**Communication & Interaction:** Definition, Presenting Needs & Recommended Interventions

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| **Communication & Interaction** | **Speech, Language and Communication Needs (SLCN)** | *Definition:*  *The term speech, language and communication needs (SLCN) describes difficulties across one or many aspects of communication including:*   * *problems with producing speech sounds accurately (phonological or articulation difficulties)* * *stammering* * *voice problems, such as hoarseness and loss of voice* * *problems understanding language (making sense of what people say)* * *problems using language (words and sentences)* * *problems interacting with others. For example, difficulties understanding the non-verbal rules of good communication or using language in different ways to question, clarify or describe things*   *SLCN can lead to difficulties with literacy and academic achievement along with social and emotional development.* | | | | |
| **Possible evidence that supports presenting need:**   1. A language and communication screening tool has been used which highlights the CYP has difficulties in certain areas (e.g. expressive and/or receptive language, social communication etc.) 2. A language assessment that indicates the CYP has a delay of 12 months or more 3. The impact of any other underlying impairment as a primary need has been explored 4. Several APDR cycles show that the CYP requires ongoing, targeted language intervention e.g. Wellcomm, Time to Talk, Word Aware etc. 5. Advice should have been sought from a speech and language therapist 6. Advice may have been sought from a specialist teacher 7. Ongoing involvement of parents/carers and the CYP in the APDR cycle | | | | |
| **Autistic Spectrum Disorder (ASD)** | **Definition:**  CYP with a confirmed diagnosis of Autism and will require provision to meet their needs in the areas of   * social interaction * social communication * flexibility of thoughts and behaviour * sensory modulation    These needs are present across all ability ranges. | | | | |
| **Possible evidence that supports presenting need:**   1. Any CYP identified on the register in the ASD category MUST have a diagnosis from a medical professional 2. Several APDR cycles show that the CYP requires ongoing, targeted intervention in associated areas 3. Advice and recommendations sought from Outreach and other specialists such as OT, SALT, Specialist Teachers and EP 4. Ongoing involvement of parents/carers and the CYP in the APDR cycle | | | | |
| **Approaches to assessing and unpicking needs**   * Royal Wolverhampton NHS Trust [Speech and Language Therapy Toolkit](https://www.royalwolverhampton.nhs.uk/services/service-directory-a-z/speech-and-language-therapy-children/referral-forms/) – Part 1 and Part 2 * Phonics Assessments * Specialist support and interventions e.g. Educational Psychologists (EPs), Outreach team, Specialist Teachers * Verbal and Non-Verbal Testing * [Patterns of Development (royalwolverhampton.nhs.uk)](https://www.royalwolverhampton.nhs.uk/services/service-directory-a-z/speech-and-language-therapy-children/patterns-of-development/) * [WellComm - GL Assessment (gl-assessment.co.uk)](https://www.gl-assessment.co.uk/assessments/products/wellcomm/) * [Criterion Referenced Assessment (speechlanguage-resources.com)](http://www.speechlanguage-resources.com/criterion-referenced-assessment.html) * [PSS – Access to Education (birmingham.gov.uk)](https://accesstoeducation.birmingham.gov.uk/pss/) * [Progression Tools Primary Years Set (speechandlanguage.org.uk)](https://speechandlanguage.org.uk/shop-for-educators/progression-tools-primary-years-set/) * [AET\_Individual\_Sensory\_Checklist.pdf (locala.org.uk)](https://www.locala.org.uk/fileadmin/Services/Sensory_OT/AET_Individual_Sensory_Checklist.pdf) * [AET Progression Framework](https://www.autismeducationtrust.org.uk/resources/progression-framework) * [Ages and Stages Developmental Milestones](https://www.cdc.gov/ncbddd/actearly/pdf/FULL-LIST-CDC_LTSAE-Checklists2021_Eng_FNL2_508.pdf) | | | | | | Useful links:  [National Autistic Society (autism.org.uk)](https://www.autism.org.uk/)  [Welcome to SMIRA.ORG - Selective Mutism Information](https://www.smira.org.uk/)  [The Communication Trust (speechandlanguage.org.uk)](https://speechandlanguage.org.uk/talking-point/for-professionals/the-communication-trust/)  [Autism Education Trust](https://www.autismeducationtrust.org.uk/)  [Speech and Language Link - support for SLCN](https://speechandlanguage.info/) |
| **Communication and Interaction Presenting Needs:**  A child or young person with Communication and Interaction difficulties may present with some of the following behaviours/difficulties (not exhaustive) | | | | | | |
| **Talking**   * Echolalia, rather than meaningful language * May seem to have a phobia of speech with some adults – (Smira - Selective Mutism Information) gives resources for children and young people with selective mutism * 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 * Speech difficulties have a significant impact on literacy * Very quiet * Use single words and/or short sentences * Older children who struggle to put their thoughts into words * Difficulties when trying to retell a story | | | **Listening and Understanding**   * Struggle to listen and attend to teacher input * Are slow or last to respond * Don’t respond at all, or respond incorrectly/ unexpectedly due to difficulties understanding instructions * Difficulties understanding and remembering what is read, even if they are skilled at decoding the text * Difficulties with time concepts and sequences e.g. Today, yesterday, tomorrow, days of the week, months and seasons may be difficult to grasp and recall * Difficulty remembering the days and times of particular lessons/activities and may consequently appear unprepared or confused | | **Interaction**   * Difficulty knowing how to talk and listen to others in a conversation * Difficulty making and maintaining friendships * Anxiety in busy, unpredictable environments * Difficulty coping in new or unfamiliar situations * Inability to cope with unstructured social situations, including transitions * Inability to use knowledge and skills functionally to generalise to various situations * 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 interest | |
| **Provision:** | | | | | | |
| **Universal (High Quality Teaching)**   * Say what you mean (explain double meanings, avoid sarcasm etc.) * Differentiated curriculum planning * Modelled speech/language * Preparation for change of activity or lesson * Pre-tutoring of key vocab * Use of word maps * 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 * Prompt cards for group roles and conversation skills * Regular mentor support, including adults or peers * Teacher, LSA and peer support * Training for all staff to understand behaviours * Structured play opportunities at lunch / break times * Provision of a quiet workstation * 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 * Total communication training for staff * Support to develop peer relationships and participate in group work when intelligibility is a problem * Emotional literacy lessons in class * Calm learning environment | | | **Evidence Based Targeted Interventions/Support**   * Circle of Friends * Counselling * Emotion Coaching * GRASP * Sensory diet/snacks * Zones of Regulation * Social Use of Language Programme * TEACCH approach * Comic Strip Conversations and/or Social Stories * Socially Speaking * Incredible five-point scale * Language for Thinking * Talk Boost * NELI (Nuffield Early Language Intervention) * WellComm * Time to Talk * Colourful Semantics * Intensive Interaction * PECS (Picture Exchange Communication System) * Pre-Teaching Vocabulary * Lego Building/Therapy * Use of Widgit * Talking Tins * Talking Mats * Makaton * SCERTS | | **Specialist/ Personalised**   * Individualised programme, including interventions supported by the SENCO/outside professionals * Individual visual timetables * Individual visual communication system * Targeted work from Speech and Language therapy * SNEYS * Specialist Teachers involvement * Outreach team Involvement * EP Involvement   Intensive Interaction approaches | |
| **Expected 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 | | |