**Communication and Interaction**

**Assess need through:**

* Phonics assessment
* Observations
* Specialist support and interventions e.g. Educational psychologist, Speech and Language
* Verbal and non-verbal testing

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| **Communication and Interaction Need** | | | |
| * Difficulty knowing how to talk and listen to others in a conversation * Difficulty making and maintaining friendships * Anxiety in busy, unpredictable environments * Inability to use knowledge and skills functionally to generalise to various situations * Difficulty coping in new or unfamiliar situations * Inability to cope with unstructured social situations, including transitions * Difficulty predicting others and understanding their motives * Inability to read the facial expressions of others * Rigid thinking, including strong routines and rituals * Difficulty understanding the rules of social interaction * Difficulties in understanding rules of politeness and manners e.g. may speak to Head teacher like a friend * Attention and conversation focused on own needs and interests * Extreme reactions, rather than a measured response | | * Problems with unwritten rules e.g. you don’t talk in assembly * Problems with subtle social rules e.g. those governing dating and sexual relationships * Unable to cope with close proximity to others * Physical outbursts if stressed, * Echolalia, rather than meaningful language * Inability to cope with unstructured social situations, including transitions * Lack of response inhibitions, e.g. can’t wait, shouts out, runs off * Literal understanding of language - struggles to understand sarcasm/humour/idiom/metaphor * Physically challenging behaviour * Unusual reactions to sensory stimuli * Difficulties with independence skills, such as dressing, toileting, eating * May seem to have a phobia of speech with some adults. | |
| **Wave 1** | **Wave 2** | | **Wave 3** |
| * Say what you mean (explain double meanings, avoid sarcasm etc.) * Preparation for change of activity or lesson * Visual prompting and cues – timetable, instructions, demarcating areas * Systematic organisation of independent learning tasks and activities * Emotional literacy lessons in class * Clear rewards and sanctions – including motivators * Visual Timetables * Clear and specific learning objectives * Pace and pitch altered to support learning needs * Overt expectations made explicit * Calm learning environment * Prompt cards for group roles and conversation skills * Teacher, TA and peer support * Access to small group teacher and TA support * Training for all staff to understand challenging behaviour * Structured play opportunities at lunchtimes * Quality First Teaching * A rich language and communication culture across school * Oral literacy used to support oracy * Reading aloud throughout the school day * Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language * Structured school and class routines * Flexible grouping and seating arrangements * Differentiated questioning * Focussed reading and writing groups led by a teacher or teaching assistant | * Increased visual aids / modelling etc * Visual timetables * Use of symbols * Use of PECS in classroom * TEACCH approach * Small social skills and/or friendship group * Additional TA support at play and lunch times * Additional buddy support at playtimes and lunch times * Access to ‘walk and talk’/ ‘drink and a think’ strategy * Access to speaking and listening skills intervention * Paired or 1:1 curriculum tasks with differentiated support * Individual work station and individual visual timetable * Specific interest clubs * Social Stories * Regular, short sensory breaks * High Level of TA support * Personalised small group learning * Flexible groupings with access to positive peer speech and language models * Visual prompt cards e.g. turn taking or stay on topic * Feelings Check in * Interventions based upon class-based learning delivered by TA | | * Individualised programme, including interventions supported by the SENCO/outside professionals * Specialist Team involvement * Consideration of access arrangements e.g. reader/scribe * Communication aid – Makaton (EY trained member of staff) |
| **Outcomes** | | | |
| * Reduced anxiety * Improved capacity for independent learning * Increase in social interactions * Improved social relationships and friendships * Independent access to the school day * Enhanced ability to work in groups * Clearer focus of attention * More appropriate behaviour | | * Pupil can calmly and independently move around the school at key changeover times * Reduction in distressed behaviours * Skills learned in social group applied to school situations * Greater participation at playtime with less adult intervention * Able to access the mainstream curriculum with support * Reduced frustration * Improved mental health | |

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| **Speech Need** | | | |
| * Speech that is sometimes difficult to understand * Decoding often poor in literacy * Speech difficulties are impeding literacy development * Speech may be incomprehensible to an unknown adult or peer | | * Specific difficulties in hearing or perceiving speech, particularly in distracting environments * Speech difficulties have a significant impact on literacy * Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs | |
| **Wave 1** | **Wave 2** | | **Wave 3** |
| * Provision of a quiet workstation * Application of specific speech targets during the day in a quiet environment * Attention and listening activities * Oral blending and segmentation linked to reading and spelling * Consistent support from teacher and TA to reinforce speech sounds throughout the day * Support to develop peer relationships and participate in group work when intelligibility is a problem * Phonics programme with strong phonological awareness component * Additional Phonics | * Targeted speech group * Specific phonemic awareness programme linked to letters * Segmentation activities linked to topic and functional vocabulary * Speech cueing system, if advised by S&LT, e.g. Talk buttons or talking postcards * Phonological awareness activities linked to speech production * Parental engagement to aid understanding of child’s communication e.g. Home/school book/objects of reference box to aid understanding * Communicate in print vocabulary cards * Making & breaking word activities * Non-literal language, idioms, jokes etc. * Talk Boost for EY is an evidence-based programme for schools to * deliver. * EAL Training for coordinator and specialist TAs when necessary | | * Advice from Speech & Language Therapy and Educational Psychologist * Specific speech interventions as prescribed by Speech and Language Therapist * Total communication approach including Makaton signs, symbols and gestures to communicate needs * Individual programme, provided by SALT * Makaton training for adult * SALT sessions attended by TA who delivers daily exercises |
| **Outcomes** | | | |
| * Correct pronunciation of sounds in some situations * Segmentation of spoken words * Improved production of speech sounds (these still need to be applied throughout the day) | | * Some segmentation of vocabulary – syllables, rhyme, phonemes * Improved (but perhaps not perfect) articulation of speech sounds at word, sentence or conversation level | |

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| **Language Need** | | | |
| * Difficulty when saying words or sentences * Difficulty understanding words or sentences * Difficulty following/processing instructions * Short attention span * Comprehension and/or decoding affected in literacy * Considerable difficulties with receptive and/or expressive vocabulary | | * Short and inaccurate sentences –oral and written * Considerable difficulty understanding words, sentences and instructions * Severe difficulties with receptive and expressive vocabulary * May speak and understand at a single word or phrase level * Difficulty in formulating a spoken sentence * Severe difficulty understanding words, sentences and instructions | |
| **Wave 1** | **Wave 2** | | **Wave 3** |
| * Ensure you have the pupil’s attention before giving an instruction * Clear and simple explanations * Chunking instructions * Extra time to process what has been said * Check understanding of classwork and homework tasks * Model correct sentence usage * Visual support across the curriculum * Broad range of sentence activities, e.g. description, news telling * Talk partner opportunities * Pre-teaching of subject vocabulary, key vocabulary displayed, clear definitions of words given and taught in a multi-sensory way * Guided reading for decoding and comprehension, especially inference | * Vocabulary teaching with phonological/semantic cues * Use of information carrying words when giving instructions * Targeted comprehension group * Mind maps for vocabulary to link concepts * Non-literal language, idioms, jokes etc. * Talk Boost for EY is an evidence-based programme for schools to deliver. * EAL Training for coordinator and specialist LSA where appropriate * SALT sessions attended by TA who delivers daily exercises | | * Individualised SALT programme * Use of Makaton signing by staff * Individual vocabulary wordbook |
| **Outcomes** | | | |
| * More contributions to class and group discussions * Expanded oral and written sentences * Increased confidence * Improved listening and attention * Increase in confidence and self esteem * Quicker processing of language * Better understanding of lesson content leading to better progress * Enhanced reading comprehension | | * Correct usage of grammar, e.g. plurals and tenses * Shift from spoken phrases to sentences * Wider vocabulary, including core, extended & subject words * Improved factual understanding and/or inference * Ability to follow longer instructions * Improved words and sentences Improved communication * Improved comprehension of basic language, instructions and expectations * Improved curriculum access | |

**Useful links to support Communication and Interaction:**

* Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs
* The Communication Trust primary school age progression tools may be used to assess language skills
* Universally Speaking
* The SMIRA website gives resources for children and young people with selective mutism.
* The Autism Education Trust (AET) progression tools can be used to assess and track progress, and set objectives.
* Languagelink / Speechlink is an online assessment system
* http://www.ican.org.uk/
* http://www.inclusive.co.uk/hardware/communicators-and-controllers
* http://www.autism.org.uk/
* https://speechlink.co.uk/auth/login
* http://www.talkingpoint.org.uk/
* https://www.thecommunicationtrust.org.uk/
* http://www.smira.org.uk/
* http://www.researchautism.net/
* http://www.stammering.org/
* http://www.autismeducationtrust.org.uk/
* http://www.afasic.org.uk/
* https://www.thecommunicationtrust.org.uk/resources/resources /resources-for-practitioners/progression-tools-primary/