

Communication and Interaction (Speech and Language Difficulties): School Action/Early Years Action

Specific Criteria Performance and Progress (May include description of needs/ diagnosis)	Progress: the child/young person has speech and language difficulties and continues to demonstrate progress at a level below that expected to be achieved with Wave 1 (quality teaching first) differentiated tasks and class/subject teacher-led intervention .
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Process Criteria						
Assessment and planning Monitoring and review	Teaching methods and curriculum support	Additional human resources Roles and responsibilities				
<p>Early identification, assessment and provision using Early Years Foundation Stage non-statutory guidance and/or QCA curriculum-based assessment.</p> <p>Continuous assessment and/or recorded response to intervention may be supplemented by standardised and/or diagnostic tests. The child/young person's difficulties will include:</p> <ul style="list-style-type: none"> ▪ Evidence of speech and language skills which are somewhat below those of the majority of peers - norm referenced test results ▪ speech which is not easy to understand and which limits the child/young persons' ability to participate in group activities, question-and-answer sessions and other activities involving speech; ▪ problems with following instructions or with understanding relational or abstract concepts, requiring additional time for explanation and clarification; ▪ difficulties with communication with peers and in using appropriate social strategies such as turn taking and rapport in conversation which restrict the social interactions of child/young person; ▪ participation in most aspects of classroom/setting life and progress within areas of the curriculum which are less language-dependent, but less progress where language skills are important (i.e. towards the lower end of the expected range); this may be particularly evident in a limited acquisition of literacy skills. <p>An individual or provision map will be required only when the child/young person's needs demand additional and different arrangements beyond the existing differentiated plan within normal activity in the classroom/setting.</p> <p>(In some schools, curriculum and classroom planning will allow for the child/young person's progress to be tracked and attainments targeted without the need for an IEP.)</p> <p>Whichever approach is adopted, there will be systematic monitoring of the child/young person's progress in terms of the effectiveness of interventions. Monitoring and review should focus on outcomes in order to judge:</p> <ul style="list-style-type: none"> ▪ progress made by the child/young person ▪ effectiveness of strategies updated information or advice 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Grouping</th> <th style="width: 50%;">Curriculum and teaching</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning and peer interaction.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to extended services (e.g. homework clubs, lunchtime clubs etc.).</p> </td> <td style="vertical-align: top;"> <p>Wave 1 & 2 intervention - Emphasis on differentiation for curriculum access. It is expected that the teacher/keyworker will adapt teaching methods and work to match the individual child/young person's developmental needs and ability.</p> <p>School/setting will strengthen their current strategies using existing resources. The focus will be on responding to child or young persons' immediate speech, language, social and/or learning difficulties and will not depend on specialist assessment or, necessarily, on any confirmation of suspected speech and language difficulties.</p> <p>Emphasis on differentiation for curriculum access.</p> <p>Some specific reinforcement or skill-development activities in support of provision mapping/IEP targets may be required using, for example:</p> <ul style="list-style-type: none"> ▪ different learning materials or ▪ special equipment <p>There will be clear information on child/young person and parent involvement.</p> </td> </tr> </tbody> </table>	Grouping	Curriculum and teaching	<p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning and peer interaction.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to extended services (e.g. homework clubs, lunchtime clubs etc.).</p>	<p>Wave 1 & 2 intervention - Emphasis on differentiation for curriculum access. It is expected that the teacher/keyworker will adapt teaching methods and work to match the individual child/young person's developmental needs and ability.</p> <p>School/setting will strengthen their current strategies using existing resources. The focus will be on responding to child or young persons' immediate speech, language, social and/or learning difficulties and will not depend on specialist assessment or, necessarily, on any confirmation of suspected speech and language difficulties.</p> <p>Emphasis on differentiation for curriculum access.</p> <p>Some specific reinforcement or skill-development activities in support of provision mapping/IEP targets may be required using, for example:</p> <ul style="list-style-type: none"> ▪ different learning materials or ▪ special equipment <p>There will be clear information on child/young person and parent involvement.</p>	<p>School/setting has the responsibility to keep parents fully involved.</p> <p>The child or young person's class¹ or subject teachers are responsible for working with the child or young person on a daily basis and for planning and delivering an additional and different, individualised or group programme.</p> <p>The SENCo facilitates assessment and planning.</p> <p>Specialist teachers, educational psychologist or speech and language therapist may be involved in staff development and training aimed at introducing more effective strategies or in providing one-off or occasional advice on strategies or equipment. This may make it possible to provide effective intervention without the need for regular or ongoing input from external agencies.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs. (See also <i>Teaching methods and curriculum support</i>.) It may include:</p> <ul style="list-style-type: none"> ▪ occasional or routine classroom support ▪ small group or Individual intervention ▪ time to devise planned interventions ▪ time to monitor the effect of interventions <p>Input from Health or Social Care may be required in particular cases.</p>
Grouping	Curriculum and teaching					
<p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning and peer interaction.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to extended services (e.g. homework clubs, lunchtime clubs etc.).</p>	<p>Wave 1 & 2 intervention - Emphasis on differentiation for curriculum access. It is expected that the teacher/keyworker will adapt teaching methods and work to match the individual child/young person's developmental needs and ability.</p> <p>School/setting will strengthen their current strategies using existing resources. The focus will be on responding to child or young persons' immediate speech, language, social and/or learning difficulties and will not depend on specialist assessment or, necessarily, on any confirmation of suspected speech and language difficulties.</p> <p>Emphasis on differentiation for curriculum access.</p> <p>Some specific reinforcement or skill-development activities in support of provision mapping/IEP targets may be required using, for example:</p> <ul style="list-style-type: none"> ▪ different learning materials or ▪ special equipment <p>There will be clear information on child/young person and parent involvement.</p>					

¹ In Early Years Settings, the practitioner is usually responsible for the child.

Communication and Interaction (Speech and Language Difficulties): School Action Plus/Early Years Action Plus

Specific Criteria Performance and Progress (May include description of needs/diagnosis)	Despite Wave 1 & 2 intervention, including differentiated learning opportunities together with a personalised programme and/or other targeted School Action or Early Years Action support , the child/young person has ongoing speech and language difficulties that cause significant barriers to learning and impede the development of social relationships. Progress: Low rates of progress in many areas of the curriculum, particularly literacy.
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Process Criteria			
Assessment and planning Monitoring and review	Teaching methods and curriculum support		Additional human resources Roles and responsibilities
	Grouping	Curriculum and teaching	
<p>School/setting will seek specialist assessment and advice, which may involve health as well as education specialist services.</p> <p>The child/young person's difficulties will include:</p> <ul style="list-style-type: none"> ▪ measurable speech and language development which is significantly below those of the majority of peers ▪ difficulties with speech production which significantly limits participation in classroom/setting activities ▪ considerable difficulties in meeting the language demands of ordinary learning activities, such as following instructions or using abstract concepts ▪ difficulties in communicating with peers which leads to social isolation and apparent behavioural difficulties ▪ frustration on the part of child or young person at their inability to participate in the classroom/setting or interact with peers <p>School/setting will explore the opportunities for enhanced, co-ordinated intervention provided through collaborative multi-agency problem-solving evidencing adoption of a 'team around the child' approach to assessment and implementation of intervention.</p>	<p>There will be access to Wave 3 intervention - additional and different arrangements on a small group or individual basis to support the child/young person achieve specific, measurable targets.</p> <p>These arrangements may be made:</p> <ul style="list-style-type: none"> ▪ within the classroom/setting ▪ through limited periods of withdrawal and/or ▪ through extended schools' provision <p>Equal access to extended schools' activities.</p>	<p>Wave 2 & 3 intervention - There will be an emphasis on increasing differentiation of activities and materials, with a focus on additional and/or different visual presentation of curriculum-related information and instructions.</p> <p>Personalised intervention may be required to support the young person in achieving specific targets.</p> <p>The focus will remain on the educational implications of any difficulties, but there may be tuition targeted at these difficulties under specialist guidance. This tuition may be informed by a specialised teaching approach and is likely to be combined with some strategies aimed at maximising curriculum access.</p> <p>Children/young people with speech and language difficulties may also require some, or all, of the following:</p> <ul style="list-style-type: none"> ▪ flexible teaching arrangements ▪ help in acquiring, comprehending and using language ▪ help in articulation ▪ help in acquiring literacy skills ▪ help in using augmentative and alternative means of communication ▪ help to use different means of communication confidently and competently for a range of purposes including formal situations ▪ help in organising and co-ordinating oral and written language ▪ help in expressing, comprehending and using language ▪ support to develop fluency in a first language, when this is not English. N.B. It should be noted that children who are early stage bi-lingual learners would not generally be considered to have special educational needs. <p>Additional access to IT and to specialist equipment and materials as necessary to meet the outcomes identified in the IEP/provision map.</p>	<p>School Action Plus or Early Years Action Plus is only evident when the school or setting is engaged with specialist services on behalf of the child or young person.</p> <p>Specialist service(s) advise on behaviour management, curriculum access and/or personalised programmes.</p> <p>Multi-agency support may be essential due to the overlap of educational, social and health needs.</p> <p>Small group or individual intervention provided by TA (under guidance), specialist teacher (or other specialist)and/or SENCo.</p>

Communication and Interaction (Autistic Spectrum Disorders): School Action/Early Years Action

<p>Specific Criteria Performance and Progress (May include description of needs/diagnosis)</p>	<p>Progress: the child/young person has communication and/or interaction difficulties and continues to demonstrate progress at a level below that expected despite adoption of Wave 1 (quality teaching first) and access to differentiated learning tasks.</p>
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Process Criteria			
Assessment and planning Monitoring and review	Teaching methods and curriculum support		Additional human resources - roles and responsibilities
	Grouping	Curriculum and teaching	
<p>Early identification, assessment and provision using Early Years Foundation Stage non-statutory guidance and/or other assessment data (e.g. QCA P Scales).</p> <p>Continuous assessment and curriculum assessments may be supplemented by standardised and/or diagnostic assessment. The child/young person's difficulties will include:</p> <ul style="list-style-type: none"> ▪ participation in most aspects of ordinary classrooms/settings, but with some difficulties in following instructions, classroom/setting routines and in maintaining attention to task; ▪ a reliance on teacher support and careful structuring of activities to enable child/young person to engage successfully in group work and/or social activities; ▪ a tendency to display obsessive behaviours and/or inappropriate language likely to result in child/young persons losing friends or distracting teaching staff; ▪ progress within the curriculum, but which can be greater in some areas than in others because of difficulties in particular aspects of learning such as writing, language or practical activities. <p>A provision map or individual education plan will be required only when the child/young person's needs demand additional and different arrangements beyond Wave 1 quality teaching and existing differentiation within normal activity in the classroom.</p> <p>Whichever approach is adopted, there will be evidence of systematic monitoring and recording of the child/young person's progress in terms of the effectiveness of interventions. Monitoring and review should focus on outcomes in order to judge:</p> <ul style="list-style-type: none"> ▪ progress made by the child/young person ▪ effectiveness of strategies ▪ updated information or advice 	<p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to extended schools' provision.</p> <p>Access to support for integration in unstructured social settings e.g. playground</p>	<p>Wave 1 & 2 intervention - school/setting will strengthen their current strategies using existing resources. The focus will be on responding to child/young person's immediate speech, language, social communication and/or learning difficulties and will not depend on specialist assessment or, necessarily, on any confirmation of suspected autistic spectrum disorder.</p> <p>Emphasis on differentiation for curriculum access. It is expected that the teacher will adapt work to match child/young person's ability at a level of attainment suitable for the individual child/young person's needs.</p> <p>Some specific reinforcement or skill-development activities in support of targets recorded on a provision map and/or IEP may be required using, for example:</p> <ul style="list-style-type: none"> ▪ different learning materials (in particular, visual cues or prompts such as a visual timetable) ▪ IT programmes such as Clicker 5 to support completion of written tasks using writing frames ▪ Writing frames to support independent written work <p>There will be clear evidence of child/young person and parent participation in target setting and reviewing of progress.</p>	<p>School/setting evidence parent and pupil participation in target setting and reviewing progress.</p> <p>The child/young person's class or subject teachers¹ are responsible for working with the child or young person on a daily basis and for planning and delivering an additional and different, individualised or group programme.</p> <p>The SENCo facilitates assessment and planning.</p> <p>Specialist teachers, educational psychologist or speech and language therapist may be involved in staff development and training aimed at introducing evidence-based strategies or in providing one-off or occasional advice on strategies or equipment. This may make it possible to provide effective intervention without the need for regular or ongoing input from specialist services.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs. (See also <i>Teaching method and curriculum support</i>.) It may include:</p> <ul style="list-style-type: none"> ▪ occasional or routine classroom support ▪ small group or Individual intervention ▪ time to devise planned interventions ▪ time to monitor the effect of interventions <p>Input from Health or Social Care may be required in particular cases</p>

¹ In Early Years Settings, the practitioner usually responsible for the child.

Communication and Interaction (Autistic Spectrum Disorders): School Action Plus/Early Years Action Plus

Specific Criteria Performance and Progress (May include description of needs/diagnosis)	Despite Wave 1 and 2 differentiated learning opportunities together with a personalised programme and/or targeted <i>School Action</i> or <i>Early Years Action</i> support the child/young person has ongoing communication and/or interaction difficulties that impede the development of social relationships and cause significant barriers to learning. Progress: Low rates of progress within the curriculum, except in very specific areas of strength.
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Process Criteria			
Assessment and planning Monitoring and review	Teaching methods and curriculum support		Additional human resources Roles and responsibilities
	Grouping	Curriculum and teaching	
<p>School/setting will seek specialist assessment and advice, which may involve health as well as education personnel.</p> <p>The child or young person's difficulties will include:</p> <ul style="list-style-type: none"> ▪ difficulties in following instructions, classroom/setting routines and in maintaining attention to task which make it difficult to participate in most ordinary classroom/setting activities without regular adult support and structure ▪ atypical behaviour, such as: obsessive, inflexible, challenging and/or withdrawn behaviours, an inappropriate use of language, difficulties in motor imitation and control, abnormal responses to sensory experiences and signs of distress or emotional disturbance without obvious cause ▪ inappropriate social behaviour leading to rejection by peers and social isolation <p>School/setting will explore the opportunities for enhanced, co-ordinated intervention provided through adoption of a 'team around the child' approach to assessment and implementation of intervention</p>	<p>There will be access to additional and different arrangements on a small group or individual basis to support individual targets.</p> <p>These arrangements may be made:</p> <ul style="list-style-type: none"> ▪ within the classroom/setting ▪ through limited periods of withdrawal ▪ in the playground to support social inclusion <p>Equal access to extended school provision.</p>	<p>Wave 2 & 3 - There will be an emphasis on increasing differentiation of curriculum-related activities and personalised intervention to support the child/young person achieving specific targets identified through focused assessment.</p> <p>The focus will remain on the educational implications of any difficulties, but there may be tuition/differentiation targeted at these difficulties under specialist guidance. This tuition may be informed by a specialised teaching approach and is likely to be combined with some strategies aimed at maximising curriculum access. For example visual representation of information using the Picture Exchange Communication System may be an appropriate strategy to enable curriculum access for some.</p> <p>Children/young people with communication and interaction difficulties may also require some, or all, of the following:</p> <ul style="list-style-type: none"> ▪ the use of autism-specific teaching and/or communication techniques ▪ flexible teaching arrangements – including provision of a work station ▪ help in acquiring, comprehending and using language in structured and unstructured situations ▪ help in articulation ▪ help in acquiring literacy skills ▪ organised opportunities to develop social communication skills e.g. using KarZouche to teach specific skills ▪ support to enable interaction with peers in unstructured situations e.g. establishing peer buddies in the playground or implementing Circle of Friends intervention ▪ help in using augmentative and alternative means of communication ▪ help to use different means of communication confidently and competently for a range of purposes including formal situations ▪ help in organising and co-ordinating oral and written language ▪ support to develop English as an additional language ▪ help in expressing, comprehending and using their own language, where English is not the first language <p>Access to IT and/or specialist equipment and materials as necessary to meet the outcomes identified in the provision map/IEP.</p>	<p><i>School Action Plus</i> or <i>Early Years Action Plus</i> is only evident when the school or setting is engaged with specialist services on behalf of the child or young person.</p> <p>Specialist supports service(s) advise on behaviour management, curriculum access and/ or individual programmes.</p> <p>Multi-agency support may be essential due to the overlap of educational &/or social and health needs.</p> <p>Small group or individual intervention delivered by a TA (under guidance), specialist teacher (or other specialist) and/or SENCo.</p>

Specific Criteria: Communication and Interaction

Please refer to guidance notes before completing this form.

Name:	Age:	Date:
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<i>Observed behaviour</i>	Not at all	Rarely	Some-times	Fairly often
SOCIAL COMMUNICATION	0	1	2	3
<i>1. Responds when called by name.</i>				
<i>2. Follows verbal instructions in 1:1 setting.</i>				
<i>3. Follows verbal instructions in small group setting.</i>				
<i>4. Follows verbal instructions in whole class setting.</i>				
<i>5. Takes turn in conversations.</i>				
<i>6. Initiates conversation.</i>				
<i>7. Changes topic of conversation.</i>				
<i>8. Maintains an appropriate conversation.</i>				
<i>9. Shows awareness of the listener's needs.</i>				
<i>10. Gives appropriate non-verbal signals as a listener.</i>				
<i>11. Changes the topic or style of a conversation to suit the listener.</i>				
<i>12. Changes appropriately the volume and tone of voice.</i>				
<i>13. Recognises and responds to non-verbal cues eg: a frown.</i>				
<i>14. Understands implied meanings.</i>				
<i>15. Tells or writes an imaginative story.</i>				
<i>16. Relates a sequence of events.</i>				
<i>17. Gives a simple sequence of instructions.</i>				

SOCIAL INTERACTION	0	1	2	3
<i>18. Uses gesture, body posture, facial expression and eye-to-eye gaze in 1:1 situation.</i>				
<i>19. Uses gesture, body posture, facial expression and eye-to-eye gaze in group interaction.</i>				
<i>20. Follows social cues in 1:1 situation with adults.</i>				
<i>21. Follows social cues in 1:1 situation with other children.</i>				
<i>22. Follows social cues in group interaction.</i>				
<i>23. Shares an activity with other children.</i>				
<i>24. Shares an activity with an adult.</i>				
<i>25. Develops peer friendships.</i>				
<i>26. Seeks comfort/affection when upset.</i>				
<i>27. Offers comfort/affection to others.</i>				
<i>28. Shares in others' enjoyment/pleasure.</i>				
<i>29. Imitates other children.</i>				
<i>30. Imitates adults.</i>				
<i>31. Shows different responses to different people in different situations.</i>				
<i>32. Responds appropriately to social praise.</i>				
<i>33. Responds appropriately to criticism.</i>				

Observed behaviour	Not at all	Rarely	Some-times	Fairly often
SOCIAL IMAGINATION & FLEXIBLE THINKING	0	1	2	3
<i>34. Has varied interests.</i>				
<i>35. Shares interests.</i>				
<i>36. Changes behaviour according to the situation.</i>				
<i>37. Accepts changes in rules, routines or procedures.</i>				
<i>38. Plays imaginatively when alone.</i>				
<i>39. Plays imaginatively with others.</i>				
<i>40. Accepts others' points of view.</i>				
<i>41. Generalises learning.</i>				
<i>42. Transfers skills across the curriculum.</i>				
<i>43. Plans an event or task.</i>				
<i>44. Suggests possible explanations for events.</i>				
<i>45. Uses inference and deduction.</i>				

RECEPTIVE LANGUAGE	0	1	2	3
<i>46. Listens 1-1.</i>				
<i>47. Listens in a small group.</i>				
<i>48. Listens in classroom context without visual cues.</i>				
<i>49. Follows instructions to carry out an activity step by step without visual cues.</i>				
<i>50. Is able to retain information from one lesson to another.</i>				
<i>51. Shows understanding of an age-appropriate story/text told to a large group of pupils.</i>				
<i>52. Shows understanding of where/when/how questions.</i>				
<i>53. Shows ability to predict outcomes.</i>				
<i>54. Shows ability to make inferences.</i>				
<i>55. Understands abstract concepts of time and sequence.</i>				
<i>56. Shows an appropriate understanding of words.</i>				
<i>57. Can understand how words are linked in categories.</i>				

EXPRESSIVE LANGUAGE (including speech production)	0	1	2	3
<i>58. Uses intelligible connected speech.</i>				
<i>59. Uses familiar vocabulary appropriately.</i>				
<i>60. Uses phrases and statements to comment on ongoing activities.</i>				
<i>61. Finds words and joins them together with appropriate word order.</i>				
<i>62. Uses appropriate grammatical structures, taking into account local dialect.</i>				
<i>63. Recalls and describes in sequence activities that have been recently completed.</i>				
<i>64. Asks appropriate questions to obtain information.</i>				

65. Gives meaningful instructions.				
66. Tells/retells a story or imagined events in chronological order.				
67. Contributes to discussion about behaviour or feelings in different situations.				
68. Gives an explanation of why events occur and predicts alternative endings/outcomes.				
69. Uses language appropriately in a variety of situations.				

MOTOR & ORGANISATIONAL SKILLS	0	1	2	3
70. Finds way around classroom.				
71. Finds way around school.				
72. Sits still.				
73. Sits amongst a small group.				
74. Sits amongst a large group eg: assembly.				
75. Finds and organises the equipment needed for a given task.				
76. Writes legibly and draws accurately.				
77. Gets changed without help eg: for PE.				
78. Organises movements for PE and games.				

	SCORE
SOCIAL COMMUNICATION	
SOCIAL INTERACTION	
SOCIAL IMAGINATION & FLEXIBLE THINKING	
RECEPTIVE LANGUAGE	
EXPRESSIVE LANGUAGE	
MOTOR & ORGANISATIONAL SKILLS	

PLEASE ENSURE THAT THIS FORM IS COMPLETED AND RETURNED AS PART OF THE SUPPORTING EVIDENCE.

Communication and Interaction Scale

Specific Criteria: Autistic Spectrum Disorders/Speech and Language Difficulties

Statutory Action	Social Communication	Social Interaction	Social Imagination	Receptive Language	Expressive Language	Motor/ Organisational	
End of Foundation Stage	0 – 5 points	0 – 5 points	0 – 2 points	3 points or less	3 points or less	0 – 10 points	Working towards EYFS ¹ levels 2 or more years below chronological age
End of KS1	5 points or less (where all ticks fall in the 'not at all', 'rarely' or 'sometimes' columns)	5 points or less (where all ticks fall in the 'not at all', 'rarely' or 'sometimes' columns)	2 points or less (where all ticks fall in the 'not at all' or 'rarely' columns)	7 points or less	11 points or less	10 points or less	At or below 2 nd centile speaking and listening P6 or below
End of KS2	15 points or less	15 points or less	10 points or less (where all ticks fall in the 'not at all', 'rarely' or 'sometimes' columns)	21 points or less	23 points or less	20 points or less	At or below 2 nd centile speaking and listening level 1C or below
End of KS3/4	22 points or less	22 points or less	12 points or less (where all ticks fall in the 'not at all', 'rarely' or 'sometimes' columns)	24 points or less	28 points or less	24 points or less	At or below 2 nd centile speaking and listening level 2A or below

Pre-school	Working towards EYFS levels 2 or more years below chronological age and/or similarly recorded levels using alternative developmental checklists (e.g. Teaching Talking, Portage, PIP Checklist) in the area of language and communication skills.
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It is important to note the above relates to **specific criteria for statutory action** and that a request for statutory assessment additionally requires considerable evidence of process criteria being met (see page 21).

¹ EYFS = Early Years Foundation Stage