

Section ②



Meeting the Needs of Children and Young People with SEND
(The Graduated Approach)

2.6 The Graduated Approach: Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism, are likely to have particular differences with social interaction. They may also experience differences with language, communication and imagination, which can impact on how they relate to others.

- SEND Code of Practice, sections 6.28 and 6.29

“If you give me instructions, please just give me one or two and check I understand what to do.”

- Pupil from a SG secondary school

Speech, language and communication needs (SLCN) fall within this area of need and can affect children and young people (CYP) in many different ways. CYP can experience an articulation or phonology difference which may make their speech sound different, and, in some cases can make it so difficult to understand that it impacts on their ability to convey a message. Dysfluency or a stammer can also affect how a CYP's speech sounds.

Receptive and Expressive Language are two language skills that develop from infancy. The main difference between receptive and expressive language is that **Receptive language** is the ability to understand words and gestures whereas **expressive language** is the ability to express thoughts by words and sentences.

CYP on the autism spectrum fall within this category too. It is also important to consider whether the child or young person has associated learning difficulties.

CYP with social communication differences may find it difficult to communicate with others for a range of reasons. They may have difficulties taking part in a

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conversation, taking turns in a conversation, staying on topic, taking the listener's needs into account, reading nonverbal cues etc. They may also have difficulty understanding what the speaker is saying to them or have other speech and language difficulties.

Speech, language and communication underpin the basic skills of literacy and numeracy and are necessary for CYP to understand and achieve in all subjects. Speech, language and communication are closely linked to behaviour, attainment, how CYP interact with their peers and how they feel about themselves. Some CYP can experience frustration due to communication difficulties. It is not uncommon for CYP to transition to secondary schools with poor literacy and numeracy skills which also masks a hidden CI need.

School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils.

– SEND Code of Practice sections 6.4 and 6.5

Preparing for adulthood from the earliest years is a key principle of the Code of Practice and it is important that all teachers enable CYP to have the information and skills they need to help them gain independence and prepare for adult life.

Where a CYP is identified as having SEN, schools and settings should take action to remove barriers to learning and put effective special educational provision in place. This graduated response for SEN support is the four part cycle of assess, plan, do and review which should ensure that there is a growing understanding of the CYP needs, supporting the child, young person in making good progress and securing good outcomes.

What does good quality, universal inclusive teaching, look like for CYP with Communication and Interaction needs?

In March 2020, the Educational Endowment Foundation released its guidance report on [Special Educational Needs in Mainstream Schools](#). The report made five key recommendations which should be the focus for school improvement:

Recommendation 1 Create a positive and supportive environment for all pupils, without exception

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Recommendation 2 Build an ongoing, holistic understanding of your pupils and their needs

Recommendation 3 Ensure all pupils have access to high quality teaching

Recommendation 4 Complement high quality teaching with carefully selected small-group and one-to-one interventions

Recommendation 5 Work effectively with teaching assistants

The full report can be accessed [here](#).

Working with parents/carers and others

- ✓ Talk with CYP and their parents to develop a good understanding of CYP's strengths and areas for development. Use this information to develop knowledge and expertise around the CYP's SEND.
- ✓ If professionals have been involved follow advice and identify strategies that support
- ✓ Plan classroom support to maximise learning

Build an understanding of CYP and their needs

- ✓ Build on CYP's strengths – develop meta-cognition and CYP's awareness of what works for them
- ✓ Know the barriers to learning CYP have and in which areas/subjects
- ✓ Plan and deliver CPD so that there is a whole staff awareness of the implications of communication and interaction differences
- ✓ Share appropriate CYP level information with staff
- ✓ Ensure advised access arrangements for tests and exams are applied for and provided
- ✓ Use SMART targets. If a CYP consistently getting 3/10 for spellings reduce the number of words to learn to 3 and they can then achieve 100%

Create positive and enabling environments

- ✓ Ensure CYP feel safe and supported, building positive relationships so that CYP feel valued
- ✓ Classroom and whole school environment modified to take account of communication and interaction needs – this may include light, temperature and the amount of visual distractions

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- ✓ Reduce anxiety through adapting and structuring the learning and social environment as appropriate.
- ✓ Check any seating plan:
 - Make sure the CYP can hear instructions clearly, without interference
 - Check CYP has a clear view of the board, worksheets, visual aid and teacher
 - Check lighting is adequate
 - Group CYP flexibly for a specific purpose e.g. guided groups, collaborative learning. CYP grouped so they are able to draw on each other's strengths and skills. The use of peer support – 'buddies' 'learning partners'
- ✓ Ensure staff have a clear understanding of the stage of language development the CYP is at
<http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/universally-speaking/>
- ✓ Ensure all staff use and understand the Autism Education Trust Competency and Standards Frameworks
<https://www.autismeducationtrust.org.uk/shop/schools-cf-shop/>
<https://www.autismeducationtrust.org.uk/shop/schools-standards-shop/>
- ✓ Provide all staff with the opportunity to access the Autism Education Trust Training Programme through the South Glos AET Hub (Integra) to build knowledge and understanding of autism and to ensure all autistic CYP are supported to reach their potential
- ✓ Organise classroom with labels and picture symbols with a visual timetable if appropriate
- ✓ Prompt, model and reinforce positive behaviours which is based on clear expectations
- ✓ Explicitly model appropriate social behaviour and interaction.
- ✓ Celebrate positive behaviours through rewards and praise so that CYP are motivated and engaged
- ✓ Make classroom rules and expectations simple and clear
- ✓ Establish consistent routines so that CYP know what to expect. Check there is a clear policy in place for supply teachers.
- ✓ Make regular 'check ins' to CYP with specific positive praise routine
- ✓ Give alternative ways for CYP to share their views with a class e.g. use of partner voice, post-it notes as not all CYP feel confident/comfortable in talking in front of others

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- ✓ Ask CYP what helps them access text. Many CYP with C&I will not have difficulties accessing texts but some may. As all needs are different it's best to try out different fonts, sizes, line spacing, colour of paper etc. to see which suits the CYP best. The following are regarded to support CYP access text:
 - Font size to 12-14
 - Sans Serif font are generally considered to be more accessible
 - Avoid block capitals, underlining and italics
 - Use bold for emphasis
 - Left justify text
 - Some learners are affected by bright white paper so use a softer colour
 - 1.5 line spacing makes text easier to process
 - Cut longer texts up into paragraphs or use bullet points
- ✓ Have readily available a range of resources to support e.g. coloured overlays, word mats, key words with definitions, table square, writing scaffolds, graphic organisers/ task planners / sand timers.
- ✓ Use visual and concrete materials with everyday examples and contexts to illustrate ideas.

Plan a relevant and ambitious curriculum

- ✓ Language is given priority in planning to facilitate effective curriculum access
- ✓ Plan an interleaved curriculum so that CYP revisit key knowledge and skills many times until embedded in their long-term memory.
- ✓ Map out the big concepts in a subject and identify how they develop across years and key stages. Sharing these 'big ideas' with CYP and for example, constructing with a class, a concept map at the beginning of a unit of work can really help CYP see where they are in their learning and where they are going.
- ✓ Show how the 'what', 'why' and 'how' CYP are learning links with other work and other subjects.
- ✓ Plan engaging lessons that build on CYP's strengths as learners using flexible groupings to support.
- ✓ Identify what support is needed for CYP to access the curriculum. Find out what CYP strengths are as learners as well as their barriers.

Support CYP in the classroom

- ✓ Check understanding by asking CYP to explain what they have to do, ensuring they are not simply repeating what has just been said.
 - ✓ Make explicit links with previous learning
 - ✓ Explicitly teach CYP metacognitive strategies, including how to plan, monitor, and evaluate their learning
 - ✓ Model your own thinking to help CYP develop their metacognitive and cognitive skills
 - ✓ Explicitly teach CYP how to organise and effectively manage their learning independently
 - ✓ Give explicit instruction, teaching skills and concepts in small steps;
- using examples and non-examples;
 - using clear and unambiguous language;
 - anticipating and planning for common misconceptions; and
 - highlighting essential content and removing distracting information ([EEF Guidance Report](#))
- ✓ Use a variety of tools e.g. tactile, visual and auditory to help CYP navigate their environment
 - ✓ Use visual support, this may include:
 - a colour coded map of school or setting
 - colour coded directions, photographs of staff members, photographs/ symbols used to support routines, e.g. washing hands, getting ready for PE
 - visual timetables used for daily / weekly activities
 - objects, pictures and symbols used to teach vocabulary, to make stories more active and support engagement in other lessons
 - displays are used throughout school or setting to support learning
 - ✓ Plan learning activities that are well organised and wherever possible advance warning of change is given to CYP and their parents.
 - ✓ Use a variety of cues e.g. tactile, visual, auditory
 - ✓ Adapt language so it is not a barrier to learning or communication. Don't assume a CYP will understand subject specific vocabulary or everyday vocabulary – use alternative words and phrases
 - ✓ Use CYP name, draw attention of CYP

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- ✓ Use symbols, pictures and props (real objects) to reinforce language
- ✓ Teach and support understanding of new vocabulary
- ✓ Match definitions to words and display key vocabulary with clear definitions.
- ✓ Give time to think and process before responding to questions and instructions – 10 second rule
- ✓ Ask the CYP to repeat back what you have said
- ✓ Make transition between tasks and specific use of visual communication systems (e.g. visual timetable, visual agenda)
- ✓ Give clear, simple and positive instructions with visual support if necessary e.g. visual timetable.
- ✓ Use visual prompts, where appropriate, to show what behaviour and actions are expected.
- ✓ Plan and use teaching strategies take into account difficulties with social understanding and the generalisation of skills.
- ✓ Plan learning activities that help CYP to identify good listening skills in themselves and others e.g. when working in groups, get CYP to observe what is going on in their group with a particular focus on how well group members listen to each other.
- ✓ Give a structure to present information verbally. A structure can be given in a similar way to a writing frame to talk about a sequence of events, rules of a game, descriptions of people, objects or places etc. Give a clear structure for them to support their thinking and organisation of language, such as who, where, when, what, how, why.
- ✓ Use social stories, when appropriate, to reinforce learning.

Utilising Technology

- ✓ Plan for the effective use of ICT as an access strategy e.g. speech-supported or sign-supported software e.g. Dragon or Read Write Text Help
- ✓ More guidance on the successful use of technology can be found in the EEF guidance report [Using Digital Technology to Improve Learning](#)

Identifying the needs of learners: Communication and Interaction – Universal: All

Universal high-quality teaching that is adapted to meet the needs of individual learners at all levels of need.

Universal services involved at all levels of need as appropriate.

In order to effectively communicate with others and access the curriculum, all children and young people (CYP) need to understand and use language effectively. Many children will begin school with restricted speech, language and communication skills and may show a slower rate of progress than their peers. This could be due to a range of factors and may be short term. Often CYP’s ability to understand and use language effectively will increase through high quality teaching and in-class support.

What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<p>CYP with CI needs will have emerging differences/difficulties in some of the following</p> <p>Language</p> <ul style="list-style-type: none"> - Word retrieval difficulties - Limited vocabulary – uses less words than other CYP of their age - Finds it hard to learn and use new words - Attention and listening difficulties - Unable to follow instructions - Poor confidence and lack of self-esteem - Preferring own agenda - Difficulty understanding jokes/figures of speech 	<p>Discussion with the CYP parents/carers, to establish their views and experience of the CYP and their needs Link to 1.9</p> <p>Check that hearing and vision have been recently checked</p> <p>Check any relevant health records</p> <p>Check attendance data</p> <p>Assess and identify needs across the curriculum – identify barriers to learning</p> <p>If in KS1 check EYFS data and records</p>	<p>Simple changes to the classroom environment that takes account of learning needs e.g. the use of symbols, labelling, visual timetables, visual prompts ‘Now’ and ‘Next’, word walls/vocab banks</p> <p>Consider appropriate and flexible CYP groupings, seating arrangements and surroundings to enable learning – ensure seating arrangements allow all CYP a good view of the teacher’s face when speaking</p> <p>Plan appropriate strategies from universal inclusive teaching which may include:</p> <ul style="list-style-type: none"> - Social stories - Emotional thermometers to help CYP recognise how they are feeling and to recognise their own

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What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<ul style="list-style-type: none"> - Slow to answer when spoken to, or needs to ask for information to be repeated - Difficulties learning and understanding more complicated vocabulary - Struggle to follow long or complex sentences <p>Speech</p> <ul style="list-style-type: none"> - Speech sound difficulties (phonology) - ability to produce the sounds necessary for clear, intelligible speech - Sentences sound muddled or confused - Fluency issues (stammering/clarity) - Selective mutism <p>Social Communication difficulties</p> <ul style="list-style-type: none"> - Finds it hard to interpret social cues correctly - Mild social difficulties e.g. relating to others - Conflict at unstructured times - Frustration - outbursts - Inappropriate / immature behaviours - Isolated or withdrawn / unhappy - Lack of social empathy / understanding feelings of others 	<p>Check staff have a clear understanding of the stage of language development the CYP is at and know next steps.</p> <p>http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/universally-speaking/</p> <p>Check school/setting Accessibility Plan to review curriculum offer/participation how you communicate with parents</p> <p>Review current provision. Has the CYP accessed high quality teaching across the curriculum?</p> <p>Discuss concerns with SENCo who may seek advice from other services such as:</p> <ul style="list-style-type: none"> ▪ Speech and Language Therapy ▪ Educational Psychology ▪ Occupational Therapy ▪ Inclusion Support ▪ Curriculum Support ▪ Behaviour Support ▪ Dyslexia Assessment ▪ Therapeutic Services <p>Collate current assessments. SENCO (in partnership with class teacher) Carry out further assessments as necessary which may include:</p> <ul style="list-style-type: none"> ▪ CYP observations/CYP voice 	<p>escalation cycle so that they can develop emotional regulation skills</p> <ul style="list-style-type: none"> - Use the CYP name at the beginning of any instruction or information giving - Skills explicitly taught and rules of social interaction modelled - Simplify language – don't make assumptions that a CYP will know and understand Tier 1 words - Ask the CYP to explain what she/he has to do rather than repeating instructions - Use concept maps to identify overall themes and the relationships between ideas - Give advance warning and preparation for changes to routine and activity - Structured learning environment with clear routines, expectations and visual support and/or timetable - Explain words and phrases that may have more than one meaning - Use CYP's interests to motivate and engage in learning - Time is given to listen to what CYP are saying and adults model positive listening behaviours. - CYP have access to fiddle toys, wedge seats, movement breaks - Opportunities for alternative forms of recording – use technology to support learning - Multi-sensory approaches used to teach new vocabulary and concepts with opportunities for repetition and embedding learning

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What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<ul style="list-style-type: none"> - Difficulties with non-verbal communication skills such as using inappropriate body language or facial expression and for some, poor use of eye contact. - Ability to use language to communicate with others - Ability to use language appropriately and successfully in social situation - Lack of awareness of personal space - Makes honest but inappropriate observations - Difficulty keeping up with conversations, including group conversations <p>Social Interaction difficulties</p> <ul style="list-style-type: none"> - Working cooperatively in a group / - Social development e.g. capacity to 'share interest' and/or 'share attention' - Rigidity of thought e.g. ability to manage changes in routine - Ability to recognise the feelings or perspectives of others and respond appropriately - Following group rules <p>Other</p> <ul style="list-style-type: none"> - Poor self esteem 	<ul style="list-style-type: none"> ▪ Criterion referenced tests ▪ Screeners ▪ Standardised tests ▪ Early concerns profile e.g. neurodiversity checklist. See links at the end of this section <p>Check Progression Tools - Primary http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/</p> <p>Progression Tools – Secondary http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-secondary/</p> <p>WellCom speech and language toolkit – Early Years and Primary https://www.gl-assessment.co.uk/products/wellcomm/</p> <p>Check South Glos local offer referral pathway for CYP without a diagnosis who may have autism</p> <p>Link to SALT services</p>	<ul style="list-style-type: none"> - Information given in small 'chunks' in clear concise language - Classroom groupings and seating arrangements which are used to facilitate good communication and learning - Teacher models thinking skills, social interaction skills, correct grammatical structures - CYP are provided with opportunities to speak for a range of purposes. - Use a variety of questioning techniques to develop a range of responses. - Flexible focused small group support based on need e.g. guided group work, pre-teaching, post-teaching - Use a sensory profile to make a personalised sensory plan to enable the CYP to begin to regulate <p>See section 3 of the toolkit (SEMH and reducing exclusions) for further advice and guidance.</p>

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<ul style="list-style-type: none"> - Social and/or behavioural difficulties arising from low self-esteem, frustration and/or communication difficulties (see section 3) - Participate in classroom activities dependent on listening e.g. in class discussion may be off task or disruptive - Show frustration/anxiety due to social and communication difficulties - Maintain attention and work at same pace as peers in a range of learning situations - Manage transition from one activity/location/subject to another (see section 2.12) - Not able to ignore distractions from peers/environment and minimise self-distraction - Difficulty maintaining friendships - Sensory integration needs e.g. over sensitivity or under sensitivity to sensory stimuli (see section 2.8) - Inability to perceive risk/danger - Struggle to get going 	<p>For CYP with Autism check information and resources available in South Glos Toolkits for schools Early Years https://search3.openobjects.com/mediamanager/southglos/directory/files/early_years_autism_toolkit.pdf</p> <p>Primary https://search3.openobjects.com/mediamanager/southglos/directory/files/autism_toolkit_primary_sg_version_07_03_19.pdf</p> <p>Secondary https://search3.openobjects.com/mediamanager/southglos/directory/files/autism_secondary_toolkit_sg_-_v4_6_june_2019.pdf</p> <p>Use a sensory profiling tool to identify sensory differences and begin to use sensory strategies (see section 2.8 for further information) From the Code of Practice, 'Children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements.'</p>	
<p>How do we track and record progress and outcomes?  Review</p>		

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What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<p>Following the whole school assessment cycle, in consultation with the CYP's family, there will be regular reviews of children and young people's progress and attainment. Reviews are key to any assessment process and should be fully recorded.</p> <p>After an agreed amount of time if progress is not made through universal provision, high quality teaching that is adapted to meet the needs of individual learners, the SENCo, in discussion with parents may agree the CYP has special educational needs.</p>		

Identifying the needs of learners: Communication and Interaction – Targeted: Some

Universal high-quality teaching that is adapted to meet the needs of individual learners at all levels of need.

Universal services involved at all levels of need as appropriate.

Some children and young people’s communication and interaction needs cannot be met by universal provision over a sustained period of time and require more targeted support. These difficulties may interfere with their ability to access the curriculum and may also impact on their social, emotional and mental health. Children and young people (CYP) with these difficulties may have a diagnosis of, Developmental Language Disorder (DLD), Selective Mutism, Phonological Disorder, Developmental Verbal Dyspraxia (DVD), Dysfluency or Voice Disorder. Children and young people who experience Social Communication difficulties may have a diagnosis of an Autistic Spectrum Condition or have needs that present similarly. Assessment and advice from appropriate specialists may be sought and implemented and planning will reflect a more personalised approach to curriculum differentiation to match clearly assessed and identified need.

What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<p>CYP with CI needs will have observed persistent and often significant differences/difficulties with:</p> <p>Language</p> <ul style="list-style-type: none"> - Difficulty using subject specific words - Limited vocabulary – uses less words than other CYP of their age - Literal use and interpretation of language - Often don’t understand verbal instructions - Often don’t understand what is said to them 	<p>In discussion with family place CYP on SEN Register as SEN Support (Code K) See section 1.10 - Participation and Co-Production.</p> <p>In consultation with the school SENCo ensure there is a thorough assessment of need before planning provision. When appropriate, liaise and consult with external professionals and support services</p> <p>Check attendance data</p>	<p>Continue with any relevant strategies from Universal: All plus:</p> <ul style="list-style-type: none"> - Continue to identify a CYP’s strengths and barriers to learning to develop meta-cognition and CYP’s awareness of what works for them - Some CYP will require a more planned and personalised curriculum e.g. young children may require an extended opportunity to learn through a play-based curriculum - Where assessments indicate that additional intervention is required, targeted support should be time limited with clear outcomes. A

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What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<p>- Difficulties with receptive and expressive language</p> <p>Speech</p> <ul style="list-style-type: none"> - Speech sound production difficulties - May have persisting difficulties with production of multi-syllabic words - Monotone speech - Unclear speech - Stammer and/or difficulties getting words out - Word retrieval difficulties - Unusual accent not linked to their environment - Speech difficulties may interfere with the acquisition of literacy skills <p>Social Communication difficulties</p> <ul style="list-style-type: none"> - Poor social timing - Lack of social empathy - Lack of appropriate social conversational skills - Rigidity and inflexibility of thought processes - Difficulties taking part in conversation - Inability to interpret social cues correctly <p>Social Interaction difficulties</p>	<p>Ensure there is a thorough assessment of need before planning provision. A teacher, along with the SENCO, should carry out a clear analysis of the CYP needs which could include further assessments as necessary which may include:</p> <ul style="list-style-type: none"> - Criterion referenced tests - Screeners - Standardised tests - WellComm assessments https://www.gl-assessment.co.uk/support/wellcomm-support/ - Observations / continuous formative assessment - Use profiling tools - baselining language and communication skills against a development framework; i.e. Universally Speaking, Communication Trust Website - Progression framework AET www.autismeducationtrust.org.uk - PIVATS - EYFS guidance <p>(CYP with CI often have additional needs e.g. ADHD, attachment disorder, dyslexia, PDA etc)</p>	<p>date should be set for monitoring the effectiveness of the intervention. There should be close collaboration between the teacher and support or specialist teaching staff delivering interventions based on a clear analysis of need.</p> <ul style="list-style-type: none"> - Additional adult support may be required at an individual level or within a small group to provide a range of evidence-based interventions and support approaches. Interventions should be delivered by suitably trained adults with opportunities and prompts provided to promote the transferring of skills learned to a range of contexts including the classroom. <p>Additional support could include:</p> <ul style="list-style-type: none"> - Pre/post teaching new skills and concepts including identifying and pre-teaching subject specific vocabulary, supported with visuals as appropriate - Regular, specific focused teaching from teacher and teaching assistant - A structured language intervention which may be devised in consultation with external professionals (e.g. Advisory Teachers, Speech and Language Therapists) with support to generalise skills taught

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<ul style="list-style-type: none"> - May occasionally use language that is inappropriate to the situation, misjudging how to talk to different people in different situations - Inability to interpret social cues correctly - Unawareness of others' personal space - Difficulty maintaining appropriate eye contact - Inability to see other people's point of view Resistance to change and difficulties with transitions - Solitary play and unusually focused special interests - Inappropriate use of facial expression - May lack understanding of the listener's needs, expecting the listener to understand what they are talking about. - May lack awareness of conversational <p>Other</p> <ul style="list-style-type: none"> - Self-esteem diminishing - Social and/or behavioural difficulties escalating from low self-esteem, frustration and/or communication difficulties 	<p>Discuss concerns with SENCo (and consider other sections of the graduated approach: Cognition and Learning, SEMHD, Sensory and / or Physical) who may seek advice from other services such as:</p> <ul style="list-style-type: none"> ▪ Speech and Language ▪ Educational Psychology ▪ Occupational Therapy ▪ Inclusion Support ▪ Curriculum Support ▪ Behaviour Support ▪ Therapeutic Services <p>Discuss concerns with SENCo who may seek advice from other services. Liaison with external professionals and support services, where appropriate, will lead to a more specifically focussed plan. Services consulted could include: Speech and Language, EPS etc.</p> <p>Agree how best to communicate aspiration, need, outcomes and provision to staff:</p> <ul style="list-style-type: none"> - Person centred - Co-produced - My Support Plan 	<ul style="list-style-type: none"> - Visual aids to support CYP's developing auditory discrimination skills. - Explicit teaching and modelling of important skills and rules of social interaction - Social skills group - Clear teaching and modelling of appropriate interaction skills - Planned opportunities to observe and join in with adult led discussions. - Planned opportunities to develop appropriate listening, questioning and turn taking skills - Targeted comprehension groups e.g. Language for Thinking <p>https://integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/language-thinking/</p> <ul style="list-style-type: none"> - Personalised social stories and comic strip conversations in order to develop social understanding - Access to time out area or distraction free environment - Significant differentiation of spoken and written language, activities and materials in class including use of ICT. - Approaches to build understanding of abstract and figurative language. - Small group work outside the classroom to address specific language, social communication and listening skills targets as appropriate.

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<ul style="list-style-type: none"> - Increasing anxiety and inability to communicate with others - Sensory Integration needs 	<ul style="list-style-type: none"> - Mint Seating Plan (some schools use this to communicate information and strategies about CYP) <p>Assess, plan, do, review support plan written with CYP and family and reviewed at least three times a year. Where additional/different targeted provision is planned for, it is important that there are clear and expected outcomes linked directly to the provision</p> <p>Ensure staff have appropriate CPD and develop skills, knowledge and understanding in working with CYP with specific CI needs.</p> <p>Ensure there has been a sensory audit within and outside of the school/setting including transport to and from school http://www.aettraininghubs.org.uk/wp-content/uploads/2012/05/37.1-Sensory-audit-tool-for-environments.pdf</p> <p>Regularly review the individual sensory profile of the pupil ensuring that strategies are up to date. Consider referral to an OT specialising in sensory integration if issues are complex.</p>	<ul style="list-style-type: none"> - Regular short sensory breaks through the school day. - Safe haven/withdrawal facilities provided for times of stress and anxiety <p>If appropriate to CYP needs, provide access to a quiet, distraction free work station</p> <p>If appropriate to CYP needs, noise cancelling headphones</p> <p>The Communication Trust provide the following resources for targeted provision:</p> <p>'What Works' database, offering an assessment of approaches suitable for young people with speech, communication and language needs:</p> <p>http://www.thecommunicationtrust.org.uk/whatworks</p> <p>Audience: Early years professionals, Primary professionals, Secondary professionals</p> <p><i>Universally Speaking</i> is a series of booklets for anyone who works with children and young people. The booklets show where children should be with their communication skills at any given age. Practitioners can use the booklets to find out whether the children you work with are on the right track, what helps them learn to talk and listen and</p>

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
	<p>Consult with CYP how they will manage free time e.g. break and lunch time. What needs to be in place to ensure they can successfully engage with activities both inside and outside the school/setting building</p> <p>Ensure school/setting understands the particular vulnerability of CYP with autism, social communication needs with systems in place to safeguard them from actual and perceived episodes of teasing and bullying including cyber bullying</p> <p>Check school/setting Accessibility Plan to review curriculum offer/participation how you communicate with parents (Section 6.15 & 6.16)</p> <p>Check school behaviour and equality policy and check 'reasonable adjustments' are made to support the CYP individual needs</p> <p>Implement strategies up to agreed financial levels: AWPU plus up to a maximum of £6,000</p>	<p>what to do if you have concerns about any of their communication abilities:</p> <p>https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/universally-speaking/</p> <p>The Speech Communication and Language Framework (SCLF) developed by The Communication Trust is a free online professional development tool which sets out the key skills and knowledge needed by the children and young people's workforce to support the speech, language and communication development of all children and young people:</p> <p>https://www.slcframework.org.uk/</p> <p>Sensory strategies to be used frequently and prior to learning when possible. Provide parents and carers with strategies to use at home. Use OT advice if available. Sensory strategies to be incorporated into activities running through the school day.</p>

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
	<p>If appropriate refer CYP to SEN Cluster (see section 1.13) for strategic leadership funding or individual CYP funding (submit costed provision map). Clusters may also support schools through CPD for identified training needs.</p>	
<p>How do we track and record progress and outcomes?  Review</p> <p>Reviews are key to the 'assess, plan, do, and review' process and should be fully recorded. Reviews should include specific reference to progress towards desired outcomes and targets.</p> <p>Reviews of progress should take place at least three times a year. Parents and carers <i>should always</i> be invited to review progress. CYP's views <i>should always</i> be sought as part of the review process</p> <p>Assess, plan, do, review support plan which should include:</p> <ul style="list-style-type: none"> ✓ Parental and CYP views ✓ Any agreed actions, record of desired outcomes, provision in place and timescale for actions and review <p>As with Universal: All there should be a log of:</p> <ul style="list-style-type: none"> ✓ Any observations, book looks, photos ✓ Collated assessment data ✓ Any external support – what was put in place and the difference it made <p>How do we review the quality, effectiveness and impact of provision?</p> <ul style="list-style-type: none"> ✓ Discussion with CYP and their family on the progress the CYP has made towards their targets ✓ The effectiveness of the strategies used <p>If targets are not met, strategies/resources should be changed or targets changed. A review allows for earlier decisions and actions to be revisited, refined and revised, leading to a growing understanding of the CYP's needs and of what supports them in making good progress and securing good outcomes.</p>		

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<p>When reviewing progress that has made the CYP may:</p> <ul style="list-style-type: none"> ✓ no longer need SEN provision and their needs will be met through universal provision or ✓ continue to need SEN provision as their needs cannot be met through universal provision or ✓ require more targeted personalised support <p>Golden Thread:  Aspiration  Need  Outcome  Provision</p>		
<p><i>Note: For the vast majority of children and young people identified at SEN Support their needs will be met, throughout their schooling, through high quality universal provision and targeted support. The cyclical process of assess, plan, do, review will become increasingly personalised drawing on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of CYP. SEN Clusters will support schools in meeting high needs of CYP identified at SEN Support. This may be at a whole school, strategic level or at a CYP, individual level.</i></p>		

Identifying the needs of learners: Communication and Interaction – Specialist: Few

Universal high quality teaching that is adapted to meet the needs of individual learners at all levels of need.

Universal services involved at all levels of need as appropriate.

A **few** children and young people do not respond to targeted support delivered over a sustained period of time and require more specialised intervention and provision. These CYP may have an Education, Health Care plan while others will continue to have their needs met through a specific and focused SEN Support plan. These children and young people will have longstanding difficulties which are likely to have a significant impact on their ability to access the curriculum, learn new skills and communicate and build relationships with others. The range of difficulties that CYP are facing may be impacting on their social, emotional and mental health.

What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<p>Even with increasingly targeted intervention and support, observed persistent and significant difficulties and the gap in the child or young person’s communication skills continues to widen and is significantly lower than would be expected for children or young people of his/her age</p> <p>Very poor progress even with</p> <ul style="list-style-type: none"> - high quality teaching that is adapted to meet needs - Individualised assessment that leads to a growing understanding of the 	<p>In addition to universal and targeted assessment and planning approaches a few CYP will require</p> <ul style="list-style-type: none"> - additional specialist assessments in order to contribute to a specific and focused SEN support plan or EHCP <p>Agree how best to communicate aspiration, need, outcomes and provision to staff:</p> <ul style="list-style-type: none"> - Person centred - Co-produced - All about me/Pupil passport/One page profile <p>If a CYP has an EHCP</p>	<p>Continue with any relevant strategies from Universal: All, Targeted: Some, plus</p> <ul style="list-style-type: none"> - A clear range of strategies and approaches to support differentiated day-to-day teaching, agreed by all those involved, based on specialist advice - Some CYP may require a high level of adult attention - A consistent approach to multi-sensory communication. Individual programmes used to manage emotional and behavioural needs throughout the school day.

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<p>barriers to and gaps in the CYP learning</p> <ul style="list-style-type: none"> - evidence over time of cyclical process of assess, plan, do, review which has become increasingly personalised <p>CYP needs a high level of modification to the learning environment and the curriculum to avoid daily distressed, anxious and highly escalated behaviours and to keep them engaged in the learning environment</p> <p>High level of social anxiety and/or profound lack of social engagement which leads to inability to communicate with others without support</p> <p>Pupil has significant sensory dysregulation. Sensory integration work is necessary to enable the pupil to remain calm and alert</p>	<p>Agree how to clearly communicate the EHC plan and any specialist reports</p> <p>Any additional training for teachers and support staff is arranged ensuring staff are skilled in responding to challenging behaviours</p> <p>Continue to act on external advice from educational and health agencies as necessary</p> <p>Carry out and review further assessments as advised by outside agencies</p> <p>Continue cycle of Assess, plan, do, review meeting (support plan) SENCo, teacher, CYP and family at least three times a year with agreed actions, provision and outcomes linked to the provision.</p> <p>As with Targeted: Few if appropriate refer CYP to SEN Cluster (see section 1.13) for strategic leadership funding or individual CYP funding (submit costed provision map) Clusters may also support schools through CPD for identified training needs.</p> <p>For some CYP a co-ordinated multiagency plan such as My Plan+ will</p>	<ul style="list-style-type: none"> - Use social interaction programmes/small group work as an integral part of the curriculum (e.g. Talking Partners, Circle of Friends, buddy systems) - A few CYP may require a highly modified learning environment to meet individual needs. They may also require a high level of care and supervision - Some CYP will need a highly personalised curriculum which is closely matched to identified long and short term outcomes identified in CYP plan. - A highly structured and individualised learning programme which takes account of the impact of Communication and Interaction needs. - A frequent and individualised sensory plan that enables the pupil to regulate and calm their body in order to engage with learning and communication. - Highly personalised and targeted provision that addresses the CYP needs is planned, with agreed outcomes and review points

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
	<p>be essential and may include Social Workers, Family Support Workers, Children and Young People's Service (CYPS) and other community and charity groups. These CYP may require an Education, Health Care Needs assessment of their special educational needs which may lead to an EHC plan</p> <p>Liaise with named local authority 0-25 SEND officer for child or young person if needs change etc.</p> <p>Implement strategies up to agreed financial levels: Universal funding (AWPU) plus up to £6,000 and any additional top up as detailed in the EHC plan</p>	<ul style="list-style-type: none"> - CYP's communication may need to be supported through the use of alternative and augmentative communication systems e.g. Picture Exchange Communication System (PECS), tablets and/or bespoke communication aids - Teachers monitor progress towards meeting agreed outcomes regularly, adjusting planning where needed (see section 2.2, assess, plan, do, review) - The SENCO monitors progress at least three times a year with all relevant staff, parents/carers and pupils.
<p>How do we track and record progress and outcomes?  Review</p> <p>If there is no EHC plan continue to plan, track and record progress and outcomes through the 'assess, plan, do, review' cycle. Reviews should take place at least three times a year. Parents and carers should always be invited to review progress. CYP's views should always be sought as part of the review process. Support plans should include:</p> <ul style="list-style-type: none"> ✓ Parental and CYP views ✓ Any agreed actions, record of desired outcomes, provision in place and timescale for actions and review <p>As with Targeted: Some there should be a log of:</p> <ul style="list-style-type: none"> ✓ Any observations, book looks, photos ✓ Collated assessment data 		

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
	<ul style="list-style-type: none"> ✓ Any external support – what was put in place and the difference it made ✓ Parental and CYP views ✓ Any agreed actions, record of desired outcomes, provision in place and timescale for actions and review <p>If a CYP has a EHC Implementation plan ‘ My Plan’ – the assess, plan, do, review cycle will act as a working document an ongoing record which is updated three times a year and will include:</p> <ul style="list-style-type: none"> ✓ Record of CYP and parents’ views ✓ Ongoing assessments ✓ SMART targets ✓ Record of implemented and reviewed resources and strategies ✓ Record and review of any external support ✓ Records of any completed observations or evidence that helps build a profile of the learner: strengths and barriers <p>How do we review the quality, effectiveness and impact of provision?</p> <ul style="list-style-type: none"> ✓ Discussion with CYP and their family on the progress the CYP has made towards their targets ✓ The effectiveness of the strategies used <p>If targets are not met, strategies/resources should be changed or targets changed. A review allows for earlier decisions and actions to be revisited, refined and revised, leading to a growing understanding of the CYP’s needs and of what supports them in making good progress and securing good outcomes.</p> <p>If a CYP has an EHCP the SENCo will co-ordinate an annual review to ensure that the provision specified in the EHCP is up-to-date and relevant to the child or young person’s needs. Teachers, other staff and external professionals will contribute to this. The CYP should be at the heart of the review and the review should be carried out in partnership with the parents/carers</p> <p>When reviewing the progress that has been made a CYP may:</p>	

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
	<ul style="list-style-type: none"> ✓ no longer need such intensive, personalised SEN provision and their needs will be met through targeted and/or universal approaches or ✓ continue to need intensive, personalised SEN provision as needs cannot be met from targeted approaches or ✓ need even more intensive, personalised SEN provision 	
<p>Golden Thread:  Aspiration  Need  Outcome  Provision</p>		

Further support

Resource	Link
Advanced training materials for autism and speech, language and communication needs	http://www.advanced-training.org.uk/
I Can - a charity that supports CYP with speech, language and communication needs	https://www.ican.org.uk/about-us/
The Inclusion Development Programme materials for autism and SLCN are useful when considering these areas of need:	http://www.idponline.org.uk/
Sensory Integration Education is a thriving community of support for all interested in learning more about sensory integration and sensory processing. They are a world-class, international training provider of <u>sensory integration courses</u> ,	https://www.sensoryintegration.org.uk/

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

Resource	Link
<p>The Communication Trust provides a range of information on 'What Works' for learners with speech, language and communication needs, a 'Competency Framework' to support knowledge and skills in the workforce and a 'Communication Supporting Classroom Observation Tool' to assess whether classroom provision is supportive of children with SCLN</p>	<p>http://www.thecommunicationtrust.org.uk/ http://www.thecommunicationtrust.org.uk/media/363853/us_checklist_new.pdf</p>
<p>The Autism Education Trust (AET) has a number of useful free resources including the Schools Standards (plus Post 16 and Early Years versions) which help schools to audit their whole school provision for children with autism. The framework is full of helpful links to resources. There is also a Competencies Framework to support staff in being skilful and knowledgeable, plus a free Progression Tracker which is a detailed excel spreadsheet covering seven areas of need, such as 'social communication' and 'imaginative play' to monitor pupils' progress</p>	<p>https://www.autismeducationtrust.org.uk/</p>
<p>Developed by the National Autistic Society in conjunction with people with autism, their families and professionals, the SPELL framework supports an understanding of autism and the development of autism-friendly environments and approaches. It forms the basis of training for staff supporting people on the autistic spectrum and fits with the range of person centred approaches that have been developed. These include Foundations of</p>	<p>https://www.unitedresponse.org.uk/spell</p>

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

Resource	Link
Good Support, active support, effective communication and Positive Behaviour Support.	
The Speech Communication and Language Framework (SCLF) developed by The Communication Trust is a free online professional development tool which sets out the key skills and knowledge needed by the children and young people's workforce to support the speech, language and communication development of all children and young people	https://www.slcframework.org.uk/
Neurodiversity materials can be found on the Helen Arkell Dyslexia Charity Site – these include webinars, training slides EYFS-Post 16, EYFS-Post-16 checklists to support profile of need	https://www.helenarkell.org.uk/courses/teaching-for-neurodiversity.php
National Autistic Society. Information and support for teachers and practitioners from EYFS to post 16. MyWorld facility to have practical tips on helping autistic CYP emailed to you every fortnight.	www.autism.org.uk
Picture Exchange Communication System	www.pecs.org.uk
Ambitious about Autism - practical information and resources	www.ambitiousaboutautism.org.uk

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

The following checklists from Teaching for Neurodiversity can support teachers identify the needs of CYP who are achieving below the expected level in the classroom. They are not diagnostic tools but can support schools and settings in building a profile of the learner who may have a Special Education Need.

Other key assessment tools that can support identification of need are:

The following checklists from Teaching for Neurodiversity can support teachers identify the needs of CYP who are achieving below the expected level in the classroom. They are not diagnostic tools but can support schools and settings in building a profile of the learner who may have a Special Education Need.

- Early Years : http://www.thedyslexia-spldtrust.org.uk/media/downloads/94-primary-combined-checklist_evfs.pdf
- Primary: http://www.thedyslexia-spldtrust.org.uk/media/downloads/95-primary-combined-checklist_primary.pdf
- Secondary: <http://www.thedyslexia-spldtrust.org.uk/media/downloads/115-secondary-combined-checklist-secondary-paper-based.pdf>
- Post 16: <http://www.thedyslexia-spldtrust.org.uk/media/downloads/107-post-16-neurodiversity-spld-checklist-post-16-paper-based.pdf>
- Electronic all stages: <http://www.thedyslexia-spldtrust.org.uk/4/resources/2/schools-and-local-authorities/387/teaching-for-neurodiversity-resources-ndash-engaging-learners-with-send/>

WellComm Toolkit - Speech and Language Toolkit for Screening and Intervention in the Early Years. Offers a range of customised intervention activities to help support language development.

British Picture Vocabulary Scale (BPVS3) – A one-to-one test that assesses vocabulary. It can be used to assess language development in non-readers and pupils with expressive language impairments.

The Progression Tools - A series of 8 non-standardised tools aimed at different ages to support identification of speech, language and communication needs. Can also be used to track progression of these skills over time. Available from: www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

Renfrew Language Scales – Assesses the age level of consecutive speech used from information content, sentence length and grammatical usage in retelling a story. Includes the Action Picture Test, the Bus Story Test and the Word Finding Vocabulary Test. Ages 3 to 9 years. Available from: www.winslowresources.com

Infant and Junior language link – Group screening assessment to identify receptive language need. Includes intervention resources. Available for EY/KS1 and KS2. Available from: <https://www.speechandlanguage.info/primary>

Autism Progression Framework – a free interactive assessment tool to support identification of pupils' social, emotional, independence and learning needs. Available from: <http://www.aettraininghubs.org.uk/schools/pf/>

Appendix A: SENSORY QUESTIONNAIRE

Name of child/young person.....
 Name of parent/carer.....
 Date completed.....

For each behaviour described in the pink, green and blue columns please tick the box that represents the frequency with which this behaviour has occurred over the last month i.e. rarely, sometimes or often.

	HYPOSENSITIVITY	Rarely	Some times	Often	HYPERSENSITIVITY	Rarely	Some times	Often
BALANCE (VESTIBULAR)	Seeks all kinds of movements and this interferes with daily routines ^{12, 5, 7}				Fearful of activities involving movement(e.g. swings, slides, merry-go-round see-saw etc); anxious about moving from place to place ^{1, 2, 3, 14, 6, 15, 7, 10}			
	Seeks rough and tumble playful interactions ^{3, 7}				Dislikes trying new movement activities and may have difficulty learning them ^{15, 2, 10}			
	Becomes overly excitable during movement activity ¹²				Becomes anxious or distressed when feet leave the ground ^{2, 12, 14, 5, 7, 10}			
	Need for rocking, swinging, spinning, jumping ^{1, 2, 3, 13, 14, 15, 7, 10, 11, 6}				Fears heights, climbing, stairs, escalators ^{2, 7, 15, 12, 10, 6}			
	Head bangs ³				Resists change to head position/movement; tenses or becomes irritable if moved by someone else; dislikes head upside down ^{2, 11}			
	Enjoys swings, merry-go-round ^{2, 15, 10}				Avoid participation in sports or active games ⁷			
	Bumping into people and objects ^{2, 14}				Gets nauseated or vomits from excessive movement (swings, merry-go-round, cars etc) ^{2, 7, 10, 6, 15}			

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

	Constantly tilts head back ³ or holds head in odd postures				Avoids activities that involve balancing such as walking on narrow beams or handstands ^{2, 7, 6}			
	Enjoys being upside down ^{15, 10}							
	Constantly on the move ³							
	Loves car rides – may go to sleep in them							

	HYPOSENSITIVITY	Rarely	Sometimes	Often	HYPERSENSITIVITY	Rarely	Sometimes	Often
BODY AWARENESS (PROPRIOCEPTION)	Stands too close to people ¹				Difficulties with fine motor skills, manipulating small objects (buttons, tying shoe laces) ^{1, 2, 7}			
	A lack of awareness of body position in space ^{2, 1}				Has difficulty catching balls ^{2, 10}			
	Bumping into people ^{1, 2, 8}				Movement of the whole body to look at something ^{1, 2}			
	Clumsy or awkward in movement ^{14, 2, 8}				Fall down often and have difficulty with balance (e.g., when climbing stairs) ^{6, 10}			
	Problems with muscle tone, co-ordination, motor planning ^{13, 2, 8, 12}				Enjoy movement that he/she initiates but does not like to be moved by others, particularly if the movement is unexpected ¹⁰			
	Stands too close to people ¹							
	Slumping posture – leans against walls or people							

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

	HYPOSENSITIVITY	Rarely	Sometimes	Often	HYPERSENSITIVITY	Rarely	Sometimes	Often
SMELL (OLFACTORY)	No sense of smell – failure to notice extreme odours; difficulty identifying things by their smell ^{1, 2, 11, 15}				Smells can be intensified and become overpowering; dislike of individuals with distinctive perfumes, shampoos; dislikes strong smells ^{1, 2, 7, 11, 15}			
	Licking of objects ¹				Toileting problems ^{1, 2, 11} such as fear or reluctance to use the toilet or potty or distress after defecation			
	Smells self, people, objects, food ^{2, 11, 13}				Hits nose when distressed ^{2, 11}			
	Smears/plays with faeces ^{2, 7, 11}				Sudden outbursts of self-abuse/tantrums or withdrawal in response to smells ^{2, 11}			
	Seeks strong odours ^{2, 7, 11}							

	HYPOSENSITIVITY	Rarely	Sometimes	Often	HYPERSENSITIVITY	Rarely	Sometimes	Often
SIGHT (VISION)	Tendency to use peripheral vision ¹				Constantly looks at minute particles, picks up tiny pieces of dust ^{1, 2, 11}			
	Poor depth perception – problems with throwing and catching; difficulty stepping up or down kerbs or staircases; clumsiness ¹				Dislikes dark and bright lights ^{2, 11}			
	Is attracted to lights ^{2, 11}				Notices tiny changes in environment ¹¹			

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

Repetitive blinking and head bobbing ¹¹				Is frightened by flashes of light ^{2, 11}			
Looks intensely at objects and people ^{2, 11}				Looks down most of time ^{2,11}			
Moves fingers or objects in front of eyes ^{2, 11}				Squints or closes eyes in bright light ^{2, 5, 7, 11}			
Is fascinated with reflections, bright coloured or shining objects, patterns ^{2, 3, 11}				Is bothered by bright lights after others have adapted ¹²			
Focuses on shadows, reflections, spinning objects ⁷				Gets easily frustrated/ tired under fluorescent lighting ^{2,11}			
Appears startle when approached suddenly ^{2, 11}				Sudden outbursts of self-abuse or tantrums in response to a visual stimulus ^{2, 11}			
Runs a hand around the edge of the objects ^{2, 11}				Appears sensitive to changes in lighting ⁷			
Perimeter hugging				Turns away from television or computer screens ⁷			
				Watches everyone when they move around the room ¹²			
OTHER							
	Rarely	Sometimes	Often		Rarely	Sometimes	Often
Selects minor aspects of objects for attention instead of whole thing (e.g. a wheel rather than a whole toy car etc) ^{2, 11}				Does not recognise people in unfamiliar clothes ^{1, 2}			

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

	Becomes frustrated when trying to find objects in competing backgrounds ⁵				Notices every tiny change in the environment ²			
					Does not recognise a familiar environment if approaches it from a different direction ²			

	HYPOSENSITIVITY	Rarely	Sometimes	Often	HYPERSENSITIVITY	Rarely	Sometimes	Often
HEARING (AUDITORY)	Does not acknowledge particular sounds or respond to name being called; unable to distinguish between some sounds ^{1, 2, 3, 5, 11, 12}				Inability to cut out particular sounds, leading to difficulties concentrating ^{1, 12}			
	Enjoys crowded noisy places, kitchens, bangs doors and objects ^{2, 11}				Appears very sensitive to sound; able to hear even very quiet sounds, for example, hearing conversations in the distance ¹			
	Likes vibration ^{2, 11}				Dislikes haircut ^{2, 11}			
	Is fascinated with certain sounds ^{2, 11}				Makes repetitive noises (hums or sings) to block out other sounds ^{2, 3, 7, 11}			
	Tears paper, crumples paper in the hand ^{2, 11}				Tries to destroy/break objects producing sounds (clock, telephone, musical toy etc) ^{2, 11}			
	Pronunciation problems ^{2, 11, 15}				Dislikes unexpected or loud noises ^{2, 3, 5, 7, 8, 11, 12}			

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

	Appears deaf or seems to have problems in hearing ^{1, 2, 11, 15}				Sudden outbursts of self-abuse/tantrums or withdrawal in response to auditory stimuli ^{2, 11}			
	Enjoys Making loud rhythmic noises				Covers or hits ears to many sounds ^{2, 11, 12, 13, 15}			

	HYPOSENSITIVITY	Rarely	Sometimes	Often	HYPERSENSITIVITY	Rarely	Sometimes	Often
TASTE (GUSTATORY)	Likes strong tastes and/or spicy foods ^{7, 1}				Some flowers and foods are too strong and over-powering for the person ¹			
	Avoids bland tasting food				Sudden outbursts of self-abuse/tantrums or withdrawal in response to strong taste ^{2, 11}			
	Pica; eats everything – soil, grass. Materials ^{1, 2, 7, 11}				Poor eater ^{2, 11, 13}			
	Mouths and licks objects ^{2, 5, 11}				Uses the tip of tongue for tasting ^{2, 11}			
	Regurgitates ^{2, 11}				Gags/vomits easily ^{2, 11}			
	Is fascinated with certain tastes ^{2, 11}				Likes certain (plain) foods such as potato, white bread, bland cheese, pasta etc ^{2, 11}			
	Eats cigarette ends				Heightened awareness of flavour ⁸			
	Lack of awareness of flavour ⁸				Avoids certain spicy foods ^{11, 12, 2}			
					Shows strong preference for certain tastes ^{5, 12}			

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

					Dislikes strong tastes ⁷			
					Limits self to particular food textures/temperatures ^{1, 12}			
					Will not eat hot or very cold foods			

	HYPOSENSITIVITY	Rarely	Sometimes	Often	HYPERSENSITIVITY	Rarely	Sometimes	Often
TOUCH (TACTILE)	Touches people and objects ¹²				Touch painful and uncomfortable; will often withdraw from aspects of touch ^{1, 2, 3, 6, 7, 8, 11}			
	Holds others tightly ^{1, 2}				Reacts emotionally/aggressively to touch ^{2, 7, 11, 12, 14, 15}			
	Mouths objects or clothing ^{3, 7, 14}				Moves away from people, insists on large personal space ^{2, 6, 7, 11, 12, 14, 15}			
	Doesn't seem to notice when face or hands are messy ^{3, 12}				Withdraws or hits when people reach out or are nearby ^{10, 14}			
	Leaves clothing twisted on body; layers clothing, wraps self in clothing or bedding ^{5, 12, 14}				Likes touch ONLY when it is on their terms ³			
	Seeks deep pressure by squeezing between furniture ⁷				Avoids touch or contact with objects or people ^{3, 7, 14}			
	Likes pressure and tight clothing ^{2, 7, 11, 14}				Rubs the spot that was touched ^{3, 7, 12, 14}			
	Enjoys heavy objects on top of them ^{1, 2}				Dislike of having anything on hands or feet ¹			
	Is fascinated with certain textures ^{2, 11}				Expresses distress when grooming, teeth brushing, nail clipping ^{1, 5, 7, 8, 10, 12, 14, 15}			

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

Prone to self injuries – scratching, pinching, rubbing, hitting, hair pulling hand biting ^{1, 2, 3, 11, 14}				Takes off clothing ^{7, 10, 14, 15}			
Insists on being barefoot ¹⁴				Complains about how certain clothing feels, doesn't like tags, fussy about socks, seams in clothes, belts ^{8, 10, 11, 12, 13, 14, 15}			
Low reaction to pain or extreme temperatures ^{1, 2, 3, 10, 11, 13}				Dislikes the feeling of tight fitting clothing ⁴			
Pushes or rubs body against objects/walls/people ¹⁴				Sensitive to texture and make of material ^{1, 2, 7, 8, 11}			
Relaxes when given firm massage ⁷				Insists on wearing the same clothes ^{2, 8}			
Seems unaware of being touched or bumped ^{2, 3, 6}				Avoids wearing shoes ^{2, 11}			
Touches things constantly; “learns” through his fingers ^{3, 6, 7, 8, 11}				Overreacts to heat/cold/pain ^{2, 8, 10, 11, 15}			
Has trouble keeping hands to self, will poke or push other children ^{6, 10}				Difficulty tolerating temperature change ⁷			
Really enjoys shower, rough towelling or firm hair brushing ⁷				Dislike and avoids messy play ^{2, 3, 6, 7, 11, 12, 15}			
				Dislikes food of certain texture ^{2, 7, 10, 11, 14}			

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