

Provision Expected at SEN Support (PEaSS) Guidance

Name:

Date:

3.2 Communication and Interaction: Social Communication and Interaction

3.2.2 Provision Expected to be Available – Suggested SEN Support strategies in the classroom

Suggested SEN support strategies in the classroom		Tick box
1	Refer to guidance on Just One Norfolk: Supporting Children's Social Communication Needs: 'Supporting learning in the classroom'	
2	Teach pupil-specific behavioural skills (e.g. how to ask for help)	
3	Use the Autism Education Trust Competency Framework as a self-reflection tool to identify which aspects of your autism practice require further development	
4	Have clear and consistent routines in place in the classroom	
5	If the CYP becomes anxious, allow them to go to an agreed quiet/calm area or make other reasonable adjustments	
6	Incorporate time for sensory circuits – this may be appropriate for the whole class not just individual CYP with autism	
7	Be aware that CYP's facial expressions may not reflect their true feelings	
8	Use alternative means of communication/augmentative communication strategies (access training for staff and CYP)	
9	Explicitly teach social skills	
10	Deliver interventions/use resources to support social communication skills e.g. small group work, negotiating activities, turn-taking/sharing, role-play, Social Stories or Comic Strip Conversations	

Suggested SEN support strategies in the classroom		Tick box
11	Provide a structure for unstructured times where appropriate and encourage social interaction through break/lunchtime clubs, focusing on shared interests or using a buddy system	
12	Ensure there is good communication with families and the CYP, particularly around homework, special events and planning trips (e.g. using a home-school book, involving families when planning trips)	
13	Engage with resources for early intervention, such as Portage, to ensure positive transitions into early years settings	
14	Support spoken explanations with charts, diagrams, pictures, real objects or actions	
15	Allow the CYP to work alone rather than in a group if necessary. If in a group, give clear roles within the group and put the rules and roles into writing or pictures	
16	Seat the CYP in an area of the classroom free from busy displays and distractions, for example, consider whether the CYP may benefit from having a separate workstation away from sensory distractions	
17	Be aware of any sensory sensitivities (smell, clothing, touch, noise) and consider reasonable adjustments that can be made in response (e.g. use of ear defenders). Ensure a proactive approach to this, pre-empting sensory responses	
18	Use visual prompts on cards or photos, or consistent non-verbal signs (sit, look, listen, hand up, wait, quiet) to make the social behaviours expected explicit	
19	Consider alternatives to written recording (e.g. use of mind maps, talking tins, speech-to-text, photographs)	
20	Use technology to support engagement and as a tool for writing and learning	
21	Support CYP to develop awareness of their feelings and support emotional regulation using a variety of tools and strategies e.g. Zones of Regulation , The incredible 5-point scale	
22	Make reasonable adjustments to the learning environment (e.g. consistent seating, visual timetable, first/then or now/next board, timings of breaks and transition arrangements within the school day, use of timers)	
23	Set tasks with clear goals and break them down into step-by-step form. Ask questions pitched at their level of understanding (e.g. Blanks levels)	

Suggested SEN support strategies in the classroom		Tick box
24	Use metacognition and self-regulation approaches to support CYP to reflect on their learning explicitly. Teach strategies for planning and evaluating their learning	
25	Provide extra time to think and respond to questions (e.g. '10 second rule')	
26	Use symbols to support language and text (e.g. Widgit)	
27	You may need to avoid asking the CYP to talk or write about imagined experiences and tasks which require empathy	
28	Be aware that some CYP may have difficulty understanding gestures, facial expressions, tone of voice and jokes	
29	Avoid the use of irony, sarcasm, figurative language, rhetorical questions, idioms (e.g. 'pull your socks up,' 'it's raining cats and dogs,' 'in a minute')	
30	You may need to prepare the CYP for any changes of routine well in advance and prepare them for the lesson by outlining to them what it will be about	
31	Consider how the curriculum/learning activities could be adapted to suit special interests and promote engagement	

Notes