Communication & Interaction

SEND Guide

Please visit
www.oldham.gov.uk/grt for more information
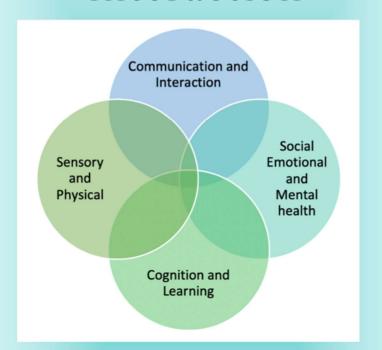
Communication and Interaction

"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."

SEN Code of Practice (6.28)

Desired outcomes- we want our children:
- ☺ to be able to access the curriculum with greater independence
- ☺ to extend their communication skills in order to express their wants and needs
- ☺ to participate in a wide range of play and learning experiences
- ☺ to be able to contribute to small group and whole class learning.

What we might see:

Speech language and communication needs can affect children in many different ways.

Children can experience a speech sound disorder which may make their speech sound different and in some cases, they can make it so difficult to understand that it impacts on the child's ability to convey their message.

Disfluency or a stammer can also affect how a child's speech sounds.

Language difficulties can take many different forms:
Some children have difficulties understanding what they've heard.
Whilst others find it difficult to construct sentences or retrieve the appropriate vocabulary item.
Some children find it hard to use the language skills to communicate with others-their grammar and vocabulary may be fine but they struggle to interact with others.
Older children may struggle with creative thinking skills like prediction and inference.

Children with social communication needs find it difficult to communicate with others for a range of reasons. They may have difficulties:

❖ taking part in a conversation
❖ taking turns in a conversation
❖ staying on topic
❖ taking the listeners needs into account
❖ reading non-verbal Cues etc

They may also have difficulty understanding what the speaker is saying to them or have other speech and language difficulties.

As well as differing in kind, speech language and communication skills may differ in severity. Some children may experience a mild difficulty that can be managed through high-quality teaching while others with more significant difficulties may require group intervention and/ or one-to-one intervention with advice recommended by a speech and language therapist.

What might we see in a child with expressive language difficulties?

- speech sounds difficulties phonology
- frequency issues stammering or clarity
- word retrieval difficulties
- poor vocabulary
- immature speech may interfere with literacy development

- selective mutism

What might we see in a child with receptive language difficulties?
- preferring own agenda
- attention and listening difficulties
- unable to follow instructions
- poor confidence and lack of self esteem
- may need extra time to process verbal language
- may interpret language literally
- may struggle to understand jokes and sarcasm

What might we see in a child with social communication difficulties?
- mild social difficulties for example relating to others
- conflict at all structured times
- Frustration
- inappropriate or immature behaviours
- isolated or withdrawn or unhappy
- lack of empathy or understanding feelings of others
- impaired non-verbal communication skills such as using inappropriate body language or facial expression and for some poor use of eye contact
- may process and display feelings differently

What might we see in a child with social interaction difficulties?
- lack of joint attention
- difficulty working cooperatively in a group
- difficulty showing awareness of others needs
- difficulty following group rules

What might we see in a child who has difficulty with friendships?
- this may include forming friendships
- maintaining friendships
- understanding the concept of different social relationships compromising and negotiating

When would you move to SEN support for communication and interaction needs?

Where there is a lack of adequate progress despite identified and targeted differentiation.

You should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterized by progress which:

- ❖ is significantly slower than that of their peers starting from the same baseline
- ❖ fails to match or better the child's previous rate of progress
- ❖ fails to close the attainment gap between the child and their peers
- ❖ widens the attainment gap

Every child with SLCN is different. They may have difficulty with one some or all of the different aspects of speech language and communication at different times of their lives.

Information may be collected through:
- ➢ observations and continuous formative assessment
- ➢ the use of profiling tools such as Universally Speaking Progression Guidance (the Communication Trust website)
- ➢ A referral to speech and language therapy
- ➢ referring to the EYFS guidance (the Ages and Stages questionnaire)
- ➢ WELLCOMM

Monitoring and evaluating effectiveness of the interventions through Assess, Plan, Do, Review

High Quality Teaching

Provision to support a child with communication and interaction needs may include:
- consistent and predictable structure and routine
- class visual timetable
- auditory signals to prepare for a change for example music jingle or bell
- reduce use language demand
- simplify language
- repeat and model language
- allow extra time to process verbal information
- extra time for people to organise verbal responses

- support verbal languages with sign or gestures use sign along
- chunk instructions
- differentiated questions for example using the blank levels of questioning or Blooms taxonomy
- general use of visuals in class
- pictures symbols widgets boardmaker
- visual timetables
- now and next, taskbar, timers
- vocabulary mats
- Labels
- story planning sheets or graphic organisers
- pre-teaching vocabulary
- talking tins and boards
- apps on iPads
- continuous formative assessment
- Sabotage strategies for example: *Do you want use or milk?*
- Kagan approaches
- talking partners
- talk for writing
- social stories
- use non-verbal methods of sharing ideas for example using whiteboard to draw or write answers
- use people's interests to motivate or elicit responses share and tell

Provision to support receptive language may include:
- visual cues
- subject specific vocabulary
- Dictionaries
- Pre-teaching
- wordwebs

Provision to support expressive language may include:
- additional thinking time for word retrieval
- visual cues
- additional modelling of correct use
- word webs

Provision to support grammar may include:

- colourful semantics frames

Provision to support genre specific talk may include:
- talk frames
- sentence openers
- specific modelling
- paired talk opportunities to rehearse before answering or sharing

Provision to support pragmatic skills may include:
- explicit modelling
- visual prompts buddies

Resources
use specific interventions as part of universal offer:
Talk boost
Blast and Blast 2
Wordaware/ Wordaware 2
Wellcomm
talk about books
Black Sheep Press
Elklan Langauge Builders
PIVATS
National Autistic Society
AET Progression Tools
Universally Speaking (Communication Trust)

For further strategies visit the talking point website: www. talking point.org.uk
and the SEND gateway website: universal- communication and interaction

Supporting pupils with autism

Use clear unambiguous language. Avoid idioms and metaphors
Create a visual timeline so that the pupils know what they should be doing now and what is to come. This can help to limit anxiety.
Offer support for transitions and change. Prepare for what is to come by giving a clear timeline of when the change will happen

and what the change will be. Offer visual support to prepare. Offer advance previews, wherever possible. Remember that every individual with autism is different- their autism will impact upon them in different ways. Be prepared to change your approach and tailor your support to the way that their needs present for them.

Where possible incorporate areas of Interest into your lessons or as motivators. Time to explore a special interest can be used as a reward when the pupil has completed work or followed instructions.

Many learners with autism have difficulties in various areas of sensory processing. Being mindful of what difficulties an individual experiences can help you provide the best support for them in your classroom and make any changes where necessary. For example if a learner has sensitivities to auditory input ensure they are sitting next to other learners who are not going to create high levels of noise. The learner may also pick up on noises, so sitting them away from objects that can create background noise is helpful. Learner's with sensory processing difficulties can easily become overwhelmed.

Offer a variety of methods for your learner to show or tell you if they are anxious. Worry boxes, worry monsters and drawing opportunities can all help.

Give a clear role in group work situations so that the pupil knows exactly what is expected of them.

Offer additional time for your pupil to process information and seek clarification if they are unsure.

Try to understand how your pupil sees the world, what it is for them so that you can adapt your practice. If you are able to appreciate why the learner may respond in a certain way, such as needing to sit at a specific table or have to eat their lunch in a certain way then you will be more able to support them in navigating the school day. A high degree of empathy is needed.

Social understanding and imagination
pupils might:
- insist on rules- sometimes they're rules
- can become fixated by a particular toy or object
- obsessive topics of conversation- feel safe

- Phobias
- liking routines
- not wanting to change the way things are done- walking into the classroom in a certain way!

transitions or change- may include lessons, new year group, Christmas, sports day

Social communication and language
Typical difficulties with use of language and talking might include:
- restricted use of sentences or conversation
- Favourite topics
- may be repetitive or use learnt phrases
- jargon or babble meaningless words of phrases
- Echolalia: Repetition or echoing
- talking too loudly, too quietly, monotone
- Limited understanding or no response to instructions
- failure to respond to indirect instructions
- spoken language overloads the child
- unable to read non-verbal communication such as facial expression, gesture, body language, eye contact, proximity
- lack of understanding of jokes, sarcasm, tone of voice
- lack of understanding of debate, others views or abstract thought, creative ideas and verbal reasoning- takes instructions literally

social relationships and interactions
These may include:
- appear to have little concern for your feelings
- appear rude such as interrupting or not showing interest in your views
- sometimes finds friendships difficult
- have difficulty coping with groups
- be prone to anxiety or depression
- have difficulties with self-control/ frustration

Top tips
- Clear personalised specific instructions: non-negotiables
- Consistent routines

- Organised classrooms
- Clear task structure
- Task timelines
- Support with organisation and choice making
- Transitions
- Appropriate support to mediate difficult situations
- teach the Script- using social stories if necessary
- Signpost key information- this may include colour coding, pictures or linking interventions to lessons
- Set up reciprocal communication systems between home and school
- Share and celebrate achievements no matter how small
- communication keyrings

Managing special interests
- use as a Motivator
- build in special interest time as part of your structure
- consider the bigger picture- long-term where could this go

Communication speech and language difficulties

Assessments:
- ❖ Wellcomm
- ❖ I can… speaking and listening progression tool
- ❖ British Picture vocabulary scale
- ❖ universally speaking
- ❖ communication friendly environment checklist

Resources in school
Talking
- ➢ Time for talk- reception Key Stage 1
- ➢ Talking strategies
- ➢ Sequencing cards
- ➢ Conversation cards
- ➢ Conversation cubes
- ➢ Let's talk with 5 to 9 learning new words

Listening skills

- ➢ listening skills book 2
- ➢ listening skills book 3
- ➢ auditory processing activities

I can...
- ➢ I can cook book
- ➢ I can- making a difference progression check communication and language

Black Sheep Press
- ➢ Words and Pictures 1,2,6
- ➢ Words in Pictures 1,2,6
- ➢ Barrier Concepts
- ➢ Practical Pragmatics- Prag 6
- ➢ Pragmatics/ Semantics three
- ➢ Simple Semantics 4- categories
- ➢ Identifying and Describing
- ➢ Concepts in Pictures- before/ 4th after
- ➢ Think about it: pragmatic 5
- ➢ Four Stages Sequencing
- ➢ Auditory Memory WIP4
- ➢ Language in Pictures: conjunctions and but so
- ➢ Language in Pictures: prepositions
- ➢ Words in Pictures- verbal reasoning activities
- ➢ Concepts in Pictures 4-days
- ➢ Explain, Predict, Imagine
- ➢ Speaking & Listening through Narrative age 5-7
- ➢ Categories- Improve word finding
- ➢ Negation: Not & verb, Grammar
- ➢ Negation: No & noun, Language in Pictures

Looking and Thinking
books 1,2,3,4

Colourful semantics
Vocabulary Learning checklist
The specific language impairment handbook
Blank Level questioning

BLAST
Word Aware
Action Picture Test (The Renfrew Language Scales)
Communication Bear cards

https://www.leedscommunityhealthcare.nhs.uk/our-services-a-z/speech-and-language-therapy2/speech-and-language-therapy-toolkit

ASD
- Can I tell you about autism?
- Can I tell you about Asperger's?
- Autism Education Trust- tools for teachers
- Autistic superhero lesson pack
- Woodfers world
- Talk to me conversation strategies
- LEGO therapy
- Social stories(new social story book)
- comic strip conversations
- socially speaking file
- setting up social skills groups
- apps for autism

Books
- The Complete Guide to Asperger's Syndrome
- Martian in the Playground
- Freaks, Geeks & Asperger's Syndrome
- Sensory Perceptual Issues in Autism and Asperger's Syndrome
- Tuesdays with Morrie