

COMMUNICATION AND INTERACTION

Universal

Curriculum that embeds diversity and inclusion
Flexible grouping arrangements.
Some differentiation of activities and materials
Differentiated questioning
Use of visual, auditory and kinaesthetic approaches.

Awareness that a Child or Young Person may need more time to complete tasks and that equality of access may mean that they need to do some things differently.
Resources and displays that support independence.
Routine feedback to pupils in a variety of ways which may include verbal, recorded and peer.

Environmental considerations are made for example seating, personal space, classroom layout, displays and signage
Shared script and staff trained in de escalation
Well planned and stimulating PHSE curriculum that is differentiated to needs of cohort.
Anti-bullying is routinely addressed and pupils are confident in reporting incidents
Provision of planned opportunities to learn and practice social and emotional skills during structured activities.
Sheffkids one page profile
Gold Rights Respecting school- all rights are embedded within the whole school community.
Transparent system of school rewards and sanctions.
Rules and expectations consistent across staff.
Use of different teaching styles
Clear routines e.g. for transitions
Movement breaks
Walk and Talk approach to support de escalation
Access to individual sensory toys as required (such as lap weight, ear defenders, fidget toys, seat wedge)
EY staff trained by ICan
Referrals to SALT

Intervention

Early Help as required
Multi agency approach
Referral to outside agencies such as CAMHS/EP/SALT/Daisy Chain
Movement breaks
Opportunities to develop Social Emotional Aspects of Learning.
Access to quiet spaces in school
Meet and greet system

Time-limited intervention programmes with staff who have knowledge and skills to address specific needs as supported by SENCO (such as SEAL materials, social stories, behaviour specific lessons, Lego therapy if Communication and Interaction need also identified, Thrive/Theraplay interventions)
CPOMS monitoring by key leaders
Opportunities for small group work based on identified need
Time for formal meetings with parents on a regular basis
Peer awareness of barriers e.g. Annual focus on Autism through assemblies
Individual support for pre/post teaching
Visual timetable

Opportunities are built into the school day to develop communication and interaction needs
Use of the five point scale to support regulation and emotions
Modifications to lunch and/or breaktimes
Social Stories developed by staff
Careful planning of transitions

Personalised

Individual SEN Support Plan
Access to planned time out/individual work area
Task/Choice approach

Increased access to additional adult support in the classroom and during planned times throughout the school day
Alternative curriculum opportunities- an individualised support to access the curriculum in a differentiated and accessible way.
Adaptions to provision –reasonable adjustments considered
Use of key-working approaches to ensure the Child / Young Person has a trusted adult to offer support during vulnerable times.
Personalised timetable
LA advice- SEN support advice, HNF.
Safe space within classroom or nearby when required
Resources used from NEAS and Daisy Chain to support children and families
PECs (picture exchange communication system) material and staff trained in the communication aide

