

Lambeth Graduated Approach - Communication and Interaction:
Autism

Chapter 6 of the SEN Code of Practice outlines 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

This Graduated Approach to SEND document refers to Communication and interaction—Autism

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

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SEND Status	DESCRIPTOR AUTISM	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
<p>LEVEL 1</p> <p><i>Nursery/Class or Subject Teacher identification, assessment and meeting the needs</i></p> <p><i>Not on SEN Register</i></p>	<p>The CYP has low level of Needs</p> <p>Description of need: This CYP will not have a diagnosis of autism however he/she may exhibit some of the following characteristics:</p> <ul style="list-style-type: none"> • finds social situations confusing; can be unclear about appropriate responses and how to form relationships with other CYP • likes to follow own interests rather than accept direction. • displays a strong interest in a particular subject. • has a tendency to seek repetitive actions or routines. • low level sensory likes and dislikes 	<ul style="list-style-type: none"> • EYFS/Learning Goals monitoring • Schools key stage 1 to 4 assessments • Monitoring of CYP response to positive feedback • Assessment for learning • Observations by teacher/ class TA/KS coordinator • Advice and support from the parents • Information from the child regarding their opinions and preferred strategies using person centred approaches. • The school is proactive in identifying individual needs and monitors that action is taken • Risk assessment where appropriate • Health care plan where appropriate 	<ul style="list-style-type: none"> • The teacher is held to account for the learning and progress of the CYP in the mainstream class • Quality First Teaching/Early years experiences meets the needs of all pupils and includes: • Flexible grouping arrangements • Some differentiations of activities and material • Differentiated questioning • Use of visual and auditory and kinaesthetic approaches. • Awareness that a CYP may need more time to complete tasks and that equality of access may mean they need to do some things differently • Resources and displays that support independence. • Routine feedback to pupils. • Environmental considerations are made 	<ul style="list-style-type: none"> • The school can demonstrate an inclusive ethos that supports the learning and wellbeing of all CYP • CYP can learn in a mainstream class/preschool with appropriate differentiation of task and teaching style • The wider curriculum/EYFS promotes positive examples of diversity • A broad and balanced curriculum is planned for all CYP • Social emotional materials and interventions are implemented across the school. • Anti-bullying is routinely addressed and pupils are confident in reporting incidents • Opportunities for social interaction between peers and the wider community of the school may need to be engineered to bolster self-esteem and confidence. • Provision of planned opportunities to learn and 	<ul style="list-style-type: none"> • A regularly updated SEN policy and SEND offer details the effectiveness of the arrangements for SEN in the school. • A regularly monitored, reviewed and updated inclusion policy underpins practice. • The school employs additional adults to support the needs of all pupils e.g. HTLAs, SEN TAs etc. • All staff including TAs and HTLAs have up to date job descriptions and are included in whole school appraisal systems. • Designated time is allocated to Teaching Assistants for planning and liaison with teachers • All staff have received training on SEN and understand how to support with learning difficulties • New staff are targeted for up to date SEN training as part of induction • Whole school CPD has included use of the Inclusion

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			<p>to meet the needs of all CYP e.g. Seating positions, personal space and classroom layouts, displays and signage.</p> <ul style="list-style-type: none"> • Consideration to CYP's learning style/characteristics of learning. • An understanding that the disability may have a wider impact on a child's social and emotional well-being despite the apparent lack of obvious impairment. The child may also be vulnerable to bullying or have low self-esteem. • A range of alternative equipment may be useful. • Use of symbols • The pace of work may need to be slower. • Clear and positively stated rules and expectations for behaviour are apparent through visual means. • Visual and practical supports e.g. Visual timetables and lists. 	<p>practice social skills during structured activities.</p> <ul style="list-style-type: none"> • Provision of an inclusive PE curriculum, including arrangements for Sports Day where appropriate. • School trips which are planned well in advance and take into consideration the needs of the CYP. • Other school pastoral interventions could include <ul style="list-style-type: none"> - Meeting and Greeting - Circle Time - Peer mentoring - Buddy Systems - ELSA support - Lunch clubs. 	<p>Development Programmes for autism.</p> <ul style="list-style-type: none"> • School staff access LA training to keep informed on meeting the needs of CYPs. • Staff make use of a wide range of resources, including those produced within the LA, to inform their inclusive practice. E.g. <ul style="list-style-type: none"> - Communication tool kit - Behaviour tool kit - Writing a Case Study - Using TAs Effectively - Supporting Autistic Spectrum Condition - Using Symbols to Support learning & Communication - Lambeth Attention Difficulties Resource Pack • Whole school inclusion policies and practice implemented consistently. • Use of playground buddies, peer mediators, peer mentors.
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			<ul style="list-style-type: none"> • Awareness that a CYP may need more time to process language and complete tasks • Use of teaching strategies that develop the independent learning of the CYP 		
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<p>LEVEL 2</p> <p>-</p> <p>Additional Needs requiring SEN SUPPORT</p> <p><i>Nursery/Class or Subject Teacher identification, assessment and meeting the needs with support of Nursery or School SENCO</i></p>	<p>CYP has identified needs and is going through assessment for Autism,</p> <p>Description of need: For example, a CYP who finds it difficult:</p> <ul style="list-style-type: none"> - at social times - with social/emotional/organisational skills. - with changes in routines and settings. - in developing communication and language skills in noisy environments. <p>Social and communication difficulties may have a wider impact on a CYP's emotional well-being.</p>	<p><i>Level 1 plus:</i></p> <ul style="list-style-type: none"> • Observations by SENCO. • Use of a structured observation profile to target differentiation including IEPs with SMART targets that are reviewed and updated regularly. • Pupil involved in setting and monitoring their own targets. • Parents involved regularly and know how to support targets at home. • Advice is taken on successful strategies e.g. seating arrangements, position in 	<p><i>Level 1 plus:</i></p> <ul style="list-style-type: none"> • Information about the CYP's difficulties is shared with relevant staff, in partnership with parents. • Individual targets agreed and monitored, following discussion with CYP and parents. • Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills. • Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings and is not necessarily needed for learning. 	<p><i>Level 1 plus:</i></p> <ul style="list-style-type: none"> • Access to small group support. Group work to be planned and tailored to meet identified need and includes good role models. • CYP can learn through whole class teaching, needs support when they find the school environment difficult or stressful. • Teaching problem solving skills • Learning tasks differentiated by task and outcome to meet individual needs. • Access to small group support e.g. SILVER SEAL, Circle of Friends, self-esteem group, social speaking. Group work to be planned and tailored to 	<p><i>Level 1 plus:</i></p> <ul style="list-style-type: none"> • Support/advice from SENCO. • CYP needs are highlighted to all staff with advice on support strategies provided and monitored by the SENCO/SLT. • Additional adults routinely used to support flexible groupings. • Access to targeted small group work with class TA. • Access to intervention group work with TA, Learning Mentor or ELSA (Emotional Literacy Support Assistant). • School staff access LA training regarding meeting the needs of pupils. • Time for scheduled meetings with parents on a regular basis.

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<p>Add to SEN Register</p>	<p>The CYP may be socially isolated and vulnerable to bullying or low self esteem</p>	<p>classroom, preferred learning style.</p> <ul style="list-style-type: none"> • School trips are planned well in advance and take into consideration the needs of the CYP. 		<p>meet identified need and includes good role models.</p> <ul style="list-style-type: none"> • Preparation for changes to activities/routines/ staffing • aspects of structured teaching (TEACCH) may be helpful. • Peer mentoring support. • Supporting pupil with daily planning. • Checking pupils understanding of task and recording of work. • Supporting specific areas of difficulty e.g. assembly, RE, PE, outdoor play, forest schools etc. • Supporting pupil to recognise and communicate their feelings about the school day (emotion rating scale). • Oversight when moving between classrooms. • Short term small group intervention to develop social skills. 	<ul style="list-style-type: none"> • Additional adult (e.g. HTLA/TA) for focused support during unstructured times e.g. lunchtime supervision/ targeted extra-curriculum activities, supervision in the playground. • School staff access LA training regarding meeting the needs of pupils with autism approaches. • School may consult with Lambeth Autism Outreach Service • School access core Lambeth SaLT offer • Early Years setting access Early Years Inclusion Fund to enhance support offer (3-4 year old funding)
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<p>LEVEL 3</p> <p>Additional Needs requiring SEN SUPPORT</p> <p><i>Nursery/Class or Subject Teacher identification, assessment and meeting the needs with support of Nursery or School SENCO</i></p> <p>Add to SEN Register</p>	<p>The CYP has identified needs which require additional specific provision or specialist advice</p> <p>Description of need: Pupil has a diagnosis of Autism, requiring some support to access the curriculum. For example, a CYP who finds it difficult:</p> <ul style="list-style-type: none"> • learning in core curriculum areas • taking part in small groups • with understanding and using language • with the social use of language • understanding social interactions and friendships • with social understanding (e.g. difficulties interpreting other people’s behaviour, language and intentions) 	<p><i>Level 1 and 2 plus:</i></p> <ul style="list-style-type: none"> • Environmental audit using Lambeth SaLT or Lambeth Autism Outreach service tools • Consideration to CAF/Family Plan if appropriate. • Risk assessments of emotive situations to inform adaptations incl. educational visits. • Specialist assessments e.g. Specialist Teacher (if diagnosed), Educational Psychologist, SALT, OT, CAMHS. • Individual targets are agreed and monitored following discussion with child and parents. • There is a commitment to developing independence with 	<p><i>Level 1 and 2 plus:</i></p> <ul style="list-style-type: none"> • Manage access arrangements for internal and external examinations and assessments. • Awareness of social and emotional aspects of disability. • Established communication strategies to facilitate communication and to assess learning. • Modified and adapted PE lessons as required. • Use of key-working approaches to ensure the pupil has a trusted adult to offer support during vulnerable times. • Personalised reward systems known to all staff in school who have contact with the pupil, implemented consistently across the curriculum. 	<p><i>Level 1 and 2 plus:</i></p> <ul style="list-style-type: none"> • Regular/daily small group teaching of social skills. • Peer awareness training • Teaching assistance is targeted towards the supply of teaching and learning resources • a detailed time limited programme, intervention personalised timetable and/or resource. • Short term small group and/or individual intervention, to develop specific areas of curriculum access as identified by the subject teacher or educational specialist teacher, following a programme designed or recommended by that professional. • Regular/daily small group teaching of social skills. • Teaching style adapted to suit pupil’s learning style e.g. level/pace/amount of teacher talk reduced, access to practical activities. 	<p><i>Level 1 and 2 plus:</i></p> <ul style="list-style-type: none"> • Time for formal meetings with parents on a regular basis. • Allocate appropriate space for visiting professionals to work with individual pupils, taking into account safeguarding issues. • Access to Early Bird parent groups in EY. • Access to parent groups provided by Lambeth ARDS • Adult intervention targeted at specific curriculum areas or specific social times. • School will ensure that key information is passed on at times of transition and, where appropriate, will consult with the specialist teaching team. • Consult with the specialist teacher for when recruiting staff to work with a named pupil. • Access to low stimulus area for focused tasks e.g. individual workstation.

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	<ul style="list-style-type: none"> • Frequently experiences high levels of anxiety coping with the demands of the school day • Can participate in most aspects of the day but has difficulties in following instructions, classroom routines and maintaining attention to task • Displays strong pre-occupations and needs support or preparing for changes in routines. • The CYPs autism could co-exist with other secondary needs. 	<p>steps planned and agreed</p> <ul style="list-style-type: none"> • Careful reviewing of needs before transition at key stages e.g. starting pre-school, primary, secondary, post 16, adult life. • Individual Management Plan including: <ul style="list-style-type: none"> - risk assessment to inform handling of emotive situations - Moving and Handling - Individual Health Care Plan • school visit risk assessment • swimming risk assessment • emergency evacuation • TAs are routinely included in planning and or/are provided with lesson plans and learning objectives in advance of the lesson to ensure their input is effective 	<ul style="list-style-type: none"> • Identified daily support to undertake the following: <ul style="list-style-type: none"> - prepare and make relevant visual supports and structure - write Social Stories, where needed adapt materials for lesson e.g. chunking work into manageable amounts for the individual pupil - facilitate alternative Recording strategies - including access to ICT equipment and/or amanuensis as necessary • provide access to visual approaches- e.g.TEACCH, Numicon, See & Learn • support emotional development e.g. supporting pupil to recognise and communicate their feelings about the school day • Time-limited intervention programmes with staff who have knowledge and skills to address specific needs, may include withdrawal for Social Interaction/ Communication groups. 	<ul style="list-style-type: none"> • Personalised timetable introduced in negotiation with pupil, parents and staff. This may include temporary withdrawal from some activities e.g. assemblies, specific non-core lessons. • Access to structured teaching (TEACCH) as required. • Individualised support to implement recommendations from support services • use of social stories. • Personalised curriculum. • Individual support for pre and post teaching. • Access to a key worker or mentor for meeting and greeting, checking in throughout the day to provide reassurance and support throughout the day 	<ul style="list-style-type: none"> • Flexible approaches to the timetable, break times and lunchtimes. • Advice from the Specialist Teacher for the individual CYP on sensory resources/activities/use of ICT. Loan of sensory materials on trial basis. • Access to a quiet area for 'chill-out' at times of stress. • Close supervision during breaks and lunch. • Support for parents/carers through Early Bird/ Lambeth Autism Outreach Service • Time for formal meetings with parents on a regular basis. • Time for meetings with the Specialist Teacher for Autism.
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