Universal – See below Targeted – {Insert Web Link}

Specialist – [Insert web link]

**Quality First Teaching**

**Early Years**

**Pupils**

**Autism/Social Communication Differences**



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**UNIVERSAL SUPPORT/SCHOOL BASED SUPPORT**

Quality first classroom provision and teaching approaches for all learners with recognition that some learners may require very time-limited support to secure effective application of skills and increase their engagement and access. School would lead on this approach. The document below, references 4 key areas within Social Communication differences that would constitute reasonable adjustments if embedded within a classroom/class team as part of the Universal Support section.

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| * **Positive and Effective Relationship** | * **Enabling Environment** |
| * Know the pupil prior to arrival, share EYFS learning journal with pupil, effective co-production of one page profile with parents and previous setting is vital – what are the strengths/barriers and plan for these. * Capture Pupil Voice. Talking Mats is visual, differentiated way of capturing Pupil Voice. * We can support within our ASC team. Please find link to main website.[www.talkingmats.com](http://www.talkingmats.com) . For social partner/preverbal stage use photos/video/EYFS learning journal to record pupil voice. * Share a Special Interests Questionnaire with parents to find out what motivates the pupil.[<https://www.bild.org.uk/wp-content/uploads/2020/01/Davey-GAP-May-2020.pdf>](https://www.bild.org.uk/wp-content/uploads/2020/01/Davey-GAP-May-2020.pdf) * Explicitly model social skills and class rules - do not presume understanding. Present them visually e.g. * Consider buddy programmes, structured social skills activities such as Time to Talk Alison Schroeder, commenting on social play as it happens. * Teach making mistakes, coping with losing and conflict resolution: dramatize your own mistakes/use puppets to role play mistakes. * Help identify emotions, label feelings in naturally occurring situations e.g. “Jack fell down.. he is sad “. Staff refer to basic emotions symbols on lanyards. * Visual emotions scale - daily ‘check-in’ to gauge how pupil is feeling e.g. <http://www.zonesofregulation.com/index.html> / Simple 3 Point scale * Adults model the use of toys / equipment . Teach simple play routines e.g., home corner * Support in unstructured times, develop understanding reflectively with the use of Social Stories/Comic Strip conversations/role play <https://carolgraysocialstories.com/social-stories/what-is-it/> Comic strips can be more spontaneous and visual . Incorporates simple stick figure drawings , thought and speech bubbles .Can use large sheet of paper with younger pupils and make them interactive . Children can participate in drawing. And develop shared attention .Can share conversations with home. * Have fun, play and laugh with a pupil. Show you care! * Teach pupil simple social scripts. Model , role play and reinforce with visual prompt cards in naturally occurring situations e.g., * Adults model simple social games to play at unstructured times . Provide lunchtime activities linked to interests. Introducing structured activities during free time can help autistic children develop interaction skills. * Structured turn taking firstly with adult then peer – simple motivating activities e.g. bubbles , balls down tube personalise to reflect interests. * Introduce a wait card. A wait card helps a child understand the concept of waiting. Practise in a range of contexts they learn that they will eventually have a turn. It’s ok to wait. Can be used for the whole class . * Choosing activities independently may be difficult - offer visual support of objects ,symbols , photographs or drawings on whiteboard. * Opportunities to develop social skills during general daily small group activities e.g. greetings , simple conversational skills , turn taking . * Show children what you do want them to do rather than just what you don’t want . Say what you want the child to do e.g. “ Hands on knees “ rather than “ sit still “ * Fun , motivating activities which encourage pupils to initiate interactions and social communication e.g. Intensive Interaction , Attention Autism , Jabadao , action songs . Adults pause …. build up anticipation and give children space to communicate and interact. e.g. ready , steady …………..go activities . | * Ensure pupil is drinking, eating and toileting regularly – keep a log/make a chart and add routines. * Learning areas are clearly defined throughout the classroom with clear visual support. * Avoid changing classroom layout without prior warning - this can cause huge anxiety. Make the learning environment structured and predictable. * All resources are kept in labelled drawers/cupboards. Surfaces are free from clutter. The white board is free of visual clutter – for 1m around the circumference. * Pupil is supported to organise their belongings and sit at a low stimulus table. * Low stimulation workstation available when needed. * Whole class visual timetable should be discussed regularly . Can give pupil a role removing timetable symbols as day progresses. * Developmentally suitable visual support used to support language throughout the day e.g. objects , photographs , symbols to increase understanding of task / instructions . * Agree consistent language for all staff e.g. first …then ... or now…next … Just decide which as a team feels more comfortable and then use language consistently . * Transition times are managed effectively. Clear warnings of finish e.g. 1-minute warning then “ 54321 ….Finish” * ( With Makaton sign ), this will then lead to a clear prompt of what is next/then… * Visual timers ( may need to be visible but out of reach ) .Visual Velcro count down strip . * Developmentally appropriate visual supports used to help pupils independently make transitions between activities e.g. A pupil at Social Partner stage may hold object of reference for next activity . * Flexible visual support may be used for some e.g. small whiteboard . Can be used quickly and spontaneously as first …then …   A picture containing text  Description automatically generated   * Beginning and ending of activity always clearly defined by clear signals * Use of positive language and approach. * Consider the child’s sensory profile when considering: Visual input (lighting – fluorescent lighting can be debilitating for some autistic learners/colour on walls – different colours can have different effects/patterns can cause visual distortion, auditory input; try to reduce internal (clocks ticking, bells, projectors) and external noises (traffic, other children playing). * Touch and pressure – is there an area for tactile experiences, are there items to provide different feelings on the skin such as sand, water – are there items to provide pressure if needed e.g., wooden massager, lycra sheet. * Smell – are there smells that cause distress e.g., perfumes, cleaning products, food). * Think about sensory preferences and build these into tasks e.g. preferred tactile materials around pencils/toys. * Taste – is choice available and clear e.g., snacks, drinks, dinners. * Add in sensory likes/preferences at snack and meal times – crunchy, sweet, savoury. * Balance (vestibular) Space (proprioceptive) - are there opportunities to balance, climb, bounce, exit routes. * Physical movement breaks which will work the muscles and joints (proprioceptive input) such as running, jumping, classroom jobs , push / pull movement , carrying heavy books throughout the day. * Interoception ( internal state of body ) Hunger/pain/tiredness etc. * Access to calm retreat space - no need for specialist equipment. May just like to snuggle in identified small space in classroom.      * Have a clear ‘escape route’ for pupil (offer pre-planned safe base of their choice). * Complete Sensory Checklist <https://www.sheffieldchildrens.nhs.uk/services/child-development-and-neurodisability/sensory-processing-difficulties> * Regular personalised sensory breaks incorporated into routines. They can be subtle e.g. classroom job ,carry equipment . hold open door . * Offer a range of sensory equipment wobble cushion, stress ball and fiddle ball.. What helps ? * Sensory Circuit twice daily <https://youtu.be/4EpBSD3dJnM> if deemed necessary. * Create a Monday Morning Plan – as this can be an especially difficult time. Carefully planned transition activity and positive calm separation from parent / carer. * Offer a range of opportunities in natural play spaces for use during free-flow provision and for movement breaks – types, balance, beams e.g. wooden planks and crates, sand play, water play, slides#, tunnels, bubbles, building blocks, trampette ect. Provision should offer a range of sensory stimuli. * Consider your own level of stress when dealing with dysregulated pupils, ask for and accept help! A change of face can be really helpful. * Use explicit language to label own emotions to model to children what’s being asked of them e.g. Zones of regulation. * Movement breaks will be your best friend…at first signs of stress a pupil will need proprioceptive input to help de-stress (sense located in muscle and joint). Offer physical activity to allow them to expel energy/stress. * Traditional’ techniques such as sanctions do not always work. Does the child understand the link between the sanction and their behaviour? . Highlight natural consequences to situations – eg a purposefully broken model means \*pupil ca no longer build. * Try to use positive reinforcement to teach desired behaviours. * If pupil becomes very agitated, understand that the usual strategies for calming a child may not be appropriate and he may benefit from having quiet time to calm down in a safe place without adult intervention. * Don’t presume some behaviours are a purposeful attempt at breaking rules – if a pupil swearing is it an attempt to regulate emotions? Better than lashing out! * Consider a small – steps approach to certain activities, starting at child’s level e.g. if sitting on the carpet is an issue start with a few minutes and then build up . * Understand children may be trying to avoid a challenging situation – behaviour is communication e.g. shouting during carpet time . Co regulating, offering access to quiet space may lead to the pupil using this strategy independently at times of stress. * Low Arousal Approach [www.studio3.org](http://www.studio3.org) has free webinars and support. |
| * **Access to Learning** | * **Communication** |
| * Make detailed observations in range of situations to gain a clear picture of a child’s strengths and needs.( See AET Early Years Observation Forms) * Goals and activities should be developmentally appropriate and incorporate skills for maximising enjoyment success and independence. * Skills taught in isolation will need to be observed/practised in different environments with different equipment to ensure they are fully understood and generalised. * Assess social skills development (Learning Behaviours) in addition to academic. Value them as an equal in progress measures. * Make use of structured TEACCH approach to support independence. <https://teacch.com/>. * Consider structured work activities -start/ finish boxes Ensure tasks are motivating , clearly organised and have visual clarity e.g. everything for task in zip wallet . Teach the process initially leading to greater independence . * Use visual prompts with clear beginning and end to activity. * Model activities ‘Blue Peter’ style in a structured step by step process      * Define steps to activity e.g. forward and backward chaining. * Break down the task into manageable chunks. At Social Partner stage adult may lay out materials from left to right then support child to place completed activity in ‘finish’ box * Be consistent – all adults teach skills in the same way and consider language carefully. Liaise with parent / carers. * Consistency of approach amongst staff – rewards, sanctions, routine and language will help enormously. * Make sure success is built into the process – use simple reward systems e.g. reward jigsaw . working for ….. * If the pupil finds open-ended questions difficult then make it more concrete for them. Blanks Levels is a differentiated questioning scheme, Level 1-4 <https://www.youtube.com/watch?v=w-EFnokgHW4&t=48s> . * Use visual support to back up verbal information e.g. Objects, photographs , symbols, drawings. * Natural routines across all environments provide contexts for learning e.g. Making requests at snack …choices during art activities …. * Build your own resilience, you will not always get it right! But have a go ! * Support pupils to request help . Teach this specifically e.g. sabotage routines * Pupils who ‘Mask’ have difficulty with energy levels, so consider this during afternoon lessons. | * Ensure your child feels welcomed and supported upon arrival at school. * Greet the pupil by name at the door, but don’t expect a reply . * Foster spontaneous, functional communication during naturally occurring situations during the school day * Always say pupils name first to gain attention. * Clear, reduced, and consistent language. * Be consistent in the use of language for key times / activities in the session. * Liaise with parents / carers * Try to keep routine instructions as consistent as possible. * Give clear and specific instructions e.g. instead of “Can you tidy away the Lego “ say “Put Lego in box “ * Do not rephrase instruction, break down if not understood. * Give positive directions and try to minimise the use of ‘No .’ * Allow 7 seconds processing time (then repeat same words if necessary). * Leave spaces / pauses for child to communicate. * Encourage communication offering developmentally appropriate visual supports e.g. choice boards, communication mats for activities * If a pupil presents ‘behaviours that challenge’, it is important to remember that this is often communicating a need or difficulty. * Use descriptive praise to build desired behaviours e.g. ‘I like the way you put your wrapper in the bin’. * Tell pupil what to do rather than what not to do e.g. child running in school corridor try \* Ben …stop , walk please “ * **SCERTS** model: Social Communication, Emotional Regulation, Transactional Support framework. <https://scerts.com/> * **Commenting**- Watch pupil play and provide simple verbal commentary e.g. “Abdul jumping”. * **Communication tempts** and sabotage routines To tempt a child to communicate. The adult creates a situation – the pupil has to communicate to solve a problem e.g. find missing shoe to play outside * **Intensive Interaction** an intervention to develop early communication skills and validate a child’s communication skills. The adult follows the child’s lead , mirroring his or her actions and vocalisations. Dave Hewitt <https://www.intensiveinteraction.org> * **Curiosity Programme** – Designed by Gina Davis, Specialist SALT to help children with social communication difficulties (particularly Social Partners ) develop early joint attention skills and help pupils feel motivated to participate , communicate and share interaction This approach often used prior to Attention Autism . * **Attention Autism**  Gina Davies, it is a structured programme that encourages, inspires, and helps to motivate and build shared attention and communication in a fun small group situation. Uses highly motivating and visual activities. (All SCERTS partner stages) * Attention Autism Stage 1 ‘ Bucket Time ‘ * <https://www.youtube.com/results?search_query=attention+autism+stage+1> |