Instructions broken down into manageable steps with visual reinforcement to aid understanding and retention • Planned opportunities for repetition of key vocabulary/concepts to support retention and consolidation

Speech, Language and Communication Needs: Universal Plus

- Planned opportunities for rehearsal to support retention of key vocabulary/concepts and confidence in contributing to class discussion
- Explicit teaching of self-help skills

Depending on the nature of co-occurring difficulties, individual programmes of learning will need identified opportunities to develop:

- Social and emotional learning
- Emotional regulation strategies
- Self-esteem and self-confidence
- Co-operative play skills
- Turn taking and sharing
- Ability to make choices
- An emotional vocabulary
- Literacy skills
- Numeracy skills
- Resilience
- Support to develop eating and drinking skills.

- Pupils may need to be referred for an audiology assessment.
- The Cued Articulation approach may support the teaching of speech sounds.
- Appropriate training has been provided to all staff on the specific difficulties of pupils with speech, language and communication needs, ensuring they understand what it means for the provision of high quality first teaching.
- Scaffolds for learning should be integrated into the lesson planning as far as is possible.
- All adults involved in teaching or supporting a pupil are trained in co-regulation strategies to support the development of emotional regulation.
- Pupils are supported to learn how to communicate their feelings and needs in appropriate ways.
- Assessment considers the full range of needs with the aim of identifying additional support needed to target co-occurring needs.
- Class teachers take the lead in implementing strategies to support the pupil.
- Co-production is at the heart of the individual plan for learning; pupils and parents/carers are fully involved in assessment, as well as planning and reviewing their curriculum.
- A pupil passport (or similar) identifies key strategies that work to support the individual - *What helps me?* - and strategies that do not work – *What doesn't help me?* It includes strategies for their co-occurring needs, where appropriate. This is developed in collaboration with the pupil and their family and shared with all adults who are involved in working with or supporting the pupil. This should be updated in response to emerging information about the individual.
- There should be a well-considered transition plan to support the pupil's movement to a new teacher, year group, key stage or setting.
- The pupil should be considered for exam access arrangements.
- Timely consultation with the pupil and their family around appropriate curriculum pathways at KS4 and 5.
- Curriculum plans include specific activities to support development at home.
- Adult support is sensitive and timely so as to avoid the pupil becoming over-reliant.
- Where necessary, there are specific opportunities to support the development of relationships with peers.
- Pupils are supported to develop resilience in a culture which is supportive of learning from our mistakes.

Speech, Language and Communication Needs: Enhanced

Pupil's Presentation	<p>In EYFS, the pupil is working below age related expectations in Communication and Language. Their typical development will be approximately 15 to 18 months.</p> <p>There is evidence of difficulty in more than one of the following:</p> <ul style="list-style-type: none"> • Attention and listening • Play • Social interaction • Receptive and/or expressive language skills • Speech articulation • Fluency of speech • Eating and/or drinking skills <p>Listening And Attention The pupil may:</p> <ul style="list-style-type: none"> • listen and respond correctly to a simple instruction. <p>Receptive Language The pupil may:</p> <ul style="list-style-type: none"> • Understand familiar words out of context. • Point to a picture/object when named by an adult. • Follow simple directions. <p>Expressive Language The pupil may:</p> <ul style="list-style-type: none"> • Copy words and gestures. • Have a total vocabulary of about 10 to 20 single words. • Be able to name familiar items and people. <p>Speech The pupil's words may be unintelligible, although occasional single words are clear.</p> <p>Play And Social Communication The pupil may:</p> <ul style="list-style-type: none"> • Play alone, although enjoys the proximity of a familiar adult. • Engage in early pretend play. <p>In key stages 1 to 5, the pupil will be experiencing a mild to moderate delay in:</p> <p>Receptive Language</p> <p>In KS1 and 2, they will be 2 years or more below age related expectations in all of the following:</p> <ul style="list-style-type: none"> • Attention and listening • Understanding vocabulary/concepts • Understanding storytelling or narrative • Understanding conversation and social interaction <p>In KS3 to 5, they will be 3 years behind in all of the following:</p> <ul style="list-style-type: none"> • Understanding of spoken language and verbal reasoning • Understanding vocabulary/concepts • Understanding social interaction <p>Expressive Language</p>
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Speech, Language and Communication Needs: Enhanced	
	<p>In KS1 and 2, they will be 2 years or more years below age related expectations in all of the following:</p> <ul style="list-style-type: none"> • Using vocabulary • Sentence building and grammar • Storytelling and narrative • Conversation and social interaction <p>In KS3 to 5, they will be 3 or more years behind in all of the following:</p> <ul style="list-style-type: none"> • Using vocabulary • Sentence structure and narrative • Social interaction <p>Speech</p> <p>In KS1 and 2, their speech will be:</p> <ul style="list-style-type: none"> • Unintelligible to familiar and unfamiliar adults due to speech sound errors. • Contain common substitutions which would normally have been resolved by the age of 6. <p>In KS3 to 5, their speech will be unintelligible to familiar and unfamiliar adults with speech sound errors in spontaneous speech. They are also likely to have poor phonological awareness skills.</p>
Curriculum	<p>Pupils can be supported in mainstream settings through High Quality First Teaching with timely and appropriate support/interventions.</p> <p><i>As previous levels with the possible addition of:</i></p> <ul style="list-style-type: none"> • A personalised curriculum, which is appropriate to their developmental stage, which enables them to make progress and experience success. • An appropriate curriculum offer at KS4 and 5 to enable them to achieve good or better outcomes relative to their starting point. This should be decided in consultation with the pupil and their family. • A personalised therapeutic curriculum where key targets and approaches are shared with all adults involved in supporting the pupil so they can encourage generalisation of strategies and skills. • Clearly identified opportunities for inclusion that build a sense of belonging in the school community.
Additional Support	<p><i>As previous levels with the possible addition of:</i></p> <ul style="list-style-type: none"> • Individual support at key points in the day to support curriculum access. • Daily opportunities for small-group or 1:1 teaching to provide opportunities for pre-teaching, over-learning or consolidate of concepts/skills to support retention. • The pupil is likely to need exam access arrangements. Lesson and assessment planning should include opportunities to practice using access arrangements across the curriculum as part of a 'normal way of working' for the individual pupil. Information on specific adjustments to consider can be found at KS2 tests: access arrangements or on the JCQ website.

Speech, Language and Communication Needs: Targeted

Pupil's Presentation	<p>In EYFS, the pupil is working below age related expectations in Communication and Language. Their typical development will be approximately 12 to 15 months.</p> <p>There is evidence of difficulty in more than one of the following:</p> <ul style="list-style-type: none"> • Attention and listening • Play • Social interaction • Receptive and/or expressive language skills • Speech articulation • Fluency of speech • Eating and/or drinking skills <p>Listening and Attention The pupil may:</p> <ul style="list-style-type: none"> • Attend to familiar songs • Attend to their own name • Attention to an object/activity of their own choosing for at least a minute <p>Receptive Language The pupil may:</p> <ul style="list-style-type: none"> • Require communication supports to follow simple verbal requests or instructions. • Understand single words in context when accompanied by communication supports e.g., cup, snack, coat, book • Understand more ways than they can say. <p>Expressive Language The pupil may:</p> <ul style="list-style-type: none"> • Have difficulties in making their needs understood with words or gesture. • Use sounds or noises to get others' attention. • Exhibit signs of frustration or seem demanding in their attempts to communicate. • Use mainly babble or jargon. • Say around 10 recognisable words. • Point to things they want with some attempt to vocalise. <p>Speech The pupil's words are largely unintelligible.</p> <p>Play And Social Communication The pupil may:</p> <ul style="list-style-type: none"> • Prefer to be with or watch familiar adults. • Follow an adult's body language, including using pointing and gesture to communicate. • Have delayed play skills. • Have difficulties in forming relationships with adults or peers outside of the family home. • Have difficulties in understanding social boundaries or following social norms at an age-expected level. • Exhibit some signs of hypo- or hyper-sensitivity to sensory stimuli. <p>In key stages 1 to 5, the pupil will have disorder in one of the following areas:</p> <ul style="list-style-type: none"> • Speech or • Expressive language or • Receptive language
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Speech, Language and Communication Needs: Targeted

They will be experiencing a **moderate** delay in:

Receptive Language

In KS1 and 2, they have atypical development in all of the following:

- Attention and listening
- Understanding vocabulary/concepts
- Understanding storytelling or narrative
- Understanding conversation and social interaction

In KS3 to 5, they have atypical development in all of the following:

- Understanding of spoken language and verbal reasoning
- Understanding vocabulary/concepts
- Understanding social interaction

Expressive Language

In KS1 and 2, have atypical development in all of the following:

- Using vocabulary
- Sentence building and grammar
- Storytelling and narrative
- Conversation and social interaction

In KS3 to 5, they have atypical development in all of the following:

- Using vocabulary
- Sentence structure and narrative
- Conversation and social interaction

Speech

- In KS1 and 2, their speech will be unintelligible to familiar and unfamiliar adults due to atypical speech sound errors and substitutions.
- In KS3 to 5, their speech will be unintelligible to familiar and unfamiliar adults with speech sound errors in spontaneous speech. They will have persistently poor phonological awareness skills.
- They may have a stammer which causes difficulties in the classroom.

Across all key stages:

- Their communication difficulties require additional or alternative communication strategies to support their access and progress within an adapted curriculum in a mainstream setting.
- They are likely to exhibit difficulties with the acquisition of reading and writing skills, so are working below age-related expectations.
- They may have working memory difficulties, poor organisation and struggle with problem-solving.
- There may be ongoing concerns with their social interaction and peer relationships.
- They may exhibit signs of poor self-esteem, resilience, wellbeing or mental health as a result of their differences and difficulties.

Curriculum

As previous levels with the possible addition of:

- A specialist, highly individualised language programme that targets all areas of need.

Speech, Language and Communication Needs: Targeted

Additional Support	<p><i>As previous levels with the possible addition of:</i></p> <ul style="list-style-type: none">• Specific advice or assessment by specialists such as SaLT, EPS or OT. <p>All teaching staff to be trained in:</p> <ul style="list-style-type: none">• The use of cueing and signing• The use of colour coding• The use of communication and visual supports• How to support the pupil to develop self-help skills to indicate when they are struggling• How best to support a pupil with a stammer• How to establish exam access arrangements as a 'normal way of working' for all individually completed text-based learning activities in the classroom. <ul style="list-style-type: none">• Access to buddies who are trained to support peers with speech, language and communication needs.
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Speech, Language and Communication Needs: Specialist

Pupil's Presentation	<p>In EYFS, the pupil has profound difficulties as part of a picture of profound and complex needs, which require assessment using other levels descriptors. Their typical development in speech, language and communication will be approximately 0 to 6 months.</p> <p>There is evidence of difficulty in most or all of the following:</p> <ul style="list-style-type: none"> • Attention and listening • Play • Social interaction • Receptive and/or expressive language skills • Speech articulation • Fluency of speech • Eating and/or drinking skills <p>Other co-occurring areas of need create a complex profile of SEND and require assessment using other levels descriptors.</p> <p>Listening And Attention The pupil may:</p> <ul style="list-style-type: none"> • Watch the face of the person speaking to them • Turn to a familiar voice • Be comforted by a familiar voice • Be startled by unexpected or loud noises <p>Receptive Language The pupil may:</p> <ul style="list-style-type: none"> • Respond to familiar voices • Respond to familiar environmental sounds • Show a limited understanding of simple language, even in context <p>Expressive Language The pupil may:</p> <ul style="list-style-type: none"> • Communicate through cries • Use behaviour, such as crying or pushing someone/something away to communicate emotions. • Make some vocal sounds • Make vocal noises to get attention • Show limited ability to use non-verbal communication • Show a limited ability to communicate choice • Make sounds in response to someone talking to them • Laugh to show their enjoyment • Babble to self, most using vowel sounds <p>Speech</p> <ul style="list-style-type: none"> • Speech is completely unintelligible and is likely to be restricted to a few sounds. • The pupil largely communicates through behaviour or non-verbal means. • They require individual alternative and/or augmentative communication strategies to express themselves <p>Play And Social Communication The pupil may exhibit no spontaneous social interaction.</p> <ul style="list-style-type: none"> • smile at familiar people • copy facial expressions or body language
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Speech, Language and Communication Needs: Specialist

- cry in different ways to communicate different needs

In **Key stages 1 to 5**, the pupil will be experiencing a **severe to profound** delay in all of the following:

There will be other co-occurring areas of need which, create a complex profile of SEND and require assessment using other levels descriptors.

Receptive Language

In KS1 and 2, they show a severe to profound delay in all of the following:

- Attention and listening
- Understanding vocabulary/concepts
- Understanding storytelling or narrative
- Understanding conversation and social interaction

In KS3 to 5, they show a severe to profound delay in all of the following:

- Understanding of spoken language and verbal reasoning
- Understanding vocabulary/concepts
- Understanding social interaction

Expressive Language

In KS1 and 2, they show a severe to profound delay in all of the following:

- Using vocabulary
- Sentence building and grammar
- Storytelling and narrative
- Conversation and social interaction

In KS3 to 5, they show a severe to profound delay in all of the following:

- Using vocabulary
- Sentence structure and narrative
- Conversation and social interaction

Speech

Speech is largely unintelligible despite intensive therapy.

Across all key stages:

The pupil may show weaker than expected functioning skills for their age. This would include difficulties with:

- Short-term memory
- Working memory
- Attention
- Processing speed
- Organisation and planning skills
- Thinking and reasoning skills
- They are likely to experience severe difficulties with the acquisition of reading and writing skills, so will be working significantly below age-related expectations. In older pupils, this will impact their access to subjects which have high levels of Literacy demand.
- There may be related concerns regarding fine and gross motor skills.
- They may make limited progress in most areas of the curriculum and may appear to 'plateau' for extended periods of time.

Speech, Language and Communication Needs: Specialist

	<p>They may have a specific diagnosis such as:</p> <ul style="list-style-type: none"> • <i>Developmental Language Disorder (DLD)</i> which affects syntax, morphology, semantics, word-finding, pragmatics, discourse, phonology or verbal learning/memory. • <i>Developmental Speech Sound Disorder (SSD)</i> where pupils have difficulty in producing or using speech sounds correctly. • <i>Dysarthria</i> where pupils have difficulty speaking because of weakness in the muscles used for speech. • <i>Verbal Dyspraxia (CAS)</i> where pupils have difficulty in making and co-ordinating the precise movements needed for clear speech, without any signs of damage to nerves or muscles. • <i>Articulation Disorder</i> where a pupil has difficulties in making specific speech sounds. • <i>Phonological Disorder</i> which pupils produce sound errors when producing words that are not seen in the speech development of typically developing pupils. • There are likely to be ongoing concerns with their social interaction and peer relationships. • They are likely to exhibit signs of poor self-esteem, resilience, wellbeing or mental health as a result of their difference and difficulties. <p>Specifically in relation to speech, language and communication:</p> <ul style="list-style-type: none"> • Their spoken language will be completely unintelligible with a speech system restricted to a few simple sounds. • They will have a limited understanding of simple language, even in context. • They will have limited use of non-verbal communication. • They will have a limited ability to communicate choice. • They will show no spontaneous social interaction.
Curriculum	<p><i>As previous levels with the possible addition of:</i></p> <ul style="list-style-type: none"> • The pupil will need to be educated in a specialist setting. • It is likely that the pupil may be able to be taught in an additionally resourced provision, with planned opportunities for mainstream inclusion. • They will follow a highly personalised curriculum, which targets the co-occurring nature of their needs. • At KS4 and 5, they are likely to need a programme of alternative accreditation.
Additional Support	<ul style="list-style-type: none"> • Access to teaching and support staff, who are highly trained at a specialist level. • A highly specialised and multi-agency response to development and review of an appropriate curriculum. • High staffing ratios and ongoing adult support for all areas of the curriculum. • Planned opportunities for inclusion in the wider community.

Barking & Dagenham

Special Educational Needs:

School Guidance Autistic Spectrum Condition (ASC)

Autistic Spectrum Condition: Universal Plus

Pupil's Presentation	<p>The pupil may have a diagnosis of autism and/or experience significant difficulties with more than one of the following areas of difference, relative to their developmental stage. As a guide, they will largely score 0's on a SCERTs assessment for conversation partners.</p> <p>Key Areas for Assessment</p> <p>Social Understanding and Communication</p> <ul style="list-style-type: none"> • Following what someone else is paying attention to. • Gaining attention of someone else verbally or non-verbally before making a request, commenting etc. • Understanding cues in a listener's change of focus. • Changing their language to suit the needs of the listener. • Sharing their thoughts with others. • Understanding and using early emotion words. • Talking about how others feel. • Understanding and using advanced emotion words, relative to their developmental stage. • Understanding and talking about the intensity of feelings. • Understanding non-verbal cues of feelings. • Talking about the causes of feelings. • Sharing their intentions to support self-regulation. • Sharing their intentions to support social interactions. • Sharing their intentions for attention. • Sharing speaker and listener roles. • Talking about a variety of topics. • Starting and maintaining a conversation about a conversation partner's interests. • Maintaining information by asking for information. • Providing information for the listener. • Gauging the length of their turn in a conversation. • Interacting with others. • Building friendships with peers with similar interests. • Making an appropriate amount of verbal or non-verbal communication with familiar partners. • Repeating or changing communication to support clarity of understanding. • Identifying when communication is not clear. • Changing language or behaviour based on the listener. • Changing language in response to emotional reactions. • Expressing feelings of success during interactions e.g. "I did it." or "I'm good at this." • Spontaneously imitates variety of behaviours later than they were shown. • Using behaviours modelled by partners to guide their social behaviour. • Use rules modelled by adults for how to act appropriately in different contexts. • Uses self-monitoring to guide behaviour. • Resolving problems with peers. • Understanding cues of turn-taking and topic change. • Understanding cues of emotions. • Understanding humour. • Understanding teasing, sarcasm and deception. • Understanding logical sequences of actions in play. • Using small or abstract objects as props. • Taking on roles and engages in dramatic play. • Playing with peers. • Co-operating with peers in dramatic play.
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Autistic Spectrum Condition: Universal Plus

- Participating in rule-based games.
- Using appropriate facial expressions or gestures.
- Using appropriate posture and proximity.
- Using appropriate volume and intonation.
- Understanding and using a variety of advanced relational words.
- Understanding and using references to things.
- Understanding and using a variety of verb phrases.
- Understanding and using a variety of sentences.
- Understanding and using connected sentences in written or spoken language.
- Initiating conversation and taking turns.
- Shifting topics of conversation appropriately.
- Ending conversations.
- Following the rules of polite conversation.

Sensory Processing and Integration

- Tolerating hypo- or hyper-sensitivities.
- Using strategies to manage hypo- or hyper-sensitivity.

Flexible Thinking, Information Processing and Understanding

- Transitions including between activities, parts of the day, classes and settings.
- Changes in routine or structure.
- Coping with unpredictability and change.
- Managing tasks or activities which are not broken down into small steps.
- Changes in activities or conversations to less-motivating topics.

Emotional Regulation

- Understanding and using early and/or advanced emotion words.
- Understanding and talking about intensity of feelings.
- Changing their emotions based on feedback.
- Expressing emotions through gestures and facial expressions.
- Being comforted by familiar adults.
- Engaging with familiar adults in familiar routines/motor play.
- Responding to familiar people.
- Responding to changes in others' emotions.
- Attuning to changes in others' emotions.
- Changing behaviour based on feedback.
- Responding to feedback about the appropriateness of their emotions.
- Responding to feedback about the appropriateness of their self-regulation strategies.
- Using behaviours modelled by others to guide behaviour.
- Problem solving with peers.
- Negotiating with others to reach a compromise.
- Sharing negative emotions to seek comfort.
- Sharing positive emotions to seek interaction.
- Sharing intentions/needs to support self-regulation.
- Sharing intentions for social interaction or attention.
- Requesting help to resolve conflict.
- Responding to others' efforts to assist with recovery.
- Responding to others' use of language.
- Responding to others' attempts to re-engage them in an activity.
- Using support from others to support recovery from dysregulation.
- Responding with different emotions to sensory or social experiences, depending on whether they are positive or negative.
- Monitoring the attention of a communication partner.
- Sharing speaker and listener roles.

Autistic Spectrum Condition: Universal Plus	
	<ul style="list-style-type: none"> • Being able to stop their actions or behaviours in situations where they know it is not appropriate. • Showing motivation to persist with tasks or activities. • Showing appropriate emotional expression for the situation. • Using self-regulatory behaviour and/or language to regulate during solitary and social play. • Using self-regulatory behaviour and/or language modelled by others. • Using self-regulatory behaviour and/or language to engage in extended play. • Using self-regulatory behaviour and/or language to manage transitions. • Using self-regulatory behaviour and/or language to manage new or changing situations. • Using metacognitive strategies to plan activities or manage new or changing situations. • Using self-monitoring to guide behaviour. • Using experiences to regulate emotions. • Reflecting on strategies to support self-regulation. • Removing themselves from over-stimulating or undesired activities. • Using self-regulatory behaviour and/or language to recover from dysregulation. • Re-engaging with activities after a period of dysregulation.
Curriculum	<p>Pupils can be supported in mainstream settings through High Quality First Teaching with timely and appropriate support/interventions.</p> <p>Curriculum planning which carefully considers the pupil's developmental stage across learning, personal, social, emotional and physical development. This may require targeted adult support in the classroom to provide capacity for individual or small-group instruction and scaffolding of learning.</p> <p>The curriculum should demonstrate a clear focus on the pupil's aspirations for their life as an adult, which is not limited to career choices, with the aim of helping them to develop a positive sense of how our short-term targets help us realise our long-term goals.</p> <p>Schools will have assessed the whole pupil to identify:</p> <ul style="list-style-type: none"> • Areas of strength • Interests and motivators • Areas for development • Small-step targets to support progress in priority areas • Specific learning activities that support the pupil to experience success in meeting their targets. <p>A SCERTs assessment for conversation partners is an effective tool for identifying strengths and addressing core challenges to build an appropriate curriculum and identify supports. For advice or training in SCERTs, please speak to your BDSIP Inclusion Adviser or contact info@bdsip.co.uk.</p> <ul style="list-style-type: none"> • Advice from a qualified speech and language therapist, occupational therapist and/or ASC specialist. • Appropriate training has been provided to all staff on the specific difficulties of pupils with social communication needs, ensuring they understand what it means for the provision of high quality first teaching. • Staff have been trained in the Autism Education Trust (AET) modules, <i>Making Sense of Autism</i> and <i>Good Autism Practice</i> through the B&D AET Hub. For more information, please see bdsip.co.uk or contact cpdevents@bdsip.co.uk.

Autistic Spectrum Condition: Universal Plus

- Staff are trained in the delivery of structured teaching and learning or TEACHH. For further advice, please speak to your BDSIP Inclusion Adviser or contact Trinity School via office@trinity.bardaglea.org.uk.
- All adults involved in teaching or supporting a pupil are trained in low arousal approaches to support emotional regulation.
- Pupils are supported to learn how to communicate their feelings and needs in appropriate ways. [The Zones of Regulation](#) offers a simple and effective system to support the development of emotional regulation. For further advice or support, please speak to your BDSIP Inclusion Adviser or contact info@bdsip.co.uk.
- Assessment considers the full range of needs with the aim of identifying additional support needed to target co-occurring needs.
- Class teachers take the lead in implementing strategies to support the pupil.
- Co-production is at the heart of the individual plan for learning; pupils and parents/carers are fully involved in assessment, as well as planning and reviewing their curriculum.
- A communication passport which identifies speech, language and communication needs and effective support.
- An individualised SEND curriculum map may include explicit opportunities to develop:
 - Task engagement
 - Focus and attention
 - Following another agenda
 - Learning social rules
 - Using communication to initiate interaction and engage in extended interaction
 - Using language to repair relationships
 - Creative and imaginative play sequences
 - Pretend play with peers
 - Engagement in turn-taking activities with peers
 - Engagement in role play
 - Understanding of playground rules
 - Keeping safe, including sex and relationships education at the appropriate time
 - Understanding more abstract concepts
 - Working more independently of adult support
 - Using visual supports to aid understanding and organisation
 - Self-help strategies, including knowing how to request support from others
 - Using socially appropriate self-regulation strategies
 - Using metacognitive strategies to support self-regulation and learning
 - Literacy or numeracy
 - Seeks to build the pupil's sense of belonging within the school community.
 - Is delivered/supported by appropriately qualified and/or skilled staff.
 - Is appropriate to the pupil's developmental stage.
 - Specifically targets co-occurring needs.
 - Uses individual motivators and strengths to engage them in learning.
 - Integrates the therapeutic with the academic.
 - Seeks to build relationships with adults and peers in the wider school community.
 - Balances the need for inclusion with the need for individual or small-group teaching.
 - Considers the pupil's aspirations for the future and in collaboration with the pupil, maps how what they are doing now leads to achieving these goals.
 - Provides regular opportunities to celebrate success, however small.
 - Builds their resilience, self-esteem and self-confidence.
 - Develops their emotional regulation strategies.
 - Opportunities to develop independence, both in learning and self-care.

Autistic Spectrum Condition: Universal Plus	
Additional Support	<ul style="list-style-type: none"> • A pupil passport (or similar) identifies key strategies that work to support the individual - <i>What helps me?</i> - and strategies that do not work – <i>What doesn't help me?</i> It includes strategies for their co-occurring needs, where appropriate. This is developed in collaboration with the pupil and their family and shared with all adults who are involved in working with or supporting the pupil. This should be updated in response to emerging information about the individual. • There should be a well-considered transition plan to support the pupil's movement to a new teacher, year group, key stage or setting. • Where the pupil is supported by a TA, there are routine opportunities for them to be involved in lesson and assessment planning, so their input facilitates the pupil's independent success in meeting developmentally appropriate learning and assessment objectives. • Where pupils have individual or small-group interventions, the curriculum and key strategies are shared with all staff involved in supporting them, so they can encourage and support generalisation of skills. • The pupil may need exam access arrangements. Lesson and assessment planning should include opportunities to practice using access arrangements across the curriculum as part of a 'normal way of working' for the individual pupil. Information on specific adjustments to consider can be found at KS2 tests: access arrangements or on the JCQ website. • Curriculum plans include specific activities to support development at home. • Where necessary, there are specific opportunities to support the development of relationships with peers. • Pupils are supported to develop resilience in a culture which is supportive of learning from our mistakes. • Social stories, written specifically for the individual pupil, to share social information in an accessible way. • Buddies or circles of friends may support the development of social understanding or social communication. • Feelings books or diaries, the Incredible 5-point Scale may help to support with emotional regulation. • Adult-led restorative conversations to support being able to reflect on conflict from another perspective and/or articulate their own feelings. • Carefully defined steps within a task which should include explaining the 'what?' and 'why?' • Modifications, where appropriate, for health care needs to be addressed e.g., quiet space for eating and dietary requirements are catered for. • A risk assessment, where appropriate to manage behaviours of concern. • Access to a specialist teacher with expertise and experience in supporting pupils with autism. • Regular review, at least weekly, using a solution-focused approach to explore what is working (do more of it) and what isn't (stop doing it). • Support to develop their self-help skills including their ability to identify exactly what they are finding difficult. • There is regular, at least weekly, contact with families to celebrate achievements or progress however small and identify areas for development through small-step achievable targets. • Access to a low stimulus area for focused tasks when the pupil feels it will benefit them.

Autism Spectrum Condition: Enhanced

Pupil's Presentation	<p>The pupil may have a diagnosis of autism and have complex needs with more than one of the following areas of difference, relative to their developmental stage. As a guide, they will largely score 1's and 2's on a SCERTs assessment for language partners.</p> <p>Key Areas for Assessment</p> <p>Social Understanding and Communication</p> <ul style="list-style-type: none"> • Initiating bids for interaction • Engaging in reciprocal interaction • Engaging in extended interaction • Shifting eye contact between people and objects • Following a close and distant finger point • Monitoring the attention of a communication partner • Gaining attention verbally or non-verbally • Sharing positive and negative emotions • Understanding and using symbols to express emotions • Attuning to others' emotions • Recognising others' emotions • Requesting desired food or objects • Refusing unwanted food or objects • Requesting help or action from others • Refusing unwanted actions or activities • Requesting comfort • Requesting a social game • Taking turns • Greeting people or saying goodbye, verbally or non-verbally • Gaining another's attention, verbally or non-verbally • Attracting attention to themselves or what they are doing, verbally or non-verbally • Asking for permission, verbally or non-verbally • Commenting on an action or event, verbally or non-verbally • Using verbal or non-verbal means to find out information • Maintaining appropriate levels of verbal or non-verbal communications with familiar or unfamiliar partners • Repeating verbal or non-verbal communications to ensure they are understood • Identifying communication breakdowns • Sharing experiences that have happened at another time or in another place • Sharing speaker and listener roles • Initiating interactions and sharing experiences with a similar age peer • Spontaneously imitating familiar words or actions after they've been modelled • Spontaneously imitating unfamiliar words or actions after they've been modelled • Spontaneously imitating words or actions and then adding their own • Spontaneously imitating a variety of behaviours later or in a different context • Following cues in familiar or unfamiliar activities • Responding to visual cues • Responding to emotion cues • Using familiar objects in constructive play • Using familiar objects conventionally for themselves • Using familiar objects conventionally for others • Combining actions with objects • Using a variety of conventional gestures • Using a sequence of gestures • Co-ordinating words with eye contact and gestures
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Autism Spectrum Condition: Enhanced

- Using at least 5 to 10 different words
- Using early relational words/communication, verbally or non-verbally
- Using a variety of names for objects, body parts or people
- Using a variety of advanced words
- Using a variety of relational word combinations
- Responding to their own name
- Responding to a variety of familiar words or phrases
- Understanding a variety of names without cues
- Understanding a variety of relational meanings
- Understanding a variety of relational meanings in word combinations.

Sensory Processing and Integration

- Tolerating hypo- or hyper-sensitivities with support.
- Using strategies to manage hypo- or hyper-sensitivities.
- Sensory profile to identify individual differences in sensory processing
- Sensory seeking and sensory avoiding strategies are planned into the daily timetable

Flexible Thinking, Information Processing and Understanding

- Managing transitions including between activities, parts of the day, classes and settings.
- Managing changes in routine or structure.
- Coping with unpredictability and change.
- Managing tasks or activities which are not broken down into small steps.
- Changes in activities or conversations to less-motivating topics.

Emotional Regulation

- Sharing positive and negative emotions
- Understanding and using symbols to express emotions
- Changing emotions in familiar activities based on verbal or non-verbal feedback
- Soothing with comfort from a partner
- Engaging when alerted by a partner
- Responding to bids for interaction
- Responding to changes in others' emotions
- Attuning to changes in others' emotions
- Making choices when offered by a partner
- Changing regulatory behaviour based on feedback from a partner
- Requesting help when frustrated
- Protesting when distressed
- Communicating the need for breaks using speech, signs or pictures
- Communicating the need for regulating activities using speech, signs or pictures
- Communicating the need for social control using speech, signs or pictures
- Responding to partners' efforts to assist with their recovery by moving away from an activity
- Responding to behavioural strategies to manage dysregulation
- Responding to partner's attempts to re-engage them in an activity
- Recovering faster from dysregulation due to support offered by a partner
- Initiating bids for interaction
- Engaging in reciprocal interaction
- Engaging in extended interaction
- Responding with different emotions to sensory or social experiences
- Stopping actions or behaviour they know are not appropriate
- Responding to a variety of familiar words and phrases without cues

Autism Spectrum Condition: Enhanced	
	<ul style="list-style-type: none"> • Persisting with tasks • Showing appropriate emotional expression • Using behaviours to self-regulate during solitary and social play • Using behaviours modelled by partners • Using behavioural strategies to engage in extended activity • Using language to regulate during solitary or social play • Using language modelled by partner to self-regulate • Using language to self-regulate and engage in extended activity • Expresses a range of emotions, verbally or non-verbally • Participating in new or changing situations • Following cues in unfamiliar activities • Using behaviour to self-regulate in new and changing situations • Using language to self-regulate in new and changing situations • Using behaviour to self-regulate during transitions • Using language to self-regulate during transitions • Removing themselves over-stimulating or undesired activities • Using soothing behaviours to recover from dysregulation • Using soothing language to recover from dysregulation • Re-engaging in an activity after dysregulation
Curriculum	<p>There will need to be careful consideration of placement at this stage. Some pupils can be supported in mainstream through High Quality First Teaching with timely and appropriate support/interventions, while others may benefit from a place in an additionally resourced provision in a mainstream setting.</p> <p>Schools will have assessed the whole pupil to identify:</p> <ul style="list-style-type: none"> • Areas of strength • Interests and motivators • Areas for development with: • Small-step targets to support progress in priority areas • Specific learning activities that support the pupil to experience success in meeting their targets. <p>A SCERTs assessment for language partners is an effective tool for identifying strengths and addressing core challenges to build an appropriate curriculum and identify support. For advice or training in SCERTs, please speak to your BDSIP Inclusion Adviser, contact info@bdsip.co.uk or check the BDSIP website.</p> <p>Pupils in this level are likely to be largely following a semi-formal curriculum. For advice or training in developing an appropriate, individualised curriculum, please speak to your BDSIP Inclusion Adviser or contact info@bdsip.co.uk.</p>
Additional Support	<p><i>As previous levels with the possible addition of:</i></p> <ul style="list-style-type: none"> • Targeted support and regular review within a multi-agency co-ordinated approach. • Access to specialist equipment and resources as identified by specialists such as speech and language therapist, occupational therapist or educational psychologists.

Autism Spectrum Condition: Targeted

Pupil's Presentation	<p>The pupil may have a diagnosis of autism and have profound and complex needs with more than one of the following areas of difference, relative to their developmental stage. As a guide, they will largely score 1's and 2's on a SCERTs assessment for social partners.</p> <p>Key Areas for Assessment</p> <p>Social Understanding And Communication</p> <ul style="list-style-type: none"> • Responding to verbal and non-verbal bids for interaction from a familiar person • Initiating behaviour towards a person • Engaging in reciprocal interaction to take at least two turns • Engaging in extended interaction to take at least four turns • Looking at a person's face without prompting • Shifting eye contact between a person and object without prompting • Following a close finger point • Following a distant finger point • Sharing a negative emotion with another person by using vocal or facial expressions • Sharing a positive emotion with another person by using vocal or facial expressions • Responding to changes in another's emotions • Attuning to changes in another's emotions • Requesting desired food or objects through verbal or non-verbal means • Refusing desired food or objects through verbal or non-verbal means • Requesting help or other actions through verbal or non-verbal means • Refusing help or other actions through verbal or non-verbal means • Requesting comfort through verbal or non-verbal means • Requesting social interaction through verbal or non-verbal means • Taking turns on at least two occasions in a social interaction • Greeting a person or object entering or leaving their space • Using verbal or non-verbal means to gain attention and then signal a bid for interaction • Using verbal or non-verbal means to attract another's attention to themselves or an action • Using verbal or non-verbal means to get someone to look at an object • Using verbal or non-verbal means to get someone to look at an action or event • Engaging in verbal or non-verbal communication with familiar partners at a rate of at least once per minute in one-to-one interactions and once per three minutes in groups • Repeating a verbal or non-verbal communication when not understood • Modifying a verbal or non-verbal communication when they are not understood • Taking turns by repeating their own actions or sounds in an interaction • Imitating familiar actions or sounds immediately after they have been modelled and direction given • Spontaneously imitating familiar actions or sounds immediately after they have been modelled • Spontaneously imitating familiar actions or sounds at a later time • Anticipating someone's actions in familiar routines • Following cues in familiar activities • Following gestural cues other than pointing • Responding a simple instruction with at least two visual cues • Using at least five exploratory actions with objects • Using at least three familiar objects in constructive play • Using familiar objects conventionally towards self • Using familiar objects conventionally towards others
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Autism Spectrum Condition: Targeted

- Using proximity to communicate with a partner
- Directing at least three facial expressions to others
- Using at least three simple motor actions to communicate
- Using at least three different conventional gestures to communicate to a partner who is physically close
- Using at least three different conventional gestures to communicate over a distance
- Using at least three different re-enactment or symbolic gestures
- Using a sequence of two or more gestures to communicate
- Co-ordinating at least three gestures with eye contact
- Using at least two different vocalisations which include a vowel sound to communicate with a partner
- Using at least five different consonant and vowel sounds
- Using at least three verbal or non-verbal words which are bound to a routine to communicate
- Co-ordinating vocalisations with eye contact and gestures
- Responding to their own name
- Responding to at least three different verbal or non-verbal words in familiar interactions
- Responding to a few familiar person, body part or object names
- Responding to at least two different simple instructions in familiar routines

Sensory Processing And Integration

- Tolerating hypo- or hyper-sensitivities with targeted individual support and intervention.
- Using strategies to manage hypo- or hyper-sensitivities.
- Sensory profile to identify individual differences in sensory processing
- Sensory seeking and sensory avoiding strategies are planned into the daily timetable
- Sensory processing differences / Sensory processing disorders
- Unusual or complex responses to sensory integration

Flexible Thinking, Information Processing And Understanding

- Managing transitions including between activities, parts of the day, classes and settings.
- Managing changes in routine or structure.
- Coping with unpredictability and change.
- Managing tasks or activities which are not broken down into small steps.
- Changes in activities or conversations to less-motivating topics.

Emotional Regulation

- Soothing when comforted by a partner
- Engaging when alerted by a partner
- Responding to bids for interaction from familiar partners
- Responding to changes in a partner's emotions
- Attuning to changes in a partner's emotions
- Making choices on at least two occasions
- Sharing negative emotions through vocal or facial expressions
- Sharing positive emotions through vocal or facial expressions
- Requesting help when they are frustrated or distressed
- Using verbal or non-verbal means to protest when frustrated or distressed
- Responding to a partner's efforts to assist with recovery
- Responding to a partner's use of behaviour strategies
- Responding to a partner's attempts to re-engage them in an activity
- Recovering faster from dysregulation due to support offered by a partner

Autism Spectrum Condition: Targeted	
	<ul style="list-style-type: none"> • Noticing things and people in the environment • Showing interest in a variety of sensory experiences • Seeking and tolerating a variety of sensory experiences • Initiating bids for interaction • Engaging in reciprocal interaction • Engaging in extended interaction • Responding with different emotions to sensory and social experiences • Using behaviour to self-regulate during solitary play • Using behaviour to self-regulate during interactive play • Using behaviours modelled by partners to support self-regulation • Using behaviour to support self-regulation in an extended activity • Anticipating a partner's actions in familiar routines • Participating in new and changing situations • Using behaviour to support self-regulation in new and changing situations • Using behaviour to support self-regulation during transitions • Removing themselves from over-stimulating or undesired activity • Using behaviour to support recovery from dysregulation • Re-engaging in an activity after a period of dysregulation
Curriculum	<p>At this stage, the pupil will require specialist provision and a pre-formal curriculum which is developed with consideration to their strengths, interests, motivators and areas for development. This curriculum should be developed and reviewed with input from a multi-agency team.</p> <p>The curriculum should include a systemic programme to develop their use of verbal and non-verbal communication skills, receptive and expressive language. It should also include a programme to develop joint attention and enable repeated positive interactions.</p>
Additional Support	<p><i>As previous levels plus:</i></p> <ul style="list-style-type: none"> • Staff trained to develop and deliver a pre-formal curriculum. • High staffing ratios to support all aspects of curriculum access. • High levels of adult support for intimate care, mobility, communication, feeding etc. • Support to mutually regulate their emotions and responses to the environment and change. • A health care plan and access to medical intervention when required. • Behaviour tracking which enables staff to respond in a timely fashion to key triggers and risks. • A personalised risk assessment which identifies triggers and de-escalation strategies which work to support self-regulation.

Autism Spectrum Condition: Specialist

Pupil's Presentation	<p>The pupil may have a diagnosis of autism and have profound, complex and persistent needs with more than one of the following areas of difference, relative to their developmental stage. As a guide, they will largely score 0's and 1's on a SCERTs assessment for social partners.</p> <p>Key Areas for Assessment</p> <p>Social understanding and communication</p> <ul style="list-style-type: none"> • Responding to verbal and non-verbal bids for interaction from a familiar person • Initiating behaviour towards a person • Engaging in reciprocal interaction to take at least two turns • Engaging in extended interaction to take at least four turns • Looking at a person's face without prompting • Shifting eye contact between a person and object without prompting • Following a close finger point • Following a distant finger point • Sharing a negative emotion with another person by using vocal or facial expressions • Sharing a positive emotion with another person by using vocal or facial expressions • Responding to changes in another's emotions • Attuning to changes in another's emotions • Requesting desired food or objects through verbal or non-verbal means • Refusing desired food or objects through verbal or non-verbal means • Requesting help or other actions through verbal or non-verbal means • Refusing help or other actions through verbal or non-verbal means • Requesting comfort through verbal or non-verbal means • Requesting social interaction through verbal or non-verbal means • Taking turns on at least two occasions in a social interaction • Greeting a person or object entering or leaving their space • Using verbal or non-verbal means to gain attention and then signal a bid for interaction • Using verbal or non-verbal means to attract another's attention to themselves or an action • Using verbal or non-verbal means to get someone to look at an object • Using verbal or non-verbal means to get someone to look at an action or event • Engaging in verbal or non-verbal communication with familiar partners at a rate of a least once per minute in one-to-one interactions and once per three minutes in groups • Repeating a verbal or non-verbal communication when not understood • Modifying a verbal or non-verbal communication when they are not understood • Taking turns by repeating their own actions or sounds in an interaction • Imitating familiar actions or sounds immediately after they have been modelled and direction given • Spontaneously imitating familiar actions or sounds immediately after they have been modelled • Spontaneously imitating familiar actions or sounds at a later time • Anticipating someone's actions in familiar routines • Following cues in familiar activities • Following gestural cues other than pointing • Responding a simple instruction with at least two visual cues • Using at least five exploratory actions with objects • Using at least three familiar objects in constructive play • Using familiar objects conventionally towards self • Using familiar objects conventionally towards others
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Autism Spectrum Condition: Specialist

- Using proximity to communicate with a partner
- Directing at least three facial expressions to others
- Using at least three simple motor actions to communicate
- Using at least three different conventional gestures to communicate to a partner who is physically close
- Using at least three different conventional gestures to communicate over a distance
- Using at least three different re-enactment or symbolic gestures
- Using a sequence of two or more gestures to communicate
- Co-ordinating at least three gestures with eye contact
- Using at least two different vocalisations which include a vowel sound to communicate with a partner
- Using at least five different consonant and vowel sounds
- Using at least three verbal or non-verbal words which are bound to a routine to communicate
- Co-ordinating vocalisations with eye contact and gestures
- Responding to their own name
- Responding to at least three different verbal or non-verbal words in familiar interactions
- Responding to a few familiar person, body part or object names
- Responding to at least two different simple instructions in familiar routines

- **Sensory Processing And Integration**
- Tolerating hypo- or hyper-sensitivities with targeted personalised support and intervention.
- Using strategies to manage hypo- or hyper-sensitivities.
- Sensory profile to identify individual differences in sensory processing
- Sensory seeking and sensory avoiding strategies are planned into the daily timetable
- Sensory processing differences / Sensory processing disorders
- Unusual or complex responses to sensory integration

- **Flexible Thinking, Information Processing And Understanding**
- Managing transitions including between activities, parts of the day, classes and settings.
- Managing changes in routine or structure.
- Coping with unpredictability and change.
- Managing tasks or activities which are not broken down into small steps.
- Changes in activities or conversations to less-motivating topics.

- **Emotional Regulation**
- Soothing when comforted by a partner
- Engaging when alerted by a partner
- Responding to bids for interaction from familiar partners
- Responding to changes in a partner's emotions
- Attuning to changes in a partner's emotions
- Making choices on at least two occasions
- Sharing negative emotions through vocal or facial expressions
- Sharing positive emotions through vocal or facial expressions
- Requesting help when they are frustrated or distressed
- Using verbal or non-verbal means to protest when frustrated or distressed
- Responding to a partner's efforts to assist with recovery
- Responding to a partner's use of behaviour strategies
- Responding to a partner's attempts to re-engage them in an activity
- Recovering faster from dysregulation due to support offered by a partner

Autism Spectrum Condition: Specialist	
	<ul style="list-style-type: none"> • Noticing things and people in the environment • Showing interest in a variety of sensory experiences • Seeking and tolerating a variety of sensory experiences • Initiating bids for interaction • Engaging in reciprocal interaction • Engaging in extended interaction • Responding with different emotions to sensory and social experiences • Using behaviour to self-regulate during solitary play • Using behaviour to self-regulate during interactive play • Using behaviours modelled by partners to support self-regulation • Using behaviour to support self-regulation in an extended activity • Anticipating a partner's actions in familiar routines • Participating in new and changing situations • Using behaviour to support self-regulation in new and changing situations • Using behaviour to support self-regulation during transitions • Removing themselves from over-stimulating or undesired activity • Using behaviour to support recovery from dysregulation • Re-engaging in an activity after a period of dysregulation
Curriculum	At this stage, the pupil will require specialist provision and a pre-formal curriculum which is developed with consideration to their strengths, interests, motivators and areas for development. This curriculum should be developed and reviewed with input from a multi-agency team.
Additional Support	<p><i>As previous levels plus:</i></p> <ul style="list-style-type: none"> • Highly specialised and trained staff to develop and deliver a pre-formal personalised curriculum. • High staffing ratios to support all aspects of curriculum access including high levels of 1 to 1 for emotional regulation, task engagement and transition. • High levels of adult support for intimate care, mobility, communication, feeding etc. • Support to mutually regulate their emotions and responses to the environment and change. • Individual sensory profiling with a sensory adapted environment • A health care plan and access to medical intervention when required. • Behaviour tracking which enables staff to respond in a timely fashion to key triggers and risks. • A personalised risk assessment which identifies triggers and de-escalation strategies which work to support self-regulation.