

Overview of Social Communication and ASD Support

	Schools Based Support – Quality First Teaching		SEN SUPPORT	
			Targeted	Specialist
CHILD'S NEED (EXAMPLES)	<ul style="list-style-type: none"> ➤ Some difficulties in communication particularly with peer group ➤ Poor adaptive behaviour ➤ Prone to anxiety ➤ Some sensory sensitivity 		<ul style="list-style-type: none"> ➤ Difficulties in communication and/or social interaction with peers and adults ➤ Some associated learning difficulties ➤ Significant anxiety often associated with poor adaptive behaviour ➤ Sensory sensitivity 	<ul style="list-style-type: none"> ➤ Significant rigidity ➤ Significant language difficulties & associated learning difficulties ➤ Some challenging behaviour ➤ Very significant communication difficulties ➤ Significant sensory sensitivity
STAFF KNOWLEDGE, UNDERSTANDING AND SKILLS	<p style="text-align: center;">All Mainstream staff</p> <p>Guidance/Policy: ASD Good Practice Guide – DFE</p> <ul style="list-style-type: none"> ➤ Awareness of key features of SCOS/ASD ➤ Able to think about adapted environment ➤ Able to reinterpret odd or difficult behaviour 	<p style="text-align: center;">SENCo's and/or ASD Lead staff in Mainstream schools</p> <ul style="list-style-type: none"> ➤ Good understanding of ASD ➤ Knowledge of key methodologies ➤ Understanding of practical environmental and pedagogic implications and ability to act ➤ Capacity to devise, implement and monitor appropriate plans/targets 	<p style="text-align: center;">Social and Communication Outreach Service</p> <ul style="list-style-type: none"> • Co-ordinated by Hurworth School • Delivered by specialist advisory teachers, B Hill; Mount Pleasant; Hurworth School <ul style="list-style-type: none"> ➤ Confident capacity to act upon understanding of practical environment and pedagogic implications ➤ Confident capacity to devise, implement and monitor appropriate plans/targets ➤ Knowledge and understanding of challenging behaviour and capacity to utilise theory to devise behaviour plans 	<p style="text-align: center;">Specialist Advisory Teachers in SEN Provision</p> <ul style="list-style-type: none"> • Primary – Mount Pleasant School • Secondary – Hurworth School <ul style="list-style-type: none"> ➤ Confident capacity to act upon understanding of practical environment and pedagogic implications ➤ Confident capacity to devise, implement and monitor appropriate plans/targets ➤ Knowledge and understanding of challenging behaviour and capacity to utilise theory to devise behaviour plans
SUPPORT SERVICE Supporting individual children and schools	<ul style="list-style-type: none"> ➤ School ASD lead 	<ul style="list-style-type: none"> ➤ ASD Lead staff lead on devising appropriate plans and individual targets 	<p>Specific Outreach Advice and Support</p> <ul style="list-style-type: none"> ➤ Collaboratively devise plans and individual targets ➤ Problem solving ➤ Contribution to assessment 	<ul style="list-style-type: none"> ➤ Deliver one to one support minimum of One Plan
SUPPORT SERVICE Training for staff	<ul style="list-style-type: none"> ➤ Whole school approach led by ASD lead staff. 	<ul style="list-style-type: none"> ➤ Half Day SCOS staff training ➤ Half Day Shadowing 		