

## Communication and Interaction Needs:

### Autistic Spectrum Conditions

Range 1 (Quality First Teaching and arrangements within classroom setting)	Range 2 (Additional support from outside agencies increased level of support)	Range 3 (Higher level of support in school and additional support from outside agencies)
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Part of whole school and class assessments. SENCo may be involved in more specific assessments and observations</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Normal curriculum plans include individual/group targets</li> <li>• Parents involved regularly and support targets at home</li> <li>• Pupil involved in setting and monitoring targets</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>• Mainstream class with specific support for targets</li> <li>• Additional small group work</li> </ul> <p><b>Human resources and staffing</b></p> <ul style="list-style-type: none"> <li>• Flexible use of resources and staffing available in the classroom</li> <li>• Support to promote social skills and interactions with peers</li> <li>• Support with recording of work</li> </ul> <p><b>Curriculum &amp; teaching methods</b></p> <ul style="list-style-type: none"> <li>• Flexibility will be needed in expectations to follow instructions/ record work</li> <li>• Instructions supported by visual and written clues</li> <li>• Preparation for any change and the need for clear routines</li> <li>• Reduction of complex language</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• As Range 1 plus use of more detailed assessment tools</li> <li>• Involvement of education and non-education professionals as appropriate</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Curriculum plans reflect levels of achievement and include individually focused IEP targets</li> <li>• Additional steps taken to involve parents and pupil as appropriate</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>• Mainstream class based, but with some opportunity for small group and individual work to target specific needs involving communication and interaction</li> <li>• A quiet area within the classroom may be useful for individual work</li> <li>• Opportunities for limited one to one support</li> </ul> <p><b>Human resources and staffing</b></p> <ul style="list-style-type: none"> <li>• Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding.</li> <li>• Use of support to implement specific materials, approaches and resources as appropriate.</li> <li>• Support from other agencies as appropriate. E.g.. Autism Team (SEN Services), Hub schools, SALT</li> </ul> <p><b>Curriculum &amp; teaching methods</b></p> <ul style="list-style-type: none"> <li>• Visual timetables used consistently throughout school</li> <li>• Teaching strategies give consideration to difficulties with transfer of skills</li> <li>• Teaching approaches take account of difficulties in the understanding of social rules and expectations within the classroom;</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• As Range 2 plus more specialised assessment tools.</li> <li>• Where appropriate staff and other agencies will offer support</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Whole school understanding of pupil's needs</li> <li>• Consideration of more specialised planning frameworks.</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>• Mainstream class with targeted support</li> <li>• The need for small group work and one to one to develop individual targets and introduce any new concepts</li> <li>• Access to a quiet area within the classroom when needed</li> <li>• Individual table/work area may be useful to help focus learning and to offer opportunities for distraction free learning</li> </ul> <p><b>Human resources and staffing</b></p> <ul style="list-style-type: none"> <li>• Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding</li> <li>• Use of support to implement specific materials, approaches and resources as appropriate</li> <li>• Support from other agencies as appropriate.</li> </ul> <p><b>Curriculum &amp; teaching methods</b></p> <ul style="list-style-type: none"> <li>• Curriculum access will be facilitated by using a structured approach which may involve: using visual systems or timetables; reducing language for instruction/information giving; teaching strategies should give consideration to difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom</li> <li>• One to one teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations</li> </ul>