

Graduated response in school for children with Autistic Spectrum Conditions (ASC).

(Each suggestion at each range is in addition to that available at the previous range)

Range 1	Descriptor	<p>Displays a range of communication and interaction differences which challenge their learning and social inclusion.</p> <p>This may include poor empathy, imagination and play skills. Literal interpretations of language and learning with poor understanding of abstract language. Emotional outbursts , withdrawal and social vulnerability. Difficulties with personal space and anxiety to small unplanned changes in the environment or routine. Unusual eye gaze or eye contact.</p>
	Provision	<ul style="list-style-type: none"> ✓ Quality first teaching ✓ Classroom support or small group work ✓ Awareness of pupils strengths and difficulties ✓ Pupil Portrait shared with all staff ✓ Support to promote social skills and interaction with peers ✓ Opportunities for over-learning basic concepts if needed ✓ Visual timetable outlining clear routines and to aid transition between activities ✓ Reduction of complex language when giving instructions
Range 2	Descriptor	<p>Displays more of the behaviours as stated in Range 1 on a more frequent basis and /or the social and communication differences are more severe with increasing inflexibility of thought.</p> <p>In particular speech may be delayed or unusual and may have an odd intonation pattern with immediate or delayed repetition (echolalia). Facial expressions may be limited or reduced in range. May not use or understand non-verbal communication. Difficulties with the concept of time and sequencing events significantly affect everyday activities. Unusual or different or obsessions with everyday objects or people. May display unusual over or under responsiveness to sensory stimuli.</p>
	Provision	<ul style="list-style-type: none"> ✓ Quality first teaching ✓ Use of more detailed NC assessment tools ✓ Involvement of educational and non-educational professionals as appropriate ✓ Additional staff training (if needed) to support curriculum modification ✓ Opportunities for small group work ✓ A workstation to offer opportunities for distraction free learning if needed ✓ Use ASC specific approaches, resources and materials e.g. Circle of Friends, Social Stories

Range 3	Descriptor	<p>Displays a range of severe communication and interaction differences which challenge their learning and social inclusion including some or many of those described at Range 1 and Range 2.</p> <p>In particular sensory differences can affect physical milestones such as toileting and eating development. Inconsistent patterns of behaviour across the spectrum from challenging or impulsive to extreme passivity. Limited awareness to danger . Difficulties with spoken language or difficulties expressing their own wishes or needs. May display an intense interest in a topic that is explored with a high level of frequency and/or inappropriateness to context or audience.</p>
	Provision	<ul style="list-style-type: none"> ✓ Quality first teaching ✓ Whole school understanding of pupil's needs ✓ Focussed support from outside agencies ✓ Mainstream class with targeted support ✓ Support from other agencies as appropriate e.g. Autism Team (SEN Services), SALT ✓ Specialised assessment and provision e.g. SCERTS, ABA, TEACCH