



Moorside Junior School Whole School Provision Map - Communication and Interaction - February 2015

Wave 1 Quality First Teaching for All	Wave 2 Additional and Different for some pupils working in groups	Wave 3 Additional and Different for some pupils on an individual basis
<p>TOP 5 - MUST HAVES</p> <ul style="list-style-type: none"> • Use of visual strategies to aid teaching and learning e.g. visual timetables • Supporting with Routines - Routines are important, so keep them when possible and manage changes pro-actively • Following Rules - Make sure rules are clear, followed by all and applied consistently. • Time to Process - Give instructions but then wait to make sure that it has been taken in • Auditory Memory - Give short instructions, about one thing at a time <ul style="list-style-type: none"> • Non verbal symbols to aid comprehension - Widgit <p><i><u>At all times it is imperative that practitioners and other adults work together to provide structure, improve understanding and consider the environment for CYP with ASC.</u></i></p> <p><i><u>Provide Structure</u></i></p> <ul style="list-style-type: none"> • <u>Visual information can help individuals to:</u> understand and make sense of the world, communicate, behave appropriately, keep calm & function more independently • <u>Supporting with Routines</u> - Routines are important, so keep them when possible and manage changes pro-actively • <u>Dealing with Change</u> - Time lines, schedules, diaries and written lists can help to explain changes • <u>Following Rules</u> - Make sure rules are clear, followed by all and applied consistently. • <u>Waiting</u> - Waiting might be difficult, e.g. in queues, so structuring and organising that time will help • <u>Planning and Organising</u> - Break down tasks into smaller, clear steps to make them more manageable 	<ul style="list-style-type: none"> • In class support with a focus on supporting speech and language • Small group/short term specific interventions - Socially Speaking and/or bespoke C&I paired/small group work • Peer support activities, e.g. working with peer groups to enhance their own understanding in order to reduce bullying, etc • SEAL 	<ul style="list-style-type: none"> • Regular and close contact with parents/carers • Support when needed including at unstructured times • Social Stories - assists individuals to develop greater social understanding - written using WIGIT • First & Then visual prompts • Comic strip conversations - assists understanding of difficult or key concepts • Let's Target Communication -NYCC • Support from Autism Spectrum Conditions Outreach Support Service (ASCOS) and C&I EMS at Hookstone Chase School • Specialist support focused on communication (e.g. SALT, signing) • Individual work station • 5 point scale for behaviour • Calm boxes



<ul style="list-style-type: none">• <u>Starting & Stopping</u> - Give prompts and make it clear when to start and finish activities <p><i><u>Improve Understanding</u></i></p> <ul style="list-style-type: none">• <u>Communication</u> - Think about what you want to get across and double check understanding• <u>Holding conversations</u> - You might have to spell it out, when it's the persons turn to talk in conversations• <u>Time to Process</u> - Give instructions but then wait to make sure that it has been taken in• <u>Auditory Memory</u> - Give short instructions, about one thing at a time• <u>Empathy</u> - Seeing things from your point of view may be difficult so don't take it personally• <u>Logically Speaking</u> - Use concrete language and be specific about what you are saying <p><i><u>Consider the Environment</u></i></p> <ul style="list-style-type: none">• It may be helpful to provide a distraction free area for the individual to work in at those times when the individual needs to be able to concentrate.• It is absolutely essential that the school identifies an area that the individual is able to go to when they need time out or when they become distressed.• Building in regular rest breaks will be necessary for many individuals who are not able to cope well with normal work loads.		
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