

## Provision at St George's

### Communication and Interaction: Autistic Spectrum Disorder/Condition

#### How we identify needs, assess and review progress

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• The class teacher and the teaching assistant keep careful track of the child and record any observations.</li> <li>• If we deem the child to have Special Educational Needs then we would ask parents to come in to meet with the child and teacher and put together a One Page Profile which will make clear the child's strengths and what is important to them as well as how best to support them in school. During the same meeting a Pupil Centred Plan (PCP) is written, which details the planned support and interventions.</li> <li>• If the child continues to be of concern the SENDCo will observe and either suggest intervention strategies or refer the pupils to an outside agency such as Woodlands ASD Outreach Service.</li> <li>• The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made. Sometimes an Early Help Assessment Framework (EHAF) is put into place.</li> <li>• If appropriate then a Conner's questionnaire will be completed by the parents and the school team. This will initiate a referral to CAMHS (Child and Adolescent Mental Health Services) and possibly a formal diagnosis.</li> <li>• Parents can also refer their child for assessment into ASD (Autism Spectrum Disorder) traits by visiting their GP.</li> <li>• If appropriate a request for statutory assessment is made and additional interventions and strategies are put into place to support the pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables are used within the classroom and children are prepared in advance when there are changes to the routines.</li> <li>• Pupils are pre-taught new vocabulary before they are exposed to it within the classroom.</li> <li>• The anxiety levels of the pupils are monitored, triggers identified where possible and subtle intervention is put in place before pupils become anxious.</li> <li>• Pupils are given instructions and requests using straight forward language and instructions are given in smaller chunks.</li> <li>• The pupil's name is used at the beginning of instructions so that the pupil knows that the instruction is relevant to him/her.</li> <li>• Teachers and teaching assistants will be mindful about how many instructions to present to the class in succession.</li> <li>• Instructions given are positive, rather than negative e.g. <i>Sit properly on your chair</i> rather than <i>Don't swing on your chair</i>.</li> <li>• Language should be straight-forward and non-metaphorical e.g. <i>It's raining cats and dogs</i> should be avoided as this will be taken literally.</li> </ul>	<ul style="list-style-type: none"> <li>• Children may be invited to join our lunchtime club and/or nurture group where social interaction skills are modelled and children's play, social interaction and team work skills are guided. Children with low self esteem will benefit from these interventions.</li> <li>• Children may be included in a small group or 1-to-1 intervention based on social stories, black sheep activities or SEAL activities which are planned to teach children to judge and plan their response in social situations and learn to identify and talk about emotions felt by different characters in different social situations.</li> <li>• Support and strategies from Woodlands ASD Outreach Service which could include:             <ul style="list-style-type: none"> <li>• Social stories / comic strip conversations.</li> <li>• Visual timetables</li> <li>• Quiet / special places offered for reflection</li> <li>• Key person or Learning mentor to go to if the pupil is becoming anxious</li> </ul> </li> </ul>

<ul style="list-style-type: none"><li>• Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments (SATs).</li><li>• If pupils have a statutory assessment (old Statement or new EHCP), then their progress is reviewed annually through the annual review process.</li></ul>		
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