



Communication and Interaction Needs

Communication and Interaction/ Autism Spectrum Disorders

The children and young people to whom this guidance relates will present with a range of communication and interaction differences which challenge their learning and social inclusion. Individual pupils display a range of differences which will vary in severity and intensity and which may change over time. It is not expected that any pupil will match all the descriptors listed below. Pupils who display social communication and interaction differences but who are not diagnosed with an autism spectrum disorder share some of the difficulties in social imagination, inflexibility of thought and sensory differences seen in pupils on the autism spectrum. The suggested provision and resourcing at the appropriate range will support effective teaching and learning for this group of children and young people.

Children and young people with communication and interaction differences/autism have differences in the areas identified below. Use these descriptors to identify the needs of an individual pupil:

ASD Descriptors

Communication and Reciprocal Social Interaction (Social Effect)

- Difficulties recognising that they are part of a class, group or wider social situation
- Social situations present challenges resulting in emotional outbursts, withdrawal, social vulnerability and/or isolation
- Poor empathy, imagination and play skills which affect social understanding and impact on learning in subjects such as English and RE
- Unusual eye gaze or eye contact
- Facial expressions may be limited or reduced in range
- May not use or understand non-verbal communication
- Difficulties with understanding spoken language or difficulties expressing their own wishes and feelings (expressive and receptive needs)
- Speech may be delayed or unusual and have an odd intonation pattern with immediate or delayed repetition (echolalia)
- Literal interpretations of language and learning with poor understanding of abstract language
- Higher order language skills may be impaired, e.g. understanding and use of metaphor, inference and emotional language
- Issues with interpreting and understanding whole class instructions and general information
- Difficulties with the concept of time and sequencing of events significantly affect everyday activities
- Difficulties with personal space - may invade other's space or find close group work difficult
- May have little awareness of danger in comparison to children of their age
- May 'run' or 'climb' with no regard to hazards, or be unaware of hurting others

- May have coping strategies that enable successful social interaction with peers. At times of stress or anxiety, however, responses will be unusual and socially awkward

Restricted and Repetitive Behaviours

- Anxiety over even small unplanned changes in the environment or learning tasks, leading to reactions of outbursts or withdrawal
- Unusual or different behaviours or obsessions with everyday objects, people or toys, which can lead to difficulties with finishing desired activities
- May display an intense interest in a topic that is explored with a high level of frequency and/or inappropriateness to context or audience
- Difficulties managing transition between different environments or tasks
- Inability to maintain focus and concentration age appropriately
- Easily distracted or unable switch attention easily
- Inconsistent patterns of behaviour across a spectrum from challenging or impulsive to extreme passivity

Sensory Differences

- Unusual over- or under-responsiveness to sensory stimuli e.g. touch or noise which may affect access to everyday events or activities e.g. dining halls
- Difficulties in environments with a lot of people, especially in spaces where the number is people of heightened and noise becomes expansive
- Show signs of delayed hand/eye co-ordination and/or fine/gross motor skills or display unusual body movements such as flapping, toe walking, tics or unusual posturing
- Display unusual sensory responses to the environment at times of heightened stress: this may present as anxiety
- Sensory differences can affect physical milestones such as toileting and eating development: these can cause high anxiety in the child/young person and those who care for them

The table below should be read alongside the lists above of

- **Communication and Reciprocal Social Interaction (Social Effect)**
- **Restricted and Repetitive Behaviours**
- **Sensory Differences**

Students may display different combinations of the outlined behaviours, even at the lower ranges.

<p>Range 1 Mild</p>	<ul style="list-style-type: none"> • Pupils will have communication and interaction needs that may affect their access to some aspects of the National Curriculum, including the social emotional curriculum and school life • The pupil does not have a diagnosis of an autism spectrum disorder made by an appropriate multi-agency team • Students may or may not have low level sensory needs
<p>Range 2 Mild - Moderate</p>	<ul style="list-style-type: none"> • Pupils will have communication and interaction needs that affect access to a number of aspects of the National Curriculum, including the social emotional curriculum and school life • Students may or may not have low to moderate sensory needs
<p>Range 3 Moderate</p>	<ul style="list-style-type: none"> • Pupils will have communication and interaction needs that will moderately affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life • This is especially true in new and unfamiliar contexts • The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment • Pupils may or may not have a diagnosis of an Autism Spectrum Disorder made by an appropriate multi-agency team • Students may or may not have moderate sensory needs
<p>Range 4a Significant</p>	<ul style="list-style-type: none"> • Pupils will have communication and interaction needs that significantly affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life • This is especially true in new and unfamiliar contexts but will also affect access at times of high stress in some known and familiar contexts and with familiar support/people available • The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment • Pupils will have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum • Pupils may or may not have a diagnosis of an Autism Spectrum Disorder by an appropriate multi-agency diagnostic team • Students may or may not have sensory significant sensory needs
<p>Range 4b</p>	<ul style="list-style-type: none"> • Pupils will have communication and interaction needs that severely affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available • The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment

	<p>Pupils at range 4(b) will be in a mainstream setting:</p> <ul style="list-style-type: none"> • Pupils will have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum • They will require significantly more support than is normally provided in a mainstream setting • Students may or may not have sensory significant sensory needs
<p>Range 5 Severe</p>	<ul style="list-style-type: none"> • Pupils will have communication and interaction needs that severely affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available • The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment <p>Pupils at range 5 may be in the following settings:</p> <p>Mainstream</p> <ul style="list-style-type: none"> • Pupils may have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum • They will require significantly more support than is normally provided in a mainstream setting <p>Special</p> <ul style="list-style-type: none"> • Attainment profile is below expected NC performance indicators and/or PIVATs • They may or may not have a diagnosis of an Autism Spectrum Disorder • Students may or may not have severe sensory needs
<p>Range 6 Profound</p>	<ul style="list-style-type: none"> • Pupils will have communication and interaction needs identified by the range descriptors that profoundly affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available • Pupils will need an environment where interpersonal challenges are minimised by the adult managed setting • The pervasive nature of the Autism/C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment • Students may or may not have profound sensory needs • Pupils within the specialist provision need an environment where interpersonal challenges are minimised by the adult managed setting <p><i>For pupils who have needs which may be identified as being at Range 7, please refer to the additional SEN guidance information.</i></p>

** Complex Needs funding represents a funding model for those pupils with Complex Learning Difficulties and Disabilities (CLDD) that create a complex profile of 3 or more primary needs. These pupils present with a range of issues and combination of layered needs, e.g. mental health, relationships, behavioural, physical, medical, sensory, communication, cognitive. They need informed significant support and strategies which will include trans-disciplinary input to engage effectively in the learning process and to participate actively in the classroom activities and wider community.*

Range 1 Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources & Staffing
<p>1. Use the first section of this document to identify the relevant descriptors for the child or young person with whom you are working.</p> <p>2. Consider whether the following statement describes how the pupil is affected within school:</p> <p>Pupils at range 1 will have communication and interaction needs identified by the range descriptors that affect their access to some aspects of the National Curriculum, including the social emotional curriculum and school life.</p> <p>3. If this statement accurately describes your child use the advice given in range 1. If not, you will need to consider descriptors for other levels.</p> <p>The pupil does not have a diagnosis of an autism spectrum disorder made by an appropriate multi-agency team.</p> <p>NC Level Across the expected range with an unusual learning profile showing relative weaknesses in some areas and strengths in others.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> Will be part of school/setting and class teaching and assessments <p>Planning:</p> <ul style="list-style-type: none"> Curriculum plans should include individual/group targets Family to be involved regularly and support targets at home Pupil will be involved in setting and monitoring targets, where appropriate Information around specific pupil will be shared with staff in setting at pupil progress meetings 	<ul style="list-style-type: none"> Must be included in mainstream class with specific support for targets which involve communication and interaction Should be offered opportunities for small group work within the usual classroom planning and management 	<p>Resources/Provision:</p> <ul style="list-style-type: none"> The use of Quality First teaching approaches to support the development of social communication and interaction skills Must have full inclusion to the National Curriculum Flexibility may be required to enable the pupil to follow instructions and/or record work Instructions may need to be supported by use of visual and written cues Preparation for change and the need for clear routines will be required Reduction of complex language, especially when giving instructions and asking questions, will be required 	<p>Setting:</p> <ul style="list-style-type: none"> Flexible use of resources and staffing available in the classroom Staff trained in de-escalation strategies

Range 2 Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources & Staffing
<p>MILD NEEDS</p> <p>1. Use the first section of this document to identify the relevant descriptors for the child or young person with whom you are working.</p> <p>2. Consider whether the following statement describes this need: At Range 2, the pupil will have communication and interaction needs identified by the range descriptors that affect access to a number of aspects of the National Curriculum, including the social emotional curriculum and school life.</p> <p>3. If this statement accurately describes your child or young person use the advice given in Range 2. If not, you will need to consider descriptors for other levels.</p> <p>There may not be a diagnosis of an Autism Spectrum Disorder by an appropriate multi-agency team.</p> <p>NC Level Across the expected range but with an unusual profile showing relative weaknesses in certain areas and strengths in others.</p>	<p>Assessment: As range 1 plus:</p> <ul style="list-style-type: none"> Use of more detailed NC assessment tools e.g. B Squared/PIVATS Could also include other assessments relating to need, advice from SLT or OT advice (where applicable) <p>Planning:</p> <ul style="list-style-type: none"> Curriculum plans will reflect levels of achievement and include individually focused targets, especially in the area of Speech and Language and PSHCE 	<ul style="list-style-type: none"> Will be mainstream class-based and will have opportunity for small group and individual work to target specific needs relating to communication and interaction needs May need adaptations to the working environment such as a quiet area within the classroom for individual work <p>As range 1 plus</p> <ul style="list-style-type: none"> The use of <i>Quality First</i> teaching approaches to support the development of social communication and interaction skills Flexibility will be required to enable the pupil to follow instructions and/or record work Clear use of visual and written cues will be useful to support instructions Preparation for change and the need for clear routines will be required Reduction of complex language, especially when giving instructions and asking questions, will be required 	<p>As range 1 plus:</p> <ul style="list-style-type: none"> Curriculum access will be facilitated by using a structured approach to provision which should involve: using visual systems or timetables; reducing language for instructions/information giving Teaching approaches should take account of difficulties identified within the range descriptors 	<p>As range 1, plus:</p> <p>Setting:</p> <ul style="list-style-type: none"> Will need additional professional support from skilled colleagues, e.g. SENCo, to aid curriculum modifications Should consider staff training to ensure that they are trained to meet the needs of the students in their class Will need additional professional support from skilled colleagues to develop strategies to address social interaction, social communication and social understanding Will need use of additional school support to implement specific materials, approaches and resources as appropriate Staff trained in de-escalation strategies

<p style="text-align: center;">Range 3 Presenting Behaviours</p>	<p style="text-align: center;">Assessment and Planning</p>	<p style="text-align: center;">Teaching and Learning Strategies</p>	<p style="text-align: center;">Curriculum/Intervention</p>	<p style="text-align: center;">Resources & Staffing</p>
<p>MODERATE NEEDS</p> <p>1. Use the first section of this document to identify the relevant descriptors for the child or young person with whom you are working.</p> <p>2. Consider whether the following statement describes how the pupil is affected within school: At Range 3, pupils will have communication and interaction needs identified by the range descriptors that will moderately affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life. This is especially true in new and unfamiliar contexts.</p> <p>3. If this statement accurately describes your child use the advice given in Range 3. If not, you will need to consider descriptors for other levels.</p> <p>The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment. The pupil may or may not have a diagnosis of an Autism Spectrum Disorder made by an appropriate clinical team.</p> <p>NC Levels Across the expected range but with an unusual profile showing weaknesses in some areas and strengths in others.</p>	<p>Assessment: As range 1 and 2 plus:</p> <ul style="list-style-type: none"> • More specialised assessment tools in relation to specific descriptors such as: PSE p-level assessments; TALC; Motivational Assessment; STAR behavioural analysis • Accurate and up to date assessment of independent levels (NC/P-Levels) must be kept as a working document to aid planning and to share with family • Assessment includes a profile of sensory needs <p>Planning:</p> <ul style="list-style-type: none"> • Curriculum plans will reflect levels of achievement and must include individually focused IEP targets • Planning may need to incorporate adaptations such as rest breaks, time allocated to sensory difficulties and processing needs 	<p>As range 1 and 2 plus:</p> <ul style="list-style-type: none"> • Inclusion within the mainstream classroom. However, there will be a need for an enhanced level of individual support • Targeted support will be needed which may include unstructured parts of the day, e.g. start and end of school day, breaks, lunchtimes and trips out of school • Support for areas of sensory needs which may include 'time out' space and other environmental adaptations to reduce stress and anxiety <p>As range 1 and 2 plus:</p> <ul style="list-style-type: none"> • The use of Quality First teaching approaches to support the development of social communication and interaction skills • Flexibility will be required to enable the pupil to follow instructions and/or record work • Clear use of visual and written cues will be useful to support instruction. • Preparation for change and the need for clear routines will be required • Reduction of complex language, especially when giving instructions and asking questions, will be required • Staff will need to implement recommendations made by the Autism lead 	<p>As range 1 and 2 plus:</p> <ul style="list-style-type: none"> • Will need to make noticeable adaptations to the curriculum to aid access and reduce anxiety • Will need differentiation by presentation and/or outcome • Will need enhanced PSHCE teaching to ensure skills embedded 	<p>As range 1 and 2 plus:</p> <p>Setting:</p> <ul style="list-style-type: none"> • Advice/ training information from Early Bird/Early Bird Plus Training will be sought • Teaching approaches must take account of difficulties identified within the range descriptors • Staff working directly with pupils must have knowledge and training in good practice when working with pupils with communication and interaction needs/Autism • Schools should consider using the Autism Education Trust staff competencies to support development of specialist skills • Schools should consider ELKLAN Communication Friendly Schools training to enhance skill levels in working with pupils with these needs • Staff trained in the use of de-escalation strategies

Range 4a Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources & Staffing
<p>SIGNIFICANT NEEDS</p> <p>1. Use the first section of this document to identify the relevant descriptors for the child or young person with whom you are working.</p> <p>2. Consider whether the following statement describes how the pupil is affected within school: At Range 4a, pupil will have communication and interaction needs identified by the range descriptors that significantly affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life. This is especially true in new and unfamiliar contexts but will also affect access at times of high stress in some known and familiar contexts and with familiar support/people available.</p> <p>3. If this statement accurately describes your child or young person use the advice given in Range 4a. If not, you will need to consider descriptors for other levels.</p> <p>The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment.</p> <p>The pupil will have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum.</p> <p>NC Level Across the expected range but with an unusual profile showing weaknesses in some areas and strengths in others.</p>	<p>As range 1 – 3 plus:</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Should include assessment advice from other agencies, e.g. SLT/OT • Assessment should include details about sensory needs <p>Planning:</p> <ul style="list-style-type: none"> • Increased level of understanding by teaching and support staff will require plans for developing whole school understanding of pupil's needs • To include all setting staff that come into contact with pupil on a daily basis • Shadowing staff in specialist settings • Planning must adhere to the targets set within the EHC needs assessment document or EHC Plan to include adaptations to curriculum to ensure the development of independent learning and life skills 	<p>As range 1 -3 plus:</p> <ul style="list-style-type: none"> • Robust planning to meet objectives defined in statement/EHC plans 	<p>As range 1- 3 plus: Must implement recommendations of AS Support</p> <p>As range 1 -3 plus</p> <ul style="list-style-type: none"> • To reflect the EHC Needs assessment /EHCP • Significant adaptations to curriculum, teaching methods and environment needed to access the curriculum. These will include: conceptual understanding of everyday language and subject specific vocabulary; pace of delivery; significant pre-learning and over learning of concepts and functions and use of alternative recording methods • Where appropriate an alternative curriculum must be offered to develop independence and life skills • Will need enhanced PSHCE and SRE programmes to ensure skills embedded; these are likely to need some element of individual work 	<p>As range 1 – 3 plus:</p> <p>Setting:</p> <ul style="list-style-type: none"> • All staff aware of de-escalation strategies • Key staff trained in Team Teach approaches • Additional training of mainstream staff to support curriculum modifications and social interaction, social communication and social understanding

<p style="text-align: center;">Range 4b Presenting Behaviours</p>	<p style="text-align: center;">Assessment and Planning</p>	<p style="text-align: center;">Teaching and Learning Strategies</p>	<p style="text-align: center;">Curriculum/ Intervention</p>	<p style="text-align: center;">Resources & Staffing</p>
<p>SEVERE NEEDS</p> <p>1. Use the first section of this document to identify the relevant descriptors for the child or young person with whom you are working.</p> <p>2. Consider whether the following statement describes how the pupil is affected within school: At Range 4b, pupil will have communication and interaction needs that severely affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available.</p> <p>3. If this statement accurately describes your child or young person use the advice given in range 4b. If not, you will need to consider descriptors for other levels.</p> <p>The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment.</p> <p>Pupils at range 4b will be in a mainstream setting.</p> <p>Pupils may have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum. They will require significantly more</p>	<p>Assessment:</p> <p>As ranges 1 – 4a plus:</p> <ul style="list-style-type: none"> • Must include detailed assessment for PSHCE, life skills and sensory needs • Risk assessments must be carried out and shared with all staff and family <p>Planning:</p> <ul style="list-style-type: none"> • Where needed, positive behaviour plans must be completed and shared with family • Must include planning for whole day, including unstructured times • Planning must consider learning styles, identified strengths and learning needs 	<p>As ranges 1 – 4a plus:</p> <ul style="list-style-type: none"> • Robust planning to meet objectives defined in Support Plan/EHCP • Access to a quiet area within the classroom must be available when needed to offer opportunities for distraction free learning • A variety of groupings must be used to ensure learning, including time in a quiet, distraction free environment 	<p>As ranges 1 –4a plus:</p> <ul style="list-style-type: none"> • Curriculum modifications must be selected to engage with C&I needs/Autism in relation to curriculum content and peer group • Therapeutic approaches will be integral to curriculum delivery and used to support the emotional wellbeing of pupil • Planning for unstructured times must be provided 	<p>As ranges 1 – 4a plus:</p> <p>Setting:</p> <ul style="list-style-type: none"> • Flexibility of staffing available to accommodate need, especially during unstructured times such as start and end of day, breaks and lunch and trips out of setting • Key staff must have accredited training in Autism/C&I needs such as Elklan, or through the Autism Education Trust up to Level 3 • Additional training of mainstream staff to support specific curriculum modifications in relation to needs identified in the range descriptors <p>As range 1-4a plus:</p> <ul style="list-style-type: none"> • Specialist staff to devise strategies which will be shared with mainstream staff and implemented into planning

<p>support than is normally provided in a mainstream setting.</p> <p>NC Level Across the expected range but with an unusual profile showing weaknesses in some areas and strengths in others.</p>				
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Range 5 Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
<p>PROFOUND NEEDS</p> <p>1. Use the first section of this document to identify the relevant descriptors for the child or young person with whom you are working.</p> <p>2. Consider whether the following statement describes how the pupil is affected within school: At Range 5, pupils will have communication and interaction needs identified by the range descriptors that profoundly affect their access to the National Curriculum, including the, social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available.</p> <p>3. If this statement accurately describes your child use the advice given in Range 5. If not, you will need to consider descriptors for other levels.</p> <p>The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment.</p> <p>Pupils at range 5 may be in the following settings:</p> <p>Mainstream The pupil may have an uneven learning profile but their attainment levels suggest they can access a</p>	<p>As range 1 – 4 plus</p> <ul style="list-style-type: none"> • Must include detailed assessment for PSHCE, life skills and sensory needs • Assessment of behaviour and medical needs to inform the planning process where required • Where needed, risk assessments, behaviour support plans and positive handling plans must be carried out and shared with all staff and family • Must include planning for whole day, including unstructured times • Accurate and up to date assessment of independent levels (NC/P Levels) must be kept as a working document to aid planning and to share with family • Long term involvement of education and non-education professionals is likely to be needed 	<p>As range 1– 4 plus</p> <ul style="list-style-type: none"> • Robust planning to meet objectives in the EHCP • A variety of groupings must be used to ensure learning, including time in a quiet, distraction free environment • Daily opportunities to manage their own anxieties by graded access to a range of environments 	<p>As range 1– 4b plus:</p> <ul style="list-style-type: none"> • Curriculum modifications must be selected to engage with C&I needs/Autism in relation to curriculum content, peer group etc • Therapeutic approaches must be part of the curriculum and used to support the emotional wellbeing of the pupil • Access to specialist approaches and equipment as part of a holistic package to meet the individual's sensory, social communication and understanding needs • Use a range of alternative augmentative communication to support social and functional communication skills to enhance interaction and understanding (e.g. PECS, Makaton, electronic voice output communication aids (VOCA) 	<p>As range 1– 4b plus:</p> <p>SETTING:</p> <ul style="list-style-type: none"> • Flexibility of staffing available to accommodate need, especially during unstructured times • Key staff must have advanced training in C&I needs/Autism • Additional training of mainstream staff to support pupil specific curriculum modifications in relation to needs identified in the range descriptors • To reflect the EHCP

<p>differentiated mainstream curriculum. They will require significantly more support than is normally provided in a mainstream setting.</p> <p>Special Attainment profile is below expected NC key performance indicators.</p> <p>Complex Needs Identified *</p> <p>NC Level</p> <ul style="list-style-type: none"> • Across the expected range with an unusual learning profile showing relative weaknesses in some areas and strengths in others • For pupils in special school settings, attainment profile is below expected NC levels. The majority of attainments are within the P level range 				
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** Complex Needs funding represents a funding model for those pupils with Complex Learning Difficulties and Disabilities (CLDD) that create a complex profile of 3 or more primary needs. These pupils present with a range of issues and combination of layered needs, e.g. mental health, relationships, behavioural, physical, medical, sensory, communication, cognitive. They need informed significant support and strategies which will include trans-disciplinary input to engage effectively in the learning process and to participate actively in the classroom activities and wider community.*

Range 6a Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources & Staffing
<p>1. Use the first section of this document to identify the relevant descriptors for the child with whom you are working.</p> <p>2. Consider whether the following statement describes how the pupil is affected within school: At Range 6, pupils will have communication and interaction needs identified by the range descriptors that profoundly affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available.</p> <p>3. If this statement accurately describes your child, use the advice given in range 6. If not, you will need to consider descriptors for other levels.</p> <p>The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment.</p> <p>Pupils within the Communication and Interaction specialist setting or enhanced DSP setting need an environment where interpersonal challenges are minimised by the adult managed setting.</p> <p>Complex Needs Identified *</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Targets must be individualised, short term, specific & reviewed • Detailed pre-NC assessments (e.g. PIVATS, B-squared) to inform planning/target setting • Ongoing teaching assessments including social communication skills, emotional wellbeing and life skills, including preparation for adulthood • Long-term involvement of educational and non-educational professionals as appropriate in assessment and planning • Assessment of emotional regulation, sensory needs, individual behaviour needs and medical needs must be used to inform the planning process • Curriculum planning closely tracks levels of attainment and incorporates individual targets and therapy programmes • Individual care plan/protocol to be in place • Positive handling plan • Behaviour Support Plan and risk assessment 	<ul style="list-style-type: none"> • Robust planning to meet the objectives in the EHCP • Small groups within a specialist provision for communication and interaction needs • Specialist educational setting • Daily opportunities for small group and 1:1 teaching and learning • Where possible, graded access to mainstream learning activities and leisure opportunities 	<ul style="list-style-type: none"> • Curriculum access will be facilitated by using a predictable approach which may involve using visual systems or timetables and reducing language for instruction/information giving • Teaching strategies should consider difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom • Use a range of alternative augmentative communication to support social and functional communication skills to enhance interaction and understanding (e.g. PECS, Makaton, electronic voice output communication aids (VOCA)) • Use of adapted teaching materials and resources to support teaching and learning for those with sensory and/or physical impairment • Enhanced PSHCE/life skills and SRE programmes to ensure skills embedded 	<ul style="list-style-type: none"> • High staffing ratio to support teaching and learning with sustained opportunities for 1:1 support • All staff trained and experienced in working with pupils with ASD • Additional staffing to escort pupils and support at times of crisis and stress • All staff trained and experienced in Team Teach approaches • Consistent staff team experienced in working with students who present with a range of needs as a result of their ASD diagnosis • Access to specialist approaches, equipment and therapeutic services as part of the curriculum

Definition of Acronyms

AAC	Augmentative and Alternative Communication
AAD	Adaptive, Assistive Devices
ALP	Alternative Learning Provision
ANSD	Auditory Neuropathy Spectrum Disorder
ARC	Additionally Resourced Centre
ARP	Additional Resource Provision
ASD	Autism Spectrum Disorder
AWPU	Age-weighted Pupil Unit (funding related)
BOO	Basket of Opportunities
BSL	British Sign Language
CAMHS	Child and Adolescent Mental Health Service
CLDD	Complex Learning Difficulties and Disabilities
CVI	Cerebral Visual Impairment
CYP	Child or Young Person
DAF	Disability Access Fund
dB HL	Decibels Hearing Level
DfE	Department for Education
EAL	English as an Additional Language
ECAT	Every Child a Talker
EHA	Early Health Assessment
EHCP	Education, Health and Care Plan
ELKLAN	Training by Speech and Language Specialists to Education Staff
ELSA	Emotional Literacy Support Assistant
EYFS	Early Years Foundation Stage
FRIENDS	An intervention programme underpinned by the principles of Cognitive Behaviour Therapy with the primary aim of reducing participant anxiety levels.
HI	Hearing Impairment

LA	Local Authority
LI	Language Impairment
LINS	Low Incidence Needs Service
MSA	Midday Supervisory Assistant
MSI	Multi-Sensory Impairment
MAPPA	Multi-Agency Public Protection Arrangements
NatSIP	National Sensory Impairment Partnership
NPSLBA	National Programme for Specialist Leaders of Behaviour and Attendance
NVC	Non-Verbal Communication
OT	Occupational Therapist
PECs	Picture Exchange Communication System
PHSE	Personal, Social, Health and Economic Education
QFT	Quality First Teaching
QTMSI	Qualified Teacher of the Multi-Sensory Impaired
QTVI	Qualified Teacher of Children and Young People with Vision Impairment
SALT	Speech and Language Therapy
SEAL	Social and Emotional Aspects of Learning
SILVER SEAL	An early intervention for children who need additional support in developing their social, emotional and behavioural skills.
SEMH	Social, Emotional and Mental Health
SENAP	Special Educational Needs Advisory Panel
SENCO	Special Education Needs Co-ordinator
SEND	Special Education Needs and Disability
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SLT	Speech and Language Therapist
SMART	Specific, Measurable, Achievable, Relevant, Timebound (relating to targets)
SSE	Sign Supported English
TA	Teaching Assistant

ToD	Teacher of the Deaf
VI	Visual Impairment
VOCA	Voice Output Communication Aids
YOT	Youth Offending Team

Version Number	Description	Date
1.0	Initial draft	October 2017
1.1	Updated following feedback from parent carer consultation	November 2017
1.2	Updated following feedback from the High Needs conference February	February 2018
1.3	Updated following feedback from the Moderation events	April 2018
1.4	Updated following feedback from Early Years and LINS	May 2018
1.5	Updated following feedback from the NHS	July 2018
Final	Final version agreed 06.09.18	September 2018