**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.
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| **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)
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| **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
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| **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
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| **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
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| **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
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| **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
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**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/