

Graduated Approach tables

Communication and Interaction- Level 1 & Wave 1

ASSESS Impact on Learning (<i>What are we seeing?</i>)	PLAN Response (<i>What should we do next?</i>)	DO Strategies (<i>What can we put in place?</i>)
<p>Observed emerging and/or fluctuating difficulties with the following:</p> <p>Difficulties relating to others</p> <p>Inability to interpret social cues correctly</p> <p>Poor social timing</p> <p>Lack of social empathy</p> <p>Lack awareness of personal space</p> <p>Difficulty maintaining appropriate eye contact</p> <p>Lack of appropriate social conversational skills</p> <p>Literal use and interpretation of language</p> <p>Inability to see other people's point of view</p> <p>Resistance to change and difficulties with transitions</p> <p>Removal of self from certain environments</p> <p>Solitary play and unusually focused special interests</p> <p>Difficulties taking part in conversation</p> <p>Inappropriate use of facial expression</p> <p>Language</p> <p>Limited vocabulary knowledge, learning and using new words</p> <p>Difficulty understanding words that are said to them or verbal instructions</p> <p>Attention and concentration skills</p> <p>Limited spoken language for their age</p> <p>Poor organisation and sequencing</p> <p>Echolalia (repetition of noises or words spoken by another person)</p> <p>Difficulty in understanding abstract concepts and applying prior learning</p>	<p>Discuss concerns/observations with parent(s)</p> <p>Obtain and record parental information and views</p> <p>Obtain and record child or young person's views</p> <p>If available and/or appropriate:</p> <p>Request Nursery information</p> <p>Examine Early Years Foundation Stage (EYFS) Data and/or previous school records</p> <p>Consider past teacher observations and views</p> <p>Collate current assessments related to area of concern – qualitative, quantitative and summative</p> <p>Consider any relevant health records that have been shared/provided</p> <p>Observe and compare potential barriers to learning and participation across a range of contexts</p> <p>Carry out further assessments as necessary</p> <p>For example, Early Language Skills Checklist, Universally Speaking checklist, ICAN ages and stages posters to identify areas of need and next steps?</p> <p>Complete a Communication Friendly Classroom (CFC) Checklist and/or profile the oral language environment of the classroom using the Communication Supporting Classrooms Observation Tool</p> <p>Discuss concerns with Head of Inclusion</p> <p>Place child or young person on a SEN Register</p>	<p>Place yourself where student can see your face clearly and you can see them</p> <p>Keep all distractions to a minimum</p> <p>Have visual prompts on display (to reinforce the rules of good listening, good sitting and turn- taking) and refer to these often</p> <p>Consider where students are seated within the learning environment to enable them to see visual prompts etc.</p> <p>Have clearly differentiated success criteria</p> <p>Allow extra time for processing information (10 second rule), formulating a response and completing tasks</p> <p>Allow for frequent practise through recall and repetition</p> <p>Use a variety of strategies for effective communication, including visual support and/or encouraging the student to say in a different way or show</p> <p>Encourage student to use gestures to support speech</p> <p>Check the students understands by asking them to repeat task instructions</p> <p>Create a predictable and consistent environment, ensuring routines are followed</p> <p>Keep language clear, concise and unambiguous</p> <p>Use the students name at the start of any instruction or information giving</p> <p>Present new information in small chunks, using simple language that is relevant to the student</p>

<p>Difficulty with receptive (understanding) and expressive (producing) language Speech</p> <p>Monotone speech</p> <p>Unclear speech (Speech sound difficulties)</p> <p>Stammer and/or difficulties getting words out</p> <p>Nasal quality to speech in the absence of a cold</p> <p>Unusual accent not linked to environment (What does this mean?)</p> <p>Sensory</p> <p>Experiences sensory processing difficulties, which may be observed by the following (this is not an exhaustive list):</p> <p>Actions such as rocking, stroking, flapping and/or hands over ears</p> <p>A self-limiting diet</p> <p>Difficulty with body temperature regulation, e.g. coat on and hood up on a hot day or t shirt with no jumper or coat on a cold day</p> <p>Other</p> <p>Frustration/anxiety due to social and communication difficulties</p> <p>Poor self-esteem</p> <p>Social and/or behavioural difficulties arising from low self-esteem, frustration, or communication difficulties</p>	<p>Implement strategies (including targeted support and/or resources)</p>	<p>(use the Chunk, Chill, Check rule) Ensure that targets are SMART and achievable</p> <p>Introduce new material in a multi-sensory way show it, listen to it, look at it, hear it, say it, write it</p> <p>Use technology to support learning</p> <p>Encourage Peer support</p> <p>Use visual timetables and calendars</p> <p>Use concept maps to plan and identify overall themes and the relationships between ideas</p> <p>Recap relevant vocabulary. (Pre-teach vocabulary before introducing a new topic. Use clear adult models of speech and language and repeat, emphasise and expand, as needed Use adult modelling of appropriate social phrases in context</p> <p>Make use of direct Playground Game teaching/ Personal, Social(and) Health (Education (PSHE) opportunities. Plan daily opportunities to teach specific skills such as sharing etc.</p> <p>Make use of resources such as:</p> <ul style="list-style-type: none"> Move 'n' sit cushions Movement breaks Fiddle toys <p>Explain words and phrases that have more than one meaning or may be misconstrued e.g. pull your socks up</p> <p>Encourage discussion and prediction about stories</p> <p>React to what the student says, not how clearly they speak</p> <p>Don't pretend to understand</p>
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Evidence of Graduated Approach-How do we track and record progress and outcomes?

Brief record of parental views

Brief record of child or young person's views

Collated assessment data

Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.)

Brief record of any external support or contact (e.g. records of telephone conversation or emails)

If "Impact on Learning" indicators remain and/or progress has not been made - Continue to next section

Communication and Interaction– Level 2 & Wave 2

ASSESS Impact on Learning <i>What are we seeing?</i>	PLAN Response <i>What should we do next?</i>	DO Strategies <i>What can we put in place?</i>
<p>Observed persistent and moderate difficulties with the following:</p> <p>Difficulties relating to others</p> <p>Inability to interpret social cues correctly Poor social timing Lack of social empathy Unawareness of others' personal space Difficulty maintaining appropriate eye contact Lack of appropriate social conversational skills Literal use and interpretation of language Rigidity and inflexibility of thought processes Inability to see other people's point of view Resistance to change and difficulties with transitions Solitary play and unusually focused special interests Difficulties taking part in conversation Inappropriate use of facial expression</p> <p>Language</p> <p>Limited vocabulary knowledge, learning and using new words They don't understand words that are said to them or verbal instructions Attention and concentration skills Poor organisation and sequencing Limited spoken language for their age</p>	<p>Class teacher, Head of Inclusion, parents and student continue to liaise on a regular basis – minimum of 3 meetings with parents within a 12 month period If necessary:</p> <p>Obtain and record updated parents' views Obtain and record updated students views Complete (the appropriate support plan e.g. IEP, Pupil Passport etc. and review on a regular basis (e.g. at least termly) Place student on SEN register Seek external advice from specialists if appropriate implement advice, strategies and care plan from specialists (as appropriate for individual child or young person) If appropriate, complete initial sensory processing audit (e.g. Autism Education Trust's Sensory Assessment and environmental audit checklists) Carry out and review further assessments as required and/or as advised by outside agencies and children's services to consider the appropriate levels of support for the student and their family</p>	<p>Continue with any relevant strategies from Level 1 & Wave 1, plus:</p> <p>Differentiated curriculum, resources and success criteria. Use a variety of strategies for effective communication – e.g. Picture Exchange Communication System (PECS), Widget, visual supports Create an individualised timetable which is predictable and consistent, and includes unstructured times e.g. lunch Use individual visual timetables, now and next boards, calendars and task lists to structure activities Use social stories and comic strip conversations to aid understanding of social situations (A quiet area) provided for times of stress or anxiety Adults to use reduced language when the child is hyper-aroused Specific small group interventions Time for daily group interventions as directed by specialists</p>

Impact on Learning <i>What are we seeing?</i>	Response <i>What should we do next?</i>	Strategies <i>What can we put in place?</i>
<p>Frustration / anxiety due to social and communication difficulties</p> <p>Social and behavioural difficulties</p> <p>Behavioural difficulties arising from low self-esteem, frustration, communication</p> <p>Inconsistent behaviour between home and school</p> <p>Echolalia (repetition of noises or words spoken by another person)</p> <p>Difficulty in understanding abstract concepts and applying prior learning</p> <p>Difficulty with receptive (understanding) and expressive (producing) language</p> <p>Speech</p> <p>Monotone speech</p> <p>Speech or sound production difficulties and/or differences</p> <p>Stammer, difficulties getting words out and/or dysfluency (i.e. disruptions in forward flow and timing of speech)</p> <p>Nasal quality to speech in the absence of a cold</p> <p>Unusual accent not linked to environment or family influences</p> <p>Sensory</p> <p>Sensory needs still affecting learning, for example:</p> <p>Difficulties with large indoor and outdoor spaces (such as assembly/P.E./lunch hall)</p> <p>Issues with background and/or white noise</p> <p>Issues with certain scents and perfumes</p> <p>Aversion to everyday touch</p> <p>May touch/stroke others to self soothe/regulate</p> <p>Other</p>	<p>Implement strategies (including targeted support and/or resources)</p> <p>Ensure all staff involved in the teaching of the individual student are aware of their speech, language, social and communication difficulties</p> <p>Ensure class teacher and teaching assistants receive relevant Continuing Professional Development (CPD), including any specific training as advised by Speech and Language Therapy service</p>	<p>Ensure that preferred methods of communication (as well as level of eye-contact) known by all staff within school</p> <p>Build access to activities which meet the students sensory needs into the day, for example: timetabled movement breaks, quiet area to access in classroom, or pop up tent</p> <p>Consider access to a workstation and/or set up a low stimulation workstation, privacy board on group table or personal table with few distractions but informative visual information and support</p> <p>More focused use of small group learning which might include, for example, focused use of Talking Partners principles, Talk Boost, Colourful Semantics, ELKLAN principles and BLANK language levels</p>

Poor self-esteem		
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<p>Evidence of Graduated Approach -How do we track and record progress and outcomes?</p> <p>This should include:</p> <p>Record of parental views</p> <p>Record of child or young person's views</p> <p>Collated assessment data from a range of sources (e.g. class teacher and specialists)</p> <p>Record of desired outcomes for student</p> <p>Record of implemented resources and strategies including resulting impact and progress (Assess, Plan, Do, Review cycles)</p> <p>NOTE: implemented resources and strategies must include specific amounts (time and cost) in order to consider whether an IEP and costed provision map is required</p> <p>Log of meetings with parents - minimum of 3 meetings within a 12-month period to support assess, plan, do and review cycle</p> <p>Record of any external support, contact or advice, e.g. Educational Psychologist action plan, SALT care plan etc.</p> <p>Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.)</p>

If “Impact on Learning” indicators remain and progress has not been made continue to Level 3 & Wave 3 and consider an IEP and costed provision map

Communication and Interaction– Level 3 & Wave 3

Impact on Learning-What are we seeing?	Response -What should we do next?	Strategies-What can we put in place?
<p>Observed persistent and significant difficulties with the following:</p> <p>The gap in the students communication skills continues to widen and is significantly lower than would be expected for students' of his/her age</p> <p>The students impaired social development, communication, language and speech difficulties, rigidity of behaviour and thought are enduring, consistently impeding his/her learning and leading to significant and complex difficulties in functioning</p> <p>Revision of the differentiated classroom provision for the students education has not resulted in the expected progress towards achieving learning, pastoral and social interaction targets</p> <p>In respect of receptive (understanding) and expressive (producing) communication and social interaction, evidence of the students need for a systematic programme to develop his/her understanding of verbal and non-verbal communication</p> <p>Evidence of significant difficulties persisting for the student as a result of his/her inflexibility and/or intrusive obsessional thoughts</p>	<p>Class teacher, Head of Inclusion, parents and student continue to liaise on a regular basis – minimum of 3 meetings with parents within a 12 month period If necessary:</p> <p>Obtain and record updated parents' views</p> <p>Obtain and record updated child or young person's views</p> <p>Review student support plan e.g. IEP, student Passport etc. (at least termly)</p> <p>As advised by outside agencies (and implement their recommendations?) Complete a sensory processing audit (e.g. Autism Education Trust's Sensory Assessment and environmental audit checklists)</p> <p>Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD), including any specific training recommended by SALT</p>	<p>Continue with any relevant strategies from Level/Wave 1 and 2 plus:</p> <p>Continue to identify gaps in learning</p> <p>See SALT care plan for specific outcomes</p> <p>Create a personalised curriculum (class teacher with head of Inclusion support)</p> <p>Liaise with support to ensure learning outcomes are facilitated and resources are readily available</p> <p>From the sensory assessment checklist(s) devise a bespoke sensory diet and implement</p> <p>From completion of Autism Education Trust's environmental audit make environmental changes as appropriate to meet students needs</p> <p>Alternative augmentative communication assessment and appropriate aids High tech low tech systems</p> <p>Use a variety of specialist strategies for effective communication – e.g. Picture Exchange Communication System (PECS), Widget, visual supports, Makaton, objects of reference, symbols, signs, proloquo2go, switches, voice output communication aids, eye gaze systems</p> <p>Use social interaction programmes/small group work as an integral part of the curriculum (e.g. Talking Partners, Circle of Friends, buddy systems)</p> <p>Provide specialist communication sessions to develop specific identified skills</p>
Evidence of Graduated Approach -How do we track and record progress and outcomes?		

IEP (reviewed and updated if appropriate)

Use of a working document which acts as an ongoing record updated on a termly basis for the following: Record of parental views

Record of child or young person's views

Ongoing, collated assessment data from a range of sources (e.g. class teacher and HOI)

Smaller, SMART targets for child or young person based on outcomes described in students IEP

Record of implemented and reviewed resources and strategies - including resulting impact and progress (plan, do, review cycles). Includes specific amounts (times and costs) – e.g. costed provision map

Log of meetings with parents - minimum of 3 meetings within a 12 month period to support assess, plan, do and review cycle

Record of any external support, contact or advice, which has been implemented and reviewed

Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.)

Additional documents (if relevant/appropriate for individual):

SALT care plan