Communication and Interaction

Assess need through:
- ★ Phonics assessment
- ★ Observations
- ★ Specialist support and interventions e.g. Educational psychologist, Speech and Language
- ★ Verbal and non-verbal testing

Communication and Interaction Need

- Difficulty knowing how to talk and listen to others in a conversation
- Difficulty making and maintaining friendships
- Anxiety in busy, unpredictable environments
- Inability to use knowledge and skills functionally to generalise to various situations
- Difficulty coping in new or unfamiliar situations
- Inability to cope with unstructured social situations, including transitions
- Difficulty predicting others and understanding their motives
- Inability to read the facial expressions of others
- Rigid thinking, including strong routines and rituals
- Difficulty understanding the rules of social interaction
- Difficulties in understanding rules of politeness and manners e.g. may speak to Head teacher like a friend
- Attention and conversation focused on own needs and interests
- Extreme reactions, rather than a measured response

- Problems with unwritten rules e.g. you don't talk in assembly
- Problems with subtle social rules e.g. those governing dating and sexual relationships
- Unable to cope with close proximity to others
- Physical outbursts if stressed,
- Echolalia, rather than meaningful language
- Inability to cope with unstructured social situations, including transitions
- Lack of response inhibitions, e.g. can't wait, shouts out, runs off
- Literal understanding of language - struggles to understand sarcasm/humour/idiom/metaphor
- Physically challenging behaviour
- Unusual reactions to sensory stimuli
- Difficulties with independence skills, such as dressing, toileting, eating
- May seem to have a phobia of speech with some adults.

Wave 1	Wave 2	Wave 3
• Say what you mean (explain double meanings, avoid sarcasm etc.) • Preparation for change of activity or lesson • Visual prompting and cues – timetable, instructions, demarcating areas • Systematic organisation of independent learning tasks and activities • Emotional literacy lessons in class • Clear rewards and sanctions – including motivators • Visual Timetables • Clear and specific learning objectives • Pace and pitch altered to support learning needs • Overt expectations made explicit • Calm learning environment	• Increased visual aids / modelling etc • Visual timetables • Use of symbols • Use of PECS in classroom • TEACCH approach • Small social skills and/or friendship group • Additional TA support at play and lunch times • Additional buddy support at playtimes and lunch times • Access to 'walk and talk'/ 'drink and a think' strategy • Access to speaking and listening skills intervention • Paired or 1:1 curriculum tasks with differentiated support	• Individualised programme, including interventions supported by the SENCO/outside professionals • Specialist Team involvement • Consideration of access arrangements e.g. reader/scribe • Communication aid – Makaton (EY trained member of staff)

• Prompt cards for group roles and conversation skills • Teacher, TA and peer support • Access to small group teacher and TA support • Training for all staff to understand challenging behaviour • Structured play opportunities at lunchtimes • Quality First Teaching • A rich language and communication culture across school • Oral literacy used to support oracy • Reading aloud throughout the school day • Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language • Structured school and class routines • Flexible grouping and seating arrangements • Differentiated questioning • Focussed reading and writing groups led by a teacher or teaching assistant	• Individual work station and individual visual timetable • Specific interest clubs • Social Stories • Regular, short sensory breaks • High Level of TA support • Personalised small group learning • Flexible groupings with access to positive peer speech and language models • Visual prompt cards e.g. turn taking or stay on topic • Feelings Check in • Interventions based upon class-based learning delivered by TA	

Outcomes

• Reduced anxiety • Improved capacity for independent learning • Increase in social interactions • Improved social relationships and friendships • Independent access to the school day • Enhanced ability to work in groups • Clearer focus of attention • More appropriate behaviour	• Pupil can calmly and independently move around the school at key changeover times • Reduction in distressed behaviours • Skills learned in social group applied to school situations • Greater participation at playtime with less adult intervention • Able to access the mainstream curriculum with support • Reduced frustration • Improved mental health

Speech Need

• Speech that is sometimes difficult to understand • Decoding often poor in literacy • Speech difficulties are impeding literacy development • Speech may be incomprehensible to an unknown adult or peer	• Specific difficulties in hearing or perceiving speech, particularly in distracting environments • Speech difficulties have a significant impact on literacy • Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs

Wave 1	Wave 2	Wave 3
• Provision of a quiet workstation	• Targeted speech group	• Advice from Speech & Language Therapy

• Application of specific speech targets during the day in a quiet environment • Attention and listening activities • Oral blending and segmentation linked to reading and spelling • Consistent support from teacher and TA to reinforce speech sounds throughout the day • Support to develop peer relationships and participate in group work when intelligibility is a problem • Phonics programme with strong phonological awareness component • Additional Phonics	• Specific phonemic awareness programme linked to letters • Segmentation activities linked to topic and functional vocabulary • Speech cueing system, if advised by S&LT, e.g. Talk buttons or talking postcards • Phonological awareness activities linked to speech production • Parental engagement to aid understanding of child's communication e.g. Home/school book/objects of reference box to aid understanding • Communicate in print vocabulary cards • Making & breaking word activities • Non-literal language, idioms, jokes etc. • NELI for EY is an evidence-based programme for schools to deliver. • EAL Training for coordinator and specialist TAs when necessary	• Advice from Educational Psychologist • Specific speech interventions as prescribed by Speech and Language Therapist • Total communication approach including Makaton signs, symbols and gestures to communicate needs • Individual programme, provided by SALT • Makaton training for adult • SALT sessions attended by TA who delivers daily exercises • Let's Talk specialist intervention

Outcomes

• Correct pronunciation of sounds in some situations • Segmentation of spoken words • Improved production of speech sounds (these still need to be applied throughout the day)	• Some segmentation of vocabulary – syllables, rhyme, phonemes • Improved (but perhaps not perfect) articulation of speech sounds at word, sentence or conversation level

Language Need

• Difficulty when saying words or sentences • Difficulty understanding words or sentences • Difficulty following/processing instructions • Short attention span • Comprehension and/or decoding affected in literacy • Considerable difficulties with receptive and/or expressive vocabulary	• Short and inaccurate sentences –oral and written • Considerable difficulty understanding words, sentences and instructions • Severe difficulties with receptive and expressive vocabulary • May speak and understand at a single word or phrase level • Difficulty in formulating a spoken sentence • Severe difficulty understanding words, sentences and instructions

Wave 1	Wave 2	Wave 3
• Ensure you have the pupil's attention before giving an instruction • Clear and simple explanations • Chunking instructions	• Vocabulary teaching with phonological/semantic cues • Use of information carrying words when giving instructions • Targeted comprehension group	• Individualised SALT programme • Use of Makaton signing by staff • Individual vocabulary wordbook • Let's Talk specialist intervention

• Extra time to process what has been said • Check understanding of classwork and homework tasks • Model correct sentence usage • Visual support across the curriculum • Broad range of sentence activities, e.g. description, news telling • Talk partner opportunities • Pre-teaching of subject vocabulary, key vocabulary displayed, clear definitions of words given and taught in a multi-sensory way • Guided reading for decoding and comprehension, especially inference	• Mind maps for vocabulary to link concepts • Non-literal language, idioms, jokes etc. • NELI for EY is an evidence-based programme for schools to deliver. • EAL Training for coordinator and specialist LSA where appropriate • SALT sessions attended by TA who delivers daily exercises	• Advice from Educational Psychologist

Outcomes

• More contributions to class and group discussions • Expanded oral and written sentences • Increased confidence • Improved listening and attention • Increase in confidence and self esteem • Quicker processing of language • Better understanding of lesson content leading to better progress • Enhanced reading comprehension	• Correct usage of grammar, e.g. plurals and tenses • Shift from spoken phrases to sentences • Wider vocabulary, including core, extended & subject words • Improved factual understanding and/or inference • Ability to follow longer instructions • Improved words and sentences Improved communication • Improved comprehension of basic language, instructions and expectations • Improved curriculum access

Useful links to support Communication and Interaction:

• Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs
• The Communication Trust primary school age progression tools may be used to assess language skills
• Universally Speaking
• The SMIRA website gives resources for children and young people with selective mutism.
• The Autism Education Trust (AET) progression tools can be used to assess and track progress, and set objectives.
• Languagelink / Speechlink is an online assessment system
• http://www.ican.org.uk/
• http://www.inclusive.co.uk/hardware/communicators-and-controllers
• http://www.autism.org.uk/
• https://speechlink.co.uk/auth/login
• http://www.talkingpoint.org.uk/
• https://www.thecommunicationtrust.org.uk/
• http://www.smira.org.uk/
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