

Graduated Approach

Communication and Interaction



Autism

Communication and Interaction Need – Autism

Autism

The children and young people to whom this guidance relates will present with a range of communication and interaction differences which challenge their learning and social inclusion. Individual pupils display a range of differences which will vary in severity and intensity and which may change over time. It is not expected that any pupil will match all the descriptors listed below. Pupils who display social communication and interaction differences but who are not diagnosed with an autism share some of the difficulties in social imagination, inflexibility of thought and sensory differences seen in pupils on the autism spectrum. The suggested provision and resourcing at the appropriate range will support effective teaching and learning for this group of children and young people.

Children and young people with communication and interaction differences/autism have differences in the areas identified below. Use these descriptors to identify the needs of an individual pupil:

Autism Descriptors

Communication and Reciprocal Social Interaction (Social Effect)

- Difficulties recognising that they are part of a class, group or wider social situation
- Social situations present challenges resulting in emotional outbursts, withdrawal, social vulnerability and/or isolation
- Difficulties with empathy, imagination and play skills which affect social understanding and impact on learning in subjects such as English and RE
- Unusual eye gaze or eye contact
- Facial expressions may be limited or reduced in range
- May not use or understand non-verbal communication
- Difficulties with understanding spoken language or difficulties expressing their own wishes and feelings (expressive and receptive needs)
- Speech may be delayed or have an unusual intonation pattern with immediate or delayed repetition (echolalia)
- Literal interpretations of language and learning with a limited understanding of abstract language
- Higher order language skills may be impacted, e.g. understanding and use of metaphor, inference and emotional language
- Issues with interpreting and understanding whole class instructions and general information
- Difficulties with the concept of time and sequencing of events significantly affect everyday activities
- Difficulties with personal space - may not understand appropriate proximity or find close group work difficult
- May have little awareness of danger in comparison to children of their age
- May 'run' or 'climb' with no regard to hazards, or be unaware of hurting others

- May have coping strategies that enable successful social interaction with peers. However, at times of stress or anxiety, responses may appear inappropriate

Restricted and Repetitive Behaviours

- Anxiety over even small unplanned changes in the environment or learning tasks, leading to reactions of outbursts or withdrawal
- Unusual or different behaviours or interests with everyday objects, people or toys, which can lead to difficulties with finishing tasks
- May display an intense interest in a topic that is explored with a high level of frequency
- Difficulties managing transition between different environments or tasks
- Inability to maintain focus and concentration age appropriately
- Easily distracted or unable to switch attention easily
- Inconsistent patterns of behaviour across a spectrum from challenging or impulsive to extreme passivity

Sensory Differences

- Over- or under-reactiveness to sensory stimuli e.g. touch or noise which may affect access to everyday events or activities e.g. dining halls
- Difficulties in environments with a lot of people, especially in spaces where the number of people is heightened and noise becomes expansive
- Show signs of delayed hand/eye co-ordination and/or fine/gross motor skills or display unusual body movements such as flapping, toe walking, tics or unusual posturing
- Display overt sensory responses to the environment at times of heightened stress: this may present as anxiety
- Sensory differences can affect physical milestones such as toileting and eating development: these can cause high anxiety in the child/young person and those who care for them

The table below should be read alongside the lists above of

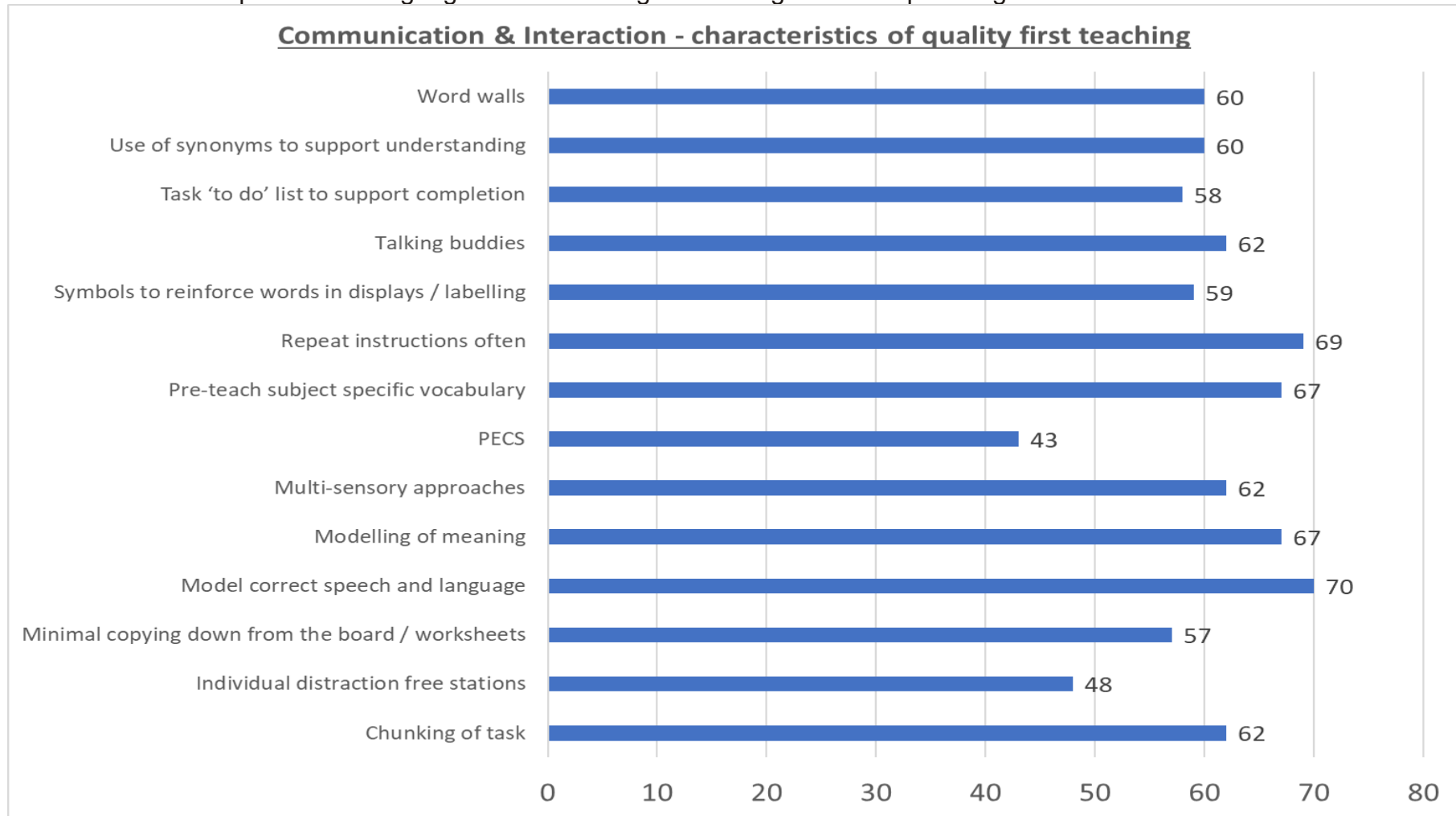
- Communication and Reciprocal Social Interaction (Social Effect)
- Restricted and Repetitive Behaviours
- Sensory Differences

Students may display different combinations of the outlined behaviours, even at the lower ranges.

<p>Quality First Teaching Range 1 Mild</p>	<ul style="list-style-type: none"> • Pupils will have communication and interaction needs that may affect their access to some aspects of the National Curriculum, including the social emotional curriculum and school life • The pupil does not have a diagnosis of autism made by an appropriate multi-agency team • Students may or may not have low level sensory needs
<p>Initial Support Range 2 Mild - Moderate</p>	<ul style="list-style-type: none"> • Pupils will have communication and interaction needs that affect access to a number of aspects of the National Curriculum, including the social emotional curriculum and school life • Students may or may not have low to moderate sensory needs
<p>SEND Support Range 3 Moderate</p>	<ul style="list-style-type: none"> • Pupils will have communication and interaction needs that will moderately affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life • This is especially true in new and unfamiliar contexts • The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment • Pupils may or may not have a diagnosis of Autism made by an appropriate multi-agency team • Students may or may not have moderate sensory needs
<p>Enhanced SEND Support Range 4 Significant</p>	<ul style="list-style-type: none"> • Pupils will have communication and interaction needs that significantly affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life • This is especially true in new and unfamiliar contexts but will also affect access at times of high stress in some known and familiar contexts and with familiar support/people available • The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment • Pupils will have an uneven learning profile but their attainment levels suggest they can access a adapted mainstream curriculum • Pupils may or may not have a diagnosis of Autism by an appropriate multi-agency diagnostic team • Students may or may not have sensory significant sensory needs • The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment

Quality First Teaching – Range 1

Schools in Stoke-on-Trent were surveyed to better understand what quality first teaching looked like with regards to supporting children with autism, the following graph (see below) shows the range of support on offer and that 'repeat instructions often'; 'pre-teach subject specific vocabulary' and 'model correct speech and language' and 'modelling of meaning' are the top strategies used.



Initial Support – Range 2

NEEDS and CHALLENGES	ASSESS	PLAN and DO	EXPECTED OUTCOMES / REVIEW
<p>Language and Communication</p>	<p>Language and communication assessments:</p> <ul style="list-style-type: none"> • Locke and Beech Developmental Profiles • Early Communication Screener • Renfrew Language assessments • BPVS • Neurodiversity Combined Checklists Neurodiversity Resources – Engaging Learners with SEND • iCan Ages and Stages of Development document Ages and Stages • Communication Trust 'Progression Checker' Child's Progress checker • Brief record of parental views (completed Discussion Form) • Brief record of child or young person's views 	<p>Listening and Attention</p> <ul style="list-style-type: none"> • Staff should be aware of the universal strategies useful for managing attention and listening, and creating an environment supportive of language development and comprehension. • Consider seating plans so that listening skills and understanding can be monitored. <p>Receptive Language</p> <ul style="list-style-type: none"> • Use a variety of strategies for effective communication, instruction may need to be supported by use of visual and written cues • Ensuring that preferred methods of communication (as well as level of eye contact) are known by all staff within school / setting. • Use the child or young person's name at the start of any instruction or information giving. • Instructions must be broken down into manageable chunks and given in order. • The child / young person must be given processing time. • Minimal use of abstract language and targeted instructions/questions 	<ul style="list-style-type: none"> • The child or young person increasingly understands instructions • The child or young person increasingly understands key vocabulary • The child and young person is increasingly able to engage in learning. • The child or young person is able to increasingly communicate needs appropriately • The child or young person is able to increasingly socially interact with peers and adults

NEEDS and CHALLENGES	ASSESS	PLAN and DO	EXPECTED OUTCOMES / REVIEW
	<ul style="list-style-type: none"> • Collated assessment data • Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.) • Brief record of any external support or contact (e.g. records of telephone conversation or emails) 	<p>considering young person's language level and the pace/amount of teacher talk.</p> <ul style="list-style-type: none"> • Recap relevant vocabulary. Ensure knowledge of vocabulary before introducing a new topic. <p>Expressive Language /Speech</p> <ul style="list-style-type: none"> • Use other pupils to model actions/answers before the student is expected to perform them • If speech is unclear, immature or incorrect, then accept answers and model the correct answer without asking pupil's to re-phrase or repeat it. e.g. Pupil says, "2 mouses" and Adult replies, "Yes 2 mice." • Adult to re-iterate and extend speech by one step/addition e.g. Pupil says, "It's a car", adult replies, "Yes it's a red car". <p>Social Use of Language /Social Communication</p> <p>Some students may require explicit teaching of these skills:</p> <ul style="list-style-type: none"> • Using language for different reasons • Changing language for the listener or situation • Following rules for conversations and storytelling; such as: <ul style="list-style-type: none"> - Taking turns when you talk. 	

NEEDS and CHALLENGES	ASSESS	PLAN and DO	EXPECTED OUTCOMES / REVIEW
		<ul style="list-style-type: none"> - Letting others know the topic when you start talking. - Staying on topic. - Trying another way of saying what you mean when someone did not understand you. - Using gestures and body language, like pointing or shrugging. - Knowing how close to stand to someone when talking. - Using facial expressions and eye contact. 	
<p>Social and emotional understanding; relationships and self-awareness</p>	<ul style="list-style-type: none"> • Locke and Beech • Record of observations 	<p>Self-esteem and mental health</p> <ul style="list-style-type: none"> • Positive self-esteem maintained through developing areas of strength. • Staff to ensure a strengths-based approach. • Pupil Voice is prioritised using appropriate resources such as Talking Mats. Pupils preferences are taken in to account and used to improve mental health and reduce anxiety. Talking-Mats-and-ASD-guidelines <p>Emotional Regulation</p>	<ul style="list-style-type: none"> • understand their own strengths and interests • understand what they need to feel safe • understand their own emotions

NEEDS and CHALLENGES	ASSESS	PLAN and DO	EXPECTED OUTCOMES / REVIEW
		<ul style="list-style-type: none"> • Whole school behaviour policy, class rules/rewards, circle time, PSHE, feelings display. • Whole Class Emotional check-in – support to recognise and identify emotions in themselves. • Emotion Coaching Strategies i.e. label and validate ‘in the moment’. • Appropriate use of visual prompts, to show what behaviour and actions are expected. Environmental clues (e.g. signs, pictures) • Support to model appropriate coping strategies for emotional regulation and social problem solving. <p>Social Skills</p> <ul style="list-style-type: none"> • Adult monitoring to promote social skills and interactions with peers. • Staff model appropriate social behaviour and interaction. • Make use of direct ‘Playground Game’ teaching. • Plan daily opportunities to teach specific skills such as sharing etc • Supporting the child / young person as needed to access and engage in social situations using strategies such as speaking buddies or similar (peer talk) to encourage responses. 	

NEEDS and CHALLENGES	ASSESS	PLAN and DO	EXPECTED OUTCOMES / REVIEW
<p>Learning and engagement; flexibility of thought, Interests, Routines and Processing</p>	<p>ABC Analysis or STAR Analysis of behaviours</p> <ul style="list-style-type: none"> • Curriculum assessments • Standardised Assessments • Observe and compare potential barriers to learning and participation across a range of contexts 	<p>Learning and Engagement</p> <ul style="list-style-type: none"> • A predictable environment and routine within a highly structured curriculum. Pupils must have full inclusion to the National Curriculum. • Support and/or adaptations for homework assignments. <p>Adaptations</p> <ul style="list-style-type: none"> • Flexibility may be required to enable the child and young person to follow instructions and / or record work. • Have a clearly adapted success criteria • Modified work (e.g. new concepts are presented in several formats, thinking time) Allow extra time for processing information, formulating a response and completing tasks • Allow for frequent practice through recall and repetition. <p>Structure</p> <ul style="list-style-type: none"> • Use visual timetables, prompts and calendars to prepare students for daily events and routine changes (e.g. change in lessons, change in activity, and change in teaching staff). • Reduce anxiety through adapting and structuring the learning and social environment as needed. 	<ul style="list-style-type: none"> • The child and young person is increasingly engaged in learning • The child and young person is increasingly completing homework and assignments • There is increasingly reduced anxiety displayed by the child and young person • There is smooth transition from one transition point to another

NEEDS and CHALLENGES	ASSESS	PLAN and DO	EXPECTED OUTCOMES / REVIEW
		<ul style="list-style-type: none"> • Use of a structured approach for tasks and activities with a clear beginning, middle and end. • Use concept maps to plan and identify overall themes and the relationships between ideas <p>Transitions</p> <ul style="list-style-type: none"> • Transitions should be carefully planned. • Supported transition at the end of each academic year, particularly between phases. • Information should be shared with key staff and a programme of activities should be planned to assist transition 	
Sensory Processing	Sensory assessment checklists	<p>Sensory adjustments to meet the needs of the child / young person and reasonable adjustments made as needed.</p> <p>Environmental</p> <ul style="list-style-type: none"> • Keep all distractions to a minimum. • Access to a quiet, distraction free work space for independent working or to calm/refocus in or near the classroom (if needed). • Complete a Sensory Environmental Checklist <p>Sensory Regulation Make use of resources such as:</p>	<ul style="list-style-type: none"> • There is a reduction in sensory seeking/sensory avoiding behaviours

NEEDS and CHALLENGES	ASSESS	PLAN and DO	EXPECTED OUTCOMES / REVIEW
		<ul style="list-style-type: none">• low stimulus display boards• Ear defenders• Move 'n' sit cushions• Buzy legs• Movement breaks• Fiddle toys• Pencil Grips	

SEND Support – Range 3

NEEDS and CHALLENGES	ASSESS	PLAN and DO	EXPECTED OUTCOMES / REVIEW
<p>Language and Communication</p>	<p>Assessments:</p> <ul style="list-style-type: none"> • Locke and Beech • Early Communication Screener • Renfrew Language assessments • BPVS • AET Autism Progression Framework <p>autism progression framework - Autism Education Trust</p> <ul style="list-style-type: none"> • Teaching approaches should take into account the difficulties identified within the framework. • Parent and pupil views are integral to Graduated Response process. ‘Structured Conversations’ with parents and creative ways to gain pupil voice should be prioritised. 	<p>Continue with any relevant strategies from above, plus: Use a variety of strategies for effective communication – e.g. Widgit Symbols, visual supports, Makaton, Gesture.</p> <p>Group interventions Will need additional time limited intervention from trained staff to develop strategies to address social interaction, social communication and social understanding.</p> <p>Language Programmes:</p> <ul style="list-style-type: none"> • Nuffield Early Language Programme • Language Steps • Talk Boost • Black Sheep Press Programmes • Talking Partners • Language for Thinking • Visualise and Verbalise • Achieving Speech and Language Targets • Asking Good Questions • Asking More Specific Questions • Facilitating Word Recall • SPIRALS <p>Speech /Articulation:</p> <ul style="list-style-type: none"> • Cued Articulation • Big Mouth <p>Social Use of Language:</p>	<ul style="list-style-type: none"> • The child or young person increasingly understands instructions# • The child or young person increasingly understands key vocabulary • The child or young person is increasingly able to engage in learning. • The child or young person is able to increasingly communicate needs appropriately • The child or young person is increasingly socially interacting with peers and adults

NEEDS and CHALLENGES	ASSESS	PLAN and DO	EXPECTED OUTCOMES / REVIEW
		<ul style="list-style-type: none"> • LOLA • School Start • Time to Talk • Circle Time – Jenny Mosley • SULP • Talkabout – Teenagers etc 	
<p>Social and emotional understanding; relationships and self-awareness</p>	<p>Assessments:</p> <ul style="list-style-type: none"> • More specialised assessment tools in relation to specific descriptors i.e. Escalation/anxiety curve (in combination with ABC or STAR behavioural analysis) • Boxall Profile • Standardised Assessments Curriculum Assessments • AET Autism Progression Framework 	<p>Self-esteem/Mental Health</p> <ul style="list-style-type: none"> • Adaptations to the curriculum to aid access and reduce anxiety. • Some adaptations to the school behaviour policy may be required. • Bespoke reward system i.e. Token systems or First and Then board using a special interest or reward to motivate. • Withdrawal facilities provided for times of stress or anxiety. <p>Emotional Regulation</p> <ul style="list-style-type: none"> • Individual - Support to use visuals for emotional regulation throughout the day. • Support the child / young person to recognise and understand their emotions e.g. Emotion Coaching Model (including setting limits and problem solving) • Consider the use of an ELSA (Emotional Literacy Support Assistant) ELSA Network <p>Social Skills</p>	<ul style="list-style-type: none"> • The child and young person increasingly understands their own strengths and interests • The child and young person increasingly understands what they need to feel safe • The child and young person increasingly understands their own emotions

NEEDS and CHALLENGES	ASSESS	PLAN and DO	EXPECTED OUTCOMES / REVIEW
		<ul style="list-style-type: none"> • May need enhanced PSHE teaching to ensure skills are embedded. • Visuals to assist pupil's communication and request support from adults i.e. Help Card, Time-out card, etc. • Support or provide alternative provision for unstructured times e.g. break times <p>Group interventions Consider use of the following interventions as appropriate:</p> <p>Social Skills</p> <ul style="list-style-type: none"> • Social Use of Language Programme (SULP) • Social Thinking • Social Stories • Socially Speaking • Comic Strip Conversations • Circle of Friends • Social Stories • Comic Strip Conversations • The Circle of Friends • Identiplay • Lego Therapy • The Friendship Formula • Talkabout for Teenagers /Relationships Self-Esteem/Secondary/ <p>Emotional Regulation</p> <ul style="list-style-type: none"> • The incredible 5-Point Scale • Zones of Regulation 	

NEEDS and CHALLENGES	ASSESS	PLAN and DO	EXPECTED OUTCOMES / REVIEW
		<ul style="list-style-type: none"> • Volcano in my Tummy • Stop Think Do • 60 mindful minutes <p>Self-esteem and mental health</p> <ul style="list-style-type: none"> • Think Good Feel Good • Thinking Good Feeling Better • The Worry Box • Mindfulness (e.g. Paws.B, Sitting Still Like a Frog) • Helping Children with low self-esteem • Nurture Group interventions (Boxall) • Cool Connections 	
<p>Learning and engagement; flexibility of thought, Interests, Routines and Processing</p>	<p>Assessments:</p> <ul style="list-style-type: none"> • Behavioural analysis • Engagement measure • Curriculum assessments • AET Autism Progression Framework 	<ul style="list-style-type: none"> • Continue with any relevant strategies from initial support level, plus: <p>Learning and Engagement</p> <ul style="list-style-type: none"> • Consider using CYP's interest to help them engage in the curriculum. • First and Then board using special interests and rewards. • Curriculum delivery modified to accommodate reluctance to accept adult direction. <p>Adaptation</p> <ul style="list-style-type: none"> • Adapted curriculum, resources and success criteria. • Curriculum access will be facilitated by using a structured approach to provision • Clear use of individual visual and written cues will be useful to support instructions. 	<ul style="list-style-type: none"> • The child and young person is increasingly engaged in learning • The child and young person is increasingly completing homework and assignments • There is increasingly reduced anxiety displayed by the child and young person • There is smooth transition from one transition point to another

NEEDS and CHALLENGES	ASSESS	PLAN and DO	EXPECTED OUTCOMES / REVIEW
		<ul style="list-style-type: none"> • Will need differentiation by presentation and / or outcome. Flexibility will be required to enable pupil to follow instructions and/or record work. • Alternatives for writing if required – i.e. Clicker, laptop, talking tins. • Homework adaptations. <p>Structure</p> <ul style="list-style-type: none"> • Structure classwork using task sheets working towards charts. • Consider a low stimulation work area or a privacy board on group table with few distractions but informative visual information and support. • Prompt cards, visual reminders for organisational skills. <p>Transitions</p> <ul style="list-style-type: none"> • Use individual visual timetables, now and next boards, calendars and task lists to structure activities. • Individual preparation for change and the need for clear routines will be required. • Use timers to aid transitions and give ‘time limits’ for preferred/non-preferred activities. <p>Interventions</p> <ul style="list-style-type: none"> • In addition to high quality teaching, additional adult support maybe required under the direction of the teacher. 	

NEEDS and CHALLENGES	ASSESS	PLAN and DO	EXPECTED OUTCOMES / REVIEW
		<ul style="list-style-type: none"> Approaches used should be based on best possible evidence and have required impact on progress – see other Graduated Approach documents for recommendations; i.e. SPLD or SLCN 	
Sensory Processing	Assessments: <ul style="list-style-type: none"> Sensory assessment checklists AET Autism Progression Framework 	<ul style="list-style-type: none"> Planning may need to incorporate adaptations such as rest breaks, time allocated to sensory difficulties and processing needs. Build access to activities which meet the child’s sensory needs into the day, for example: timetabled movement breaks, quiet area to access in classroom, egg chair or pop up tent, stimulus reduction. Reasonable adjustments for sensory sensitivities i.e. Leave lessons early to avoid busy times, carpet square for sitting on the carpet. Group interventions <ul style="list-style-type: none"> Motor Skills United Handwriting without Tears Dough Disco OT Recognised intervention ‘Relax kids’ 60 sensory minutes Sensory room Sensory Circuits 	<ul style="list-style-type: none"> There is a reduction in sensory seeking/sensory avoiding behaviours

Enhanced SEND Support – Range 4

NEEDS and CHALLENGES	ASSESS	PLAN and DO	EXPECTED OUTCOMES / REVIEW
<p>Language and Communication</p>	<p>Assessments</p> <ul style="list-style-type: none"> Use holistic approaches such as SCERTS (Social Communication, Emotional Regulation and Transactional Supports), or AET Progression Framework to establish baseline assessments and for target setting. Should include assessment advice from other agencies e.g. SALT, OT, ILS Autism Team, EPS. Parent and pupil views are integral to Graduated Response process. ‘Structured Conversations’ with parents and creative ways to gain pupil voice should be prioritised. 	<ul style="list-style-type: none"> Continue with any relevant strategies from School Support level, plus: Use a variety of specialist strategies for effective communication – e.g. Picture Exchange Communication System (PECS), visual supports, Makaton, objects of reference, symbols, signs, Proloquo2go, switches, voice output communication aids, etc. <p>Interventions</p> <ul style="list-style-type: none"> 1:1 targeted support sessions and where appropriate, an alternative curriculum must be offered to develop independence and life skills. Will need enhanced PSHE programmes to ensure skills are embedded, these are likely to need some element of individual work. Adaptations to curriculum, teaching methods and environment needed to access the curriculum. These will include: Conceptual understanding of everyday language and subject specific vocabulary; pace of delivery; pre-learning and over learning of concepts and functions and use of alternative recording methods. Some pupils may respond better to Objects of Reference rather than visual symbols 	<ul style="list-style-type: none"> The child or young person increasingly understands instructions The child or young person increasingly understands key vocabulary The child and young person is increasingly able to engage in learning. The child or young person is able to increasingly communicate needs appropriately The child or young person is increasingly socially interacting with peers and adults

NEEDS and CHALLENGES	ASSESS	PLAN and DO	EXPECTED OUTCOMES / REVIEW
		<ul style="list-style-type: none"> • Some pupils may use Picture Exchange Communication System (PECS) or Colourful Semantics under the direction of Speech and Language therapy • SCERTS Approach • HANEN • Intensive Interaction • Joint Attention Activities • Identiplay • Video Modelling • Attention Autism 	
<p>Social and emotional understanding; relationships and self-awareness</p>	<p>Assessments:</p> <ul style="list-style-type: none"> • Know Your Normal Toolkit Know Your Normal Toolkit • Wellbeing Action Plan Wellbeing Action Plan (charliewaller.org) • More specialised assessment tools in relation to specific descriptors i.e. Escalation/anxiety curve (in combination with STAR behavioural analysis, Stress Survey, Individual 	<p>Self Esteem and Mental Health</p> <ul style="list-style-type: none"> • Use individual behaviour analysis, toolkits and actions plans (see assessments) <p>Emotional regulation</p> <ul style="list-style-type: none"> • Therapeutic approaches may be integral to curriculum delivery and used to support the emotional well-being of the C&YP. • Beyond the Boxall to set individual targets and strategies <p>Social Skills</p> <ul style="list-style-type: none"> • Planning for unstructured times should be provided, to support generalisation of skills learned during social interaction programmes. <p>Interventions</p> <ul style="list-style-type: none"> • Bespoke group and 1:1 interventions with a mentor or key worker. 	<ul style="list-style-type: none"> • The child and young person increasingly understands their own strengths and interests • The child and young person increasingly understands what they need to feel safe • The child and young person increasingly understands their own emotions

NEEDS and CHALLENGES	ASSESS	PLAN and DO	EXPECTED OUTCOMES / REVIEW
	Risk Assessment for students who require this. <ul style="list-style-type: none"> • Outside agency support 		
Learning and engagement; flexibility of thought, Interests, Routines and Processing	Assessments: <ul style="list-style-type: none"> • Behavioural analysis • Engagement measure • Curriculum assessments • AET Autism Progression Framework 	<ul style="list-style-type: none"> • Planning must consider C&YP's learning styles, identified strengths and learning needs • Use of modified and adapted teaching resources, materials and facilities to support teaching and learning / Use of specifically adapted teaching resources, materials and facilities to support teaching and learning / Bespoke and personalised resources to support the learning and mental and physical therapeutic specific needs of the child or young person. • Work on bespoke curriculum tasks focused upon developing key skills and encouraging independence, motivation and engagement. Modified and supported curriculum with elements of sensory learning / A Sensory Engagement curriculum / Highly bespoke and individualised curriculum. • Pupil Voice Talking Mats • Create an individualised timetable which is predictable and consistent, and includes unstructured times e.g. lunch 	<ul style="list-style-type: none"> • The child and young person is increasingly engaged in learning • The child and young person is increasingly completing homework and assignments • There is increasingly reduced anxiety displayed by the child and young person • There is smooth transition from one transition point to another

NEEDS and CHALLENGES	ASSESS	PLAN and DO	EXPECTED OUTCOMES / REVIEW
		<ul style="list-style-type: none"> • Individual distraction free work station and TEACCH strategies • Child or young person needs a high level of modification to the learning environment and organisation to their curriculum to avoid daily, high-level behaviour and to keep them engaged in the learning environment <p>Interventions</p> <ul style="list-style-type: none"> • Continue with any relevant strategies from initial support and/or SEND Support levels, plus: • Continue to identify gaps in learning • Create a personalised curriculum (class teacher with SENDCo support) • Liaise with support to ensure learning outcomes are facilitated and resources are readily available • Greater focus on life skills, independence and preparation for adulthood. • Alternative assessment / qualifications (ASDAN etc.). • Support with personal hygiene and support at mealtimes. 	
Sensory Processing	<ul style="list-style-type: none"> • AET Autism Progression Framework 	<p>Strategies</p> <ul style="list-style-type: none"> • Carry out sensory assessments/audits and implement appropriate modifications 	<ul style="list-style-type: none"> • There is a reduction in sensory seeking/sensory avoiding behaviours

NEEDS and CHALLENGES	ASSESS	PLAN and DO	EXPECTED OUTCOMES / REVIEW
	<ul style="list-style-type: none"> Sensory assessment checklists 	<ul style="list-style-type: none"> Following the completion of the Autism Education Trust's 'environmental audit' make changes as appropriate. Example Sensory items- chew bar/fiddle toys/Weighted items – jacket /lap cushion etc Sensory Room/Relaxation Zone /Time out area Individual distraction free work station. <p>Interventions should be bespoke, time bound and quantifiable. From the sensory assessment checklist(s) devise a bespoke sensory diet with interventions such as:</p> <ul style="list-style-type: none"> TACPAC YOGA Music Therapy Motor Skills United Handwriting without Tears Sensory Circuits 	

Communication and interaction: PfA Outcomes and Provision

PfA Outcomes

Reception to Y2 (5-7 years)

Employability/Education	<ul style="list-style-type: none">• CYP will have the communication and interaction skills required to meet with adults from a range of careers and obtain information, appropriate to the CYP's age and developmental level, in relation to different jobs to enable them to begin to think about what they may like to do in the future.
Independence	<ul style="list-style-type: none">• CYP will have the communication and interaction skills required to enable them, with adult supervision support and modelling, to ask for things that they would like (ordering juice in a coffee shop, asking for a toy or food item at a shop counter etc.)
Community Participation	<ul style="list-style-type: none">• CYP will be able to interact and communicate appropriately with peers to enable participation in teams and games, after school clubs and weekend activities• CYP will have the communication and interaction skills required to begin to develop friendships with peers
Health	<ul style="list-style-type: none">• CYP will have the language, communication skills required to gain the attention of an adult at times when they feel unwell in order to access appropriate medical care as required• CYP will have the language and communication skills required to enable them to articulate choices relating to diet and physical exercise

Y3 to Y6 (8-11 years)

Employability/Education	<ul style="list-style-type: none">• CYP will engage with real world visits (fire stations, farms, etc.) and be able to communicate with adults present to obtain information relating to any questions they may have
Independence	<ul style="list-style-type: none">• CYP will have the communication and interaction skills required to enable them to ask for things that they would like, to pay for things in a shop or school lunch hall, as steps toward independent living• CYP will have the communication skills required to facilitate the development of age-related independent living skills to include cookery, travel time, money, being able to ask questions and seek support/guidance where required
Community Participation	<ul style="list-style-type: none">• CYP will have the communication and interaction skills required to develop and maintain friendships with peers• CYP will be able to interact and communicate appropriately with peers to enable participation in team games, youth and after-school clubs• CYP will have the language and communication skills required to outline any issues relating to bullying or safety online to an adult
Health	<ul style="list-style-type: none">• CYP will have the language and communication skills required to explain the issue to an adult at times when they are hurt or feel unwell in order to access appropriate medical care as required• CYP will have the language and communication skills required to enable them to articulate choices relating to diet and physical exercise

Y7 to Y11 (11-16 years)

Employability/Education	<ul style="list-style-type: none">• CYP will be able to engage with structured careers advisory sessions, communicating their thoughts and ideas relating to potential career choices and having the interaction skills to talk with adults to obtain additional information/guidance as required to enable them to make informed choices• CYP will have the communication and interaction skills (written or verbal) required to facilitate the building of a personal/vocational profile within careers sessions, moving towards building a CV for application for further education/training or employment• CYP will have the communication and interaction skills required to function within a workplace environment, either with respect to work experience/voluntary work or part time employment to enable them to gain work related experience and explain areas of interest
Independence	<ul style="list-style-type: none">• CYP will have the communication skills required to facilitate the development of age-related independent living skills to include cookery, travel time, money, being able to ask questions and seek support/guidance where required• CYP will have the communication and interaction skills required to enable them to socialise with peers (unsupervised) within the community and to access activities within the local community in accordance with their preferences
Community Participation	<ul style="list-style-type: none">• CYP will have the language, communication and interaction skills to develop and maintain friendships with peers and to integrate successfully into a range of social groupings and situations• CYP will be able to interact appropriately via social media, online games and within the online community to maintain personal safety and lessen potential vulnerability
Health	<ul style="list-style-type: none">• CYP will have the language and communication skills required to ask questions in order to obtain additional information relating to sex education managing more complex health needs, risks related to drugs and alcohol and support for mental health and wellbeing as required• CYP will be able to communicate, with adult support/prompting, any health needs or concerns to a GP to obtain appropriate medical care or support as required

Provision: Please refer to detail provided within the Teaching and Learning Strategies and Interventions sections: Physical, Medical and Sensory Needs: HI, VI, Physical and Medical Needs.