



Communication and Interaction Needs Autistic Spectrum Conditions

<p style="text-align: center;">Range 1 Quality First Teaching plus: Share of an additional adult in class SEND friendly classroom strategies Flexible grouping for teaching</p>	<p style="text-align: center;">Range 2 As Range 1 plus: Access to small group support in class Wave 2 'Catch Up' Interventions</p>	<p style="text-align: center;">Range 3 As Range 1 and 2 plus: My Support Plan (MSP) Some individual support to address outcomes in MSP Wave 3 targeted group support Outside agency involvement</p>
<p>Assessment</p> <ul style="list-style-type: none"> Part of whole school and class assessments. SENCo may be involved in more specific assessments and observations. <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include individual/group targets. Parents involved regularly and support targets at home. Pupil involved in setting and monitoring targets. <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with specific support for targets. Additional small group work. <p>Human resources and staffing</p> <ul style="list-style-type: none"> Flexible use of resources and staffing available in the classroom. Support to promote social skills and interactions with peers. Support with recording of work. <p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> Flexibility will be needed in expectations to follow instructions/record work. Instructions supported by visual and written cues. Preparation for any change and the need for clear routines. Reduction of complex language. 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 1 <p>Planning</p> <ul style="list-style-type: none"> Curriculum plans reflect levels of achievement. Additional steps taken to involve parents and pupil as appropriate. <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class based, but with some opportunity for small group and individual work to target specific needs involving communication and interaction. A quiet area within the classroom may be useful for individual work. <p>Human resources and staffing</p> <ul style="list-style-type: none"> Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding. Use of support to implement specific materials, approaches and resources as appropriate. <p>Curriculum and teaching methods</p> <ul style="list-style-type: none"> Visual timetables consistently used throughout school. Teaching strategies give consideration to difficulties with transfer of skills. Teaching approaches take account of difficulties in the understanding of social rules and expectations within the classroom. 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more specialised assessment tools. Outside agency support, where appropriate. <p>Planning</p> <ul style="list-style-type: none"> Whole school understanding of pupils needs. Consideration of more specialised planning frameworks. <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with targeted support. The need for small group work and one to one support to develop individual targets and introduce new concepts. Access to a quiet area in the classroom when needed. Individual table/work area may be useful to help focus learning and to offer opportunities for distraction free learning. <p>Human resources and staffing</p> <ul style="list-style-type: none"> Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding. Use of support to implement specific materials, approaches and resources as appropriate. Support from other agencies as appropriate. <p>Curriculum and teaching methods</p> <ul style="list-style-type: none"> Curriculum access will be facilitated by using a structured approach which may involve: using visual systems/timetables; reduced language for instruction/information giving; consideration to difficulties with transfer of skills; consideration to difficulties in understanding the social rules of the classroom. One to one teaching for the introduction of new concepts and the reinforcement of classroom routines and expectation.

