

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