

Communication & Interaction Guidance for LIFT

Are there concerns that a child may be struggling in the area of communication and interaction?



Document concerns following your school's policy.



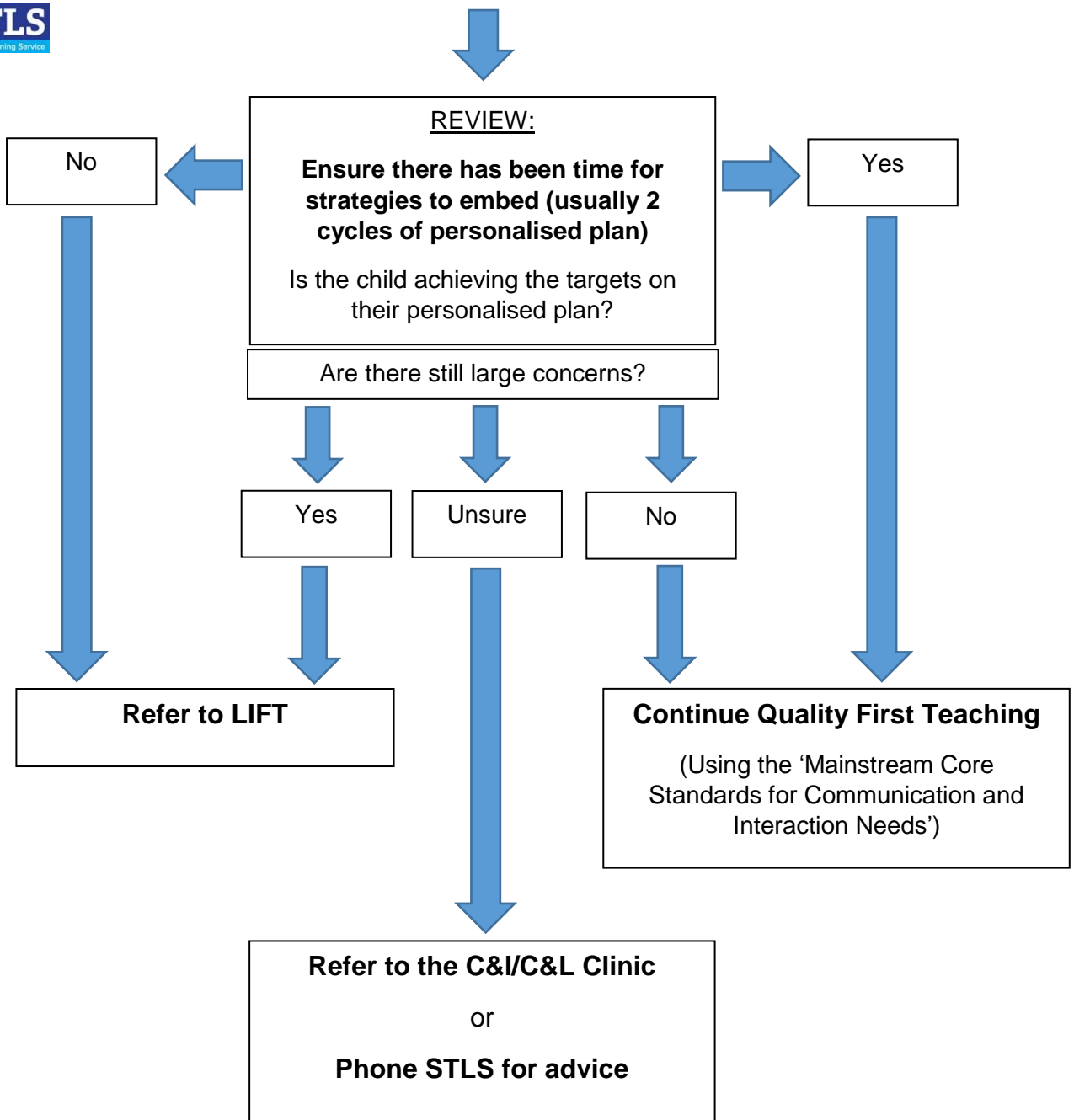
ASSESS & PLAN & DO in liaison with parents/staff/child.

Use the '**Mainstream Core Standards for Communication and Interaction Needs**'.

When writing the child's personalised plan ensure you have considered the following:

- Meet with parents to discuss concerns and get a wider picture. During this meeting signpost the parents to the IASK Information leaflet on the SEND Local Offer:
<https://www.iask.org.uk/assets/booklets/2-The-SEND-Local-Offer.pdf>
- Check if there is any medical diagnosis.
- Complete assessment checklists for communication and interaction.
- Screen for language difficulties and provide targeted support, e.g. Language Link etc.
- Consider a Boxall profile.
- If there are accompanying weak fine/gross motor skills, consider the Fizzy and Clever Hands programmes.
- Consider referrals to therapy teams - SLT, OT etc.
- Complete a sensory checklist and make physical adaptations to the environment – sit the child where they can see, modify for any sensory issues identified (e.g. make ear defenders available, sit on a chair rather than the carpet, etc.), label resources with words and pictures etc.
- Does the child require a risk assessment?
- Ensure work is differentiated and structured, e.g. writing frames, Russian scaffolding, Language through Colour etc.
- Consider any support that is needed at break times to help the child to be part of a small group and/or to follow his/her own interests.
- Use a visual timetable and task planner to help the child to understand the structure of the day/session.
- Give clear visual prompts when there is to be a change of activity supported by a verbal countdown such as a, 'two-minute warning'.
- Provide support to manage time-limited tasks, e.g. sand timer, egg timer etc.
- Teach children to recognise and use visual prompts to engage them in making choices, e.g. photos, symbols.
- Use the child's name to focus attention individually before giving whole or small group instructions.
- Use individual, pair and small group activities to teach specific skills.
- Only make social demands that the child has the ability to cope with – work towards involvement with a bigger group over time.





Dover District STLS