



Special Educational Needs Assessment Service (SENA)

Guidance for: Communication & Interaction including Autism Spectrum Disorder

Guidance for meeting needs through a graduated response.

Leicestershire County Council

This guidance was developed with reference to the Special Educational Needs and Disability Code of Practice 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (July 2014)

Chapter 6 of the SEN Code of Practice outlines 4 broad areas of need:

Communication and interaction

Cognition and learning

Social, emotional and mental health difficulties

Sensory and/or physical needs

This guidance document refers to Communication and Interaction including Autism Spectrum Disorder

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.

Group 1: Emerging Needs

A child or young person who may have an emerging SEND, supported by quality-first teaching without additional funding beyond the pupil entitlement.

Descriptor	Assessment & Planning	Teaching & Learning Strategies	Curriculum & Interventions
<p>The CYP has low level of need.</p> <p>Description of Need</p> <p>This CYP will not have a diagnosis of autism; however he/she may exhibit some of the following traits:</p> <ul style="list-style-type: none"> • finds social communication situations confusing; • can be unclear about appropriate responses and how to form relationships with other CYP • likes to follow own interests rather than accept direction • displays a strong interest in a particular subject • has a tendency to seek repetitive actions or routines • low level sensory likes and dislikes 	<ul style="list-style-type: none"> • Early support development journal or other EYFS monitoring/schools' Key Stage 1 to 4 assessments • Monitoring response to positive feedback • Assessment for learning • Observations by teacher/ class TA/KS coordinator • Advice and support from parents • Information from CYP regarding their opinions and preferred strategies using person-centred approaches. • The setting/school is proactive in identifying individual needs and monitors that action is taken • Risk assessment where appropriate 	<ul style="list-style-type: none"> • The teacher is responsible for the learning and progress of the CYP in the mainstream class • Quality First Teaching meets the needs of all pupils and includes: <ul style="list-style-type: none"> • Flexible grouping Arrangements • Differentiations of activities and material • Differentiated questioning • Use of visual and auditory and kinaesthetic approaches • Additional time to complete tasks • Resources and displays that support independence • Routine feedback to pupils • Environmental considerations to meet the needs of all CYP e.g. seating positions, personal space and classroom layouts, displays and signage • CYP may also be vulnerable to bullying or have low self- esteem • Clear and positively stated rules and expectations for behaviour are apparent through visual means • Visual and practical supports e.g. visual timetables and lists 	<ul style="list-style-type: none"> • Inclusive ethos that supports the learning and wellbeing of all CYP • CYP can learn in a mainstream class with appropriate differentiation of task and teaching style • The wider curriculum promotes positive examples of diversity • Broad and balanced curriculum is planned for all CYP • SEAL materials and interventions. • Bullying is addressed and pupils are confident in reporting incidents • Opportunities for social interaction between peers and the wider community of the school may need to be engineered to bolster self-esteem and confidence • Provision of planned opportunities to learn and practise social skills during structured activities • Inclusive PE curriculum, including arrangements for Sports Day where appropriate • School trips which are planned well in advance and take into consideration the needs of the CYP • The school's Local Offer identifies its Autism Spectrum strategy and/or provision

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			<ul style="list-style-type: none"> • Other school pastoral interventions could include <ul style="list-style-type: none"> • Meeting and Greeting • Circle Time • Peer mentoring • Sensory Circuits • Buddy Systems • ELSA support • Anti-Anxiety Groups • Lunch clubs around areas of special interest

Group 2: SEND Support (School based interventions)

A child or young person on the SEN record whose needs are met by school-based additional support with some use of delegated SEND funding.

Descriptor	Assessment & Planning	Teaching & Learning Strategies	Curriculum & Interventions
<p>CYP has identified needs and may be going through an assessment for Autism,</p> <p>Description of Need</p> <p>Band 1 plus:</p> <p>Difficulty with:</p> <ul style="list-style-type: none"> • following classroom routines and adult direction • forming relationships with peers • sharing or taking turns • unstructured/social times • changes in routines and settings • recognising their own emotions • regulating their emotions/ behaviour • developing communication and language skills • the CYP may be socially/emotionally immature • low level anxiety in social situations • engagement – may present as withdrawn and aloof 	<p>Band 1 plus:</p> <ul style="list-style-type: none"> • Observations by SENCo • SMART targets that are reviewed and updated regularly • Pupil involved in setting and monitoring their own targets. • Parents involved regularly and know how to support targets at home. • Advice is taken on successful strategies, e.g. seating arrangements, position in classroom, preferred learning style • School trips are planned well in advance and take into consideration the needs of the CYP 	<p>Band 1 plus:</p> <ul style="list-style-type: none"> • Information about the CYP's difficulties shared with relevant staff, in partnership with parents • Individual targets agreed and monitored, following discussion with CYP and parents • Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills • Classroom Teaching Assistants (TA) is targeted towards support for access for specific tasks and is not necessarily needed for learning 	<p>Band 1 plus:</p> <ul style="list-style-type: none"> • Access to small group support • Group work to be planned and tailored to meet identified need and includes good role models • CYP can learn through whole class teaching, needs support when they find the school environment difficult or stressful • Teaching problem-solving skills • Learning tasks differentiated by task and outcome to meet individual needs • Access to small group support, e.g. SILVER SEAL, Circle of Friends, self-esteem group, Socially Speaking, Anti-Anxiety Intervention Group • Group work to be planned and tailored to meet identified need and includes good role models • Preparation for changes to activities/routines/staffing and understanding why change can be a challenging issue for individuals with an ASD • Peer mentoring support • Supporting pupil with daily planning • Checking pupils understanding of task and recording of work • Supporting specific areas of difficulty (e.g. assembly, RE, PE, outdoor play) or areas clearly specified for the child

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			<p>by the CYP, parent/carer or professionals</p> <ul style="list-style-type: none"> • Supporting pupil to recognise and communicate their feelings about the school day • Supervision when moving between classrooms/lessons • Short-term small group intervention to develop social communication skills • Individual work on recognition and understanding of emotions, including visual supports

Group 3: SEND Support (External professionals involved)

A child or young person on the SEND register whose needs are met with advice from external agencies and use of delegated SEND funding. Assess, Plan, Do, Review process demonstrates impact of measure put in place and of involvement of pupil and parents in the process.

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<p>CYP has identified needs which require additional specific provision or specialist advice</p> <p>Description of need:</p> <p>Bands 1 & 2 plus Pupil has a diagnosis of Autism, requiring support to access the curriculum.</p> <p>For example, a CYP who finds it difficult</p> <ul style="list-style-type: none"> • learning in core curriculum areas • taking part in small groups independently • understanding and using language • with the social use of language e.g. greetings, turn taking, starting or ending a conversation • understanding social interactions and friendships e.g. difficulties interpreting other people's behaviour, language and intentions) • may be socially isolated and vulnerable to bullying or low self esteem • recognising and regulating their own emotions • frequently experiences anxiety – 	<p>Bands 1 & 2 plus:</p> <ul style="list-style-type: none"> • Introduction of SEN Support Plan process • Specialist assessments, e.g. Specialist Teacher (if diagnosed), Educational Psychologist, SALT, OT, CAMHS • Environmental audit using Autism Education Trust (AET) materials or similar • Risk assessments to inform adaptations including educational visits. • Individual targets/outcomes are agreed and monitored following discussion with child and parents/carers • Commitment to developing independence with steps planned and agreed • Careful reviewing of needs before transition at Key Stages, e.g. starting preschool, primary, secondary, post 16, adult life • TAs are routinely included in planning • Behaviour records updated and analysed to consider frequency, duration as well as triggers/patterns to help understand underlying 	<p>Bands 1 & 2 plus:</p> <ul style="list-style-type: none"> • Manage access arrangements for internal and external examinations and assessments • Awareness of social and emotional aspects of disability and focused work to support development of these skills • Established communication strategies to facilitate communication and to assess learning • Modified and adapted PE curriculum as required • Use of key-working approaches/mentor to ensure the pupil has a trusted adult to offer support during vulnerable times • Personalised reward systems known to all staff in school who have contact with the CYP, implemented consistently across the curriculum • Identified daily support to undertake the following: <ul style="list-style-type: none"> • prepare and make relevant visual supports and structure • write Social Stories, where needed 	<p>Bands 1 & 2 plus:</p> <ul style="list-style-type: none"> • Access to additional adult support up to 15 hours per week • Regular small-group teaching of social skills. • Peer awareness training • Teaching assistance is targeted towards the supply of teaching and learning resources • Time-limited intervention programme e.g. Socially Speaking, Lego-based therapy • Short-term small group and/or individual intervention, to develop specific areas of curriculum access as identified by the subject teacher or EP/specialist teacher • Teaching style adapted to suit pupil's learning style, e.g. level/pace/amount of teacher talk reduced, access to practical activities • Personalised timetable introduced in negotiation with pupil, parents and staff. This may include temporary withdrawal from some activities e.g. assemblies, specific non-core lessons • Individual work around recognition and understanding of emotions, including personalised visual supports

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<p>which may not manifest externally – at home as well as school/setting</p> <ul style="list-style-type: none"> • coping with the demands of the school day • sustaining attention and concentration, motivation to engage with work related tasks • needs support or preparing for changes in routines. • shows little awareness of danger • The CYPs autism could co-exist with other needs 	<p>causes</p> <ul style="list-style-type: none"> • Various spiritual, moral, social and cultural development (SMSC) assessment tools could be used to assess levels of anxiety, social ability, sensory behaviour and progression using the AET Progression Framework • Careful reviewing of needs before transition at Key Stages, e.g. starting preschool, primary, secondary, post 16, adult life 	<ul style="list-style-type: none"> • adapt materials for lesson e.g. chunking work into manageable amounts for the individual pupil • facilitate alternative recording strategies • Access to ICT for writing if needed • Support emotional development e.g. supporting pupil to recognise and communicate their feelings about the school day • Time-limited intervention programmes with staff who have knowledge and skills to address specific needs, may include withdrawal for social skills groups • Access to a differentiated curriculum • Evidence that strategies, ideas and suggestions from AOS consultations/training have been implemented 	<p>and resources/interventions e.g. 5 Point scale</p> <ul style="list-style-type: none"> • Use of specialist interests of CYP to help engage and motivate in lessons • Individual workstation for independent learning activities • Individualised support to implement recommendations from support services • Use of social stories. • Individual support for pre- and post-teaching • Access to a key worker or mentor for meeting and greeting, checking in throughout the day to provide reassurance and support throughout the day

Group 4: Children or Young people with an EHCP

A child or young person who has been assessed for and issued an EHCP and has appropriate strategies in place recommended by an external agency which cannot be met by the school without access to additional funding.

Descriptor	Assessment & Planning	Teaching & Learning Strategies	Curriculum & Interventions
<ul style="list-style-type: none"> The CYP has significant primary needs which impact on progress requiring long term involvement of educational and non-educational professionals Possibly some complexity of other needs, including mental health needs <p>Description of need: Band 1-3 plus</p> <p>This pupil has a diagnosis of Autism resulting in communication, social, behavioural and/or sensory needs, making their learning in a mainstream school environment challenging. For example, a pupil who:</p> <ul style="list-style-type: none"> has difficulties following instructions, and classroom routines needs adult support to start and maintain attention on a task has made little or no progress within the curriculum, except in specific areas of strength or interest has difficulties recognising their own and others emotions, and regulating their emotions may have high expectations of themselves leading to an inability to attempt some tasks 	<p>Band 1-3 plus:</p> <ul style="list-style-type: none"> Specialist assessments e.g. by Autism Outreach, Educational Psychologist, SALT, OT, CAMHS etc. Risk assessment to identify dangers and need for additional support Regular multi-agency assessment and/or review of strategies and progress. Multiple agencies are involved in reflection and joint planning in partnership with pupils and their parents/carers Introduction of a Positive Handling Plan if needed in conjunction with the school policy for positive handling/physical interventions Individual risk assessments for practical subjects Assessment and advice from Autism Outreach, updated regularly Transition planning is prioritised Stress Survey, Sensory Behaviour Analysis, SDQ and other appropriate assessments are conducted and their findings acted upon – either by the school or in conjunction with support services such as AOS 	<p>Band 1-3 plus:</p> <ul style="list-style-type: none"> The class/subject teacher is accountable for the progress of the CYP within the mainstream class Identified individual support across the curriculum in an inclusive mainstream setting to provide a personalised learning experience, taking into account the advice within the EHCP Facilitate production of differentiated materials in accordance with the advice from Autism Outreach or EP The use of specialist or adapted equipment / software where appropriate to access the curriculum and for communication Specialised modification of all teaching and learning styles and resources Opportunities for individual meeting and greeting at beginning and end of session/day to encourage self-monitoring Teaching style and tasks are adapted to suit pupil's learning style e.g. level/pace/ amount of teacher talk reduced, access to practical activities Access arrangements for internal and 	<p>Band 1-3 plus:</p> <ul style="list-style-type: none"> Access to additional adult support above 15 hours per week Individualised support to implement recommendations from support services e.g. STT, SALT, OT, etc. Programmes to develop social interaction and emotional wellbeing Teaching focusing on both learning curriculum and social skills throughout the school day Regular small group teaching of social skills with the ability of generalising these skills across the day are identified, with key personnel around the school aware of the child's programme Individual workstation to develop independent learning skills if needed, but adaptations to the learning environment to encourage integration are evidenced with impact Planned movement breaks to support sensory needs Independent travel training to develop independence skills for the future as needed Personalised timetable introduced in

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<ul style="list-style-type: none"> • may find it difficult to make and maintain friendships • has significant speech and language needs, pre verbal or limited use of words • may have good expressive skills which may mask underlying difficulties with comprehension • has significant difficulties with social use of language • may be single focused and find it difficult to accept change in routines, • finds transitions difficult to manage, throughout the day and at major transition times • may experience a high level of anxiety in most school situations, which may be masked in school but displayed at home • may have a high level of sensory needs • has difficulties with social understanding which may present as risky behaviours • has difficulties with self-regulating emotions/ behaviour which has significant impact on learning and everyday life • may show inappropriate or sexualised behaviours • may have emerging mental health difficulties: self-harm, irrational fears, risk taking 	<ul style="list-style-type: none"> • Links between home and school allow for joint planning 	<p>external examinations and assessments</p>	<p>negotiation with pupil, parents/carers and staff. This may include temporary withdrawal from some activities..</p> <ul style="list-style-type: none"> • Alternative curriculum opportunities at KS4, e.g. vocational/college/ supervised work placements. • Personalised literacy and numeracy programmes may be required to address gaps in learning associated with autism diagnosis • Individual support during breaks and lunch • Individual support around understanding diagnosis and what it means to the individual • Individual support around recognition and understanding of own emotions and those of others • Access to personalised visual resources to support with self-regulation • Access to alternative learning environment for those CYP who are unable to access learning in a mainstream school environment, to support return to mainstream school as soon as possible

Group 5: Specialist Provision

Descriptor	Assessment & Planning	Teaching & Learning Strategies	Curriculum & Interventions
<p>The CYP experiences significant lifelong learning difficulties for which specialist provision is appropriate. These may be compounded by other co-existing needs.</p> <p>The CYP presents with a range of issues and an accumulation of layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, communication & cognitive.</p> <p>Lack of progress in in tolerance of social and physical environment, despite individually tailored programme developed with expert guidance</p>	<p>Bands 1-4 plus:</p> <ul style="list-style-type: none"> • Assessments indicate that needs can only be met in specialist placement or with a high level of support in mainstream. • Risk assessment to consider risks to self and others. • Long term involvement of educational and non-educational professionals as part of annual review/EHCP • Regular risk assessments to consider risks to self and others • Completion of assessments for consideration at EHC needs panel. All professionals agree that the pupils needs can only be met within a special school. 	<p>Bands 1-4 plus:</p> <ul style="list-style-type: none"> • Disapplication from certain subjects if appropriate • The use of specialist or adapted equipment / software in all lessons to access the curriculum as needed • Specialised modification of all teaching and learning styles and resources 	<p>Bands 1-4 plus:</p> <ul style="list-style-type: none"> • Requires additional staff support to access learning in a specialist setting/mainstream due to high level of vulnerability presented by the pupil • Specialist teaching focusing on both learning curriculum and social skills throughout the school day • Curriculum to include life skills and highly differentiated PHSE aspects, e.g. SRE (Sex and Relationship Education). • Facilitate production of differentiated materials in accordance with the advice from the specialist teacher • Adult support to access an individualised curriculum