

Core Standards for SEND for Swindon

Guidance Materials

Swindon Core Standards for SEND

3.2.2 Social Communication and Interaction Difficulties/ASC

Universal Provision

A child/young person with social communication and interaction difficulties should have reasonable adjustments made through Universal Provision and Quality First Teaching/High quality teaching which enable them to access the curriculum and participate fully. For instance, they should have access to:

- visual supports e.g. visual timetables, now and next board, visual support for tasks if needed.
- a communication friendly environment that includes the use of signing/symbols and other visual support if needed.
- alternative strategies to support understanding such as differentiated use of language, instructions given in short chunks, extra processing time, visual prompts e.g. timer, gestures.
- strategies to support verbal communication such as staff modelling correct language use, the use of talk partners to rehearse what you want to say.
- alternative methods of communicating such as gestures, visuals.
- a quiet work environment or resources to reduce sensory distractions such as ear defenders or a work screen if needed.
- specific teaching of general listening, attention, communication and interaction skills.
- a calm, ordered learning environment that supports listening, attention and communication.
- a buddy/befriender system or support for interactions at play and lunch times if needed.

Identification of SEN

A pupil may have special educational needs (SEN) in the area of ASC/Social Communication and Interaction if their difficulties impact on their access to the curriculum and/or cause a barrier to their learning or their interactions with others or ability to successfully communicate their needs and if the support required is additional to or different from that which would normally be expected for pupils of the same age.

A child or young person may be identified as having special educational needs (SEN) in the area of Social Communication and Interaction Difficulties if:

- they are having difficulties managing the sensory or social demands of the school/classroom environment, which is impacting on their access to learning e.g. they struggle to maintain focus and attention or become distressed.
- they are having difficulty coming in to school calmly in the mornings due to their anxiety around the sensory or social demands of the school/classroom environment.
- they are having difficulty managing their social interactions and relationships successfully.
- they are having difficulty managing their emotions in the classroom or in their interaction with others.
- their difficulties with flexibility of thought are impacting on their ability to manage change or transitions.
- their difficulties with flexibility of thought are impacting on their learning for instance because they find it difficult to accept a new way of doing things or to accept that they need to edit work or do corrections.

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SEN Support

A child at SEN Support level with Social Communication and Interaction Difficulties should have access to:

- targeted intervention groups to develop skills e.g. listening, attention, social interaction, emotional literacy.
- targeted support within the classroom to support their social communication and interaction skills such as adult reinforcement of understanding of instructions, visual support of instructions, adult support for group work.
- strategies, resources and targeted support to help them to manage the sensory and social demands of the classroom e.g. sensory breaks, access to a quiet work area, a time out card, a sensory box.

High Needs

As a guide, a child or young person may be identified as having High Needs in the area of ASC/Social Communication and Interaction if:

- they are having significant difficulties in being able to manage the classroom environment due to their social communication and interaction difficulties and/or social processing differences.
- their rigidity of thought impacts significantly on their ability to engage with learning.
- their difficulties are impacting significantly on their access to and progress in learning.
- their difficulty in managing change and transitions regularly leads to significant distress, anxiety or withdrawal.
- they have significant difficulty in expressing their thoughts or needs.
- they have very limited social interactions, are isolated or vulnerable and are unable to successfully manage social relationships independently.
- their ability to understand and express their emotions leads to significant distress and anxiety.
- they require a personalised, individual timetable or programme in order to be able to manage.
- their difficulties are having a significant impact on their wellbeing and self-esteem.

Provision at High Needs

The provision that a child or young person with High Needs under the area of social communication and interaction requires will be outlined in their Education, Health and Care Plan (EHCP). Details of EHC assessment and plans are contained within the 'Guidelines for Considering and Initiating an EHC Needs Assessment 2020'.