

**SEND Indicators of need & Supports: Communication & Interaction**

<b>Social interaction and development</b> <i>The pupil requires support to...</i>
develop skills to interact with peers e.g. simple negotiation, turn taking
undertake tasks and interaction confidently
initiate conversation and respond to questions or comments
engage in parallel, cooperative, imaginative and interactive play with a range of equipment
work or play games in a group e.g. may find groups intolerable even with persuasion or takes control without listening to others
develop self-confidence and establish a positive self-image
communicate with peers e.g. shows frustration/aggression when not understood
understand and comply with the rules of social interaction e.g. turn taking, eye contact, listening to others, participating in playground games, group work
share equipment e.g. will usually move away or give item up
work or play interactively in a group and recognise the importance of involvement
make appropriate social approaches to adults and peers e.g. lack of personal space or privacy, inappropriate touch/smelling/lucking
develop awareness and degree of control over socially inappropriate behaviours and noises
respond to the needs of others e.g. finds a different friend when a peer doesn't want to play
<b>Other:</b>
<b>Attention and listening</b> <i>The pupil requires support to...</i>
make appropriate attempts to request attention
respond appropriately to adult directed activities
participate in classroom activities dependent on listening e.g. in topic discussion may be off task or disruptive
manage transition from one activity to another easily
demonstrate shared attention with others e.g. sharing looking at a book
<b>Other:</b>

<b>Understanding language and communication</b> <i>The pupil requires support to...</i>
understand new vocabulary and concepts, including abstract information which does not relate to the 'here' and 'now'
responds to a range of different questions words e.g. what, who, where
recognise when they have not understood
understand whole instructions e.g. instructions will usually need to be broken down and supported by gesture
follow and remember instructions e.g. does not recognise that group instructions apply to themselves or only remembers part of the instruction
understand new vocabulary and concepts, including abstract information e.g. time, space, quantities
avoid literal interpretation of language and understand humour and sarcasm
interpret non-verbal language such as facial expressions, gesture and tone of voice
apply and transfer knowledge and vocabulary/concepts across subjects or situations
understand the difference between facts/reality and fiction/fantasy
<b>Other:</b>
<b>Expressive (spoken) language and communication</b> <i>The pupil requires support to...</i>
engage in meaningful two-way exchanges e.g. start, maintain and end conversations appropriately
use language for different purposes e.g. to ask questions, describe, give information
develop utterances above three or four words, including more than nouns and verbs e.g. adjectives like 'cold'
reduce repetitive/obsessive use of language which may dominate conversational style
Develop grammatical markers such as plurals, verb tenses, and include 'little' words such as pronouns and determiners, is/are/can/will
retain and use specific vocabulary e.g. topic words
make relevant contributions to class/group discussion
use simple narrative e.g. tell a story and recall past events
develop speaking and listening skills to access the curriculum and in line with peers
<b>Other:</b>

<b>Intelligibility</b> <i>The pupil requires support to...</i>
develop more mature speech sounds and consistency in sound production e.g. not substituting sounds 'I dowing home in the tar'
attempt to improve intelligibility when context is not obvious and make themselves understood
develop sound awareness e.g. skills in syllable and rhyme, blending and segmentation
develop more mature speech sounds in one/a few specific areas e.g. avoiding simplifying consonant blends such as 'moke' for 'smoke'
make themselves understood in all situations e.g. may use strategies other than speech to communicate
<b>Other:</b>
<b>Flexibility of thought</b> <i>The pupil requires support to...</i>
share interest e.g. will only look at books which contain a particular character
be flexible about rules and tolerate others breaking them
follow another person's agenda/adult directed process
manage preference for things to be the same e.g. the same seat or place for equipment
become less reliant on obsessive objects, topics or activities
make appropriate choices or decisions particularly at unstructured times
manage over-arousal or frustration especially at transition times
manage reaction to specific changes to routine or unexpected outcomes e.g. trips, Christmas play
engage and learn in creative /open-ended tasks
manage home-school links
<b>Other:</b>
<b>Sensory processing</b> <i>The pupil requires support to...</i>
develop physical coordination e.g. appears clumsy, can't string a simple movement sequence together, may dribble
develop balanced sensitivity to sensory information – may show over/under sensitivity e.g. overwhelmed by noisy/visually stimulating room or show lack of awareness of pain
avoid self-harm or harming others when agitated
participate in activities dependent upon physical coordination
develop awareness of/have strategies to manage physical reactions such as flapping, rocking, tooth grinding, tapping
<b>Other:</b>