

EAL - Before identifying a student has Social Communication difficulties, please consider if the student has EAL. To help you decide there is a helpful flow chart/ Assessment pack you can find here: <http://redbridgeserc.org/resources/category/eal-checklist>

Social Communication

Children with social communication difficulties may require support with:

- *Interacting with other people*
- *Responding appropriately*
- *Switching their attention between people and activities*
- *Understanding and using eye contact, facial expressions, body language*
- *Listening and paying attention to the world and people around them*

	Tier 1 Classroom identification and support
	Tier 2 School SEND support + IEP
	Tier 3 School SEND support + outside agencies
	Tier 4- EHC support



Please indicate if student has

HI	
VI	
EAL	
Other	



Date:

Name of teacher(s) assessing:

Year group:

How to use this document: Insert pupil initials into the relevant tabs and indicate if the given statements are 'present' or 'not present' in each tier. More selections in a specific tier will indicate the needs of the pupil. Once you have identified possible level of need, you will need to consider next steps to support the student in class.

Insert Initials here and use it as a reference as you go through this document:

Pupil A: **B:** **C:** **D:** **E:**

Key: 'np' – Not present 'p' – present (circle as appropriate)

Tier 1 - Observable behaviours/ difficulties	Initials		Initials		Initials		Initials		Initials	
<p>May be able to engage in turn-taking or sharing activities</p> <ul style="list-style-type: none"> - <i>Waiting for their turn in a group activity</i> - <i>Participating in group activities where teams or roles are involved</i> - <i>Sharing toys or resources</i> <p style="text-align: center;"><i>Conversational turn-taking</i></p>	np	p	np	p	np	p	np	p	np	p
<p>May be able to follow whole-class instructions</p> <ul style="list-style-type: none"> - <i>'let's tidy up'</i> - <i>'blue group collect the pencils'</i> - <i>'line up'</i> <p><i>Relay messages from teacher to others</i></p>	np	p	np	p	np	p	np	p	np	p
<p>Written work may be weak</p> <ul style="list-style-type: none"> - <i>Difficulty expressing ideas in written format</i> <p><i>Some understanding of abstract concepts i.e., writing a postcard about going to the seaside (may have never been, therefore difficulty with imagining the scene and writing about it)</i></p>	np	p	np	p	np	p	np	p	np	p
<p>May find it difficult to gain attention from others appropriately</p> <ul style="list-style-type: none"> - <i>Not knowing how to join in with games in the playground</i> - <i>Pitch and level of voice out of context (shouting out across the classroom or pulling at teachers sleeve)</i> - <i>Teachers asks pupils to work in a group, may find initiating conversations about task difficult</i> <p><i>Pushing in a line rather than asking</i></p>	np	p	np	p	np	p	np	p	np	p
<p>May struggle with understanding or using gestures</p> <ul style="list-style-type: none"> - <i>Wave goodbye or hello</i> - <i>Pointing</i> - <i>Facial expressions – may not understand the difference between a cross face or a bored face</i> 	np	p	np	p	np	p	np	p	np	p

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	np	p	np	p	np	p	np	p	np	p
<p>Some difficulty developing, understanding, or maintaining relationships</p> <ul style="list-style-type: none"> - <i>Frequent fall out with friends</i> - <i>Difficulty making friends</i> - <i>Attached to one friend</i> <p><i>Lack of interest with peers</i></p>	np	p	np	p	np	p	np	p	np	p
<p>Makes little eye contact</p> <ul style="list-style-type: none"> - <i>Appears uncomfortable</i> <p><i>Doesn't engage in eye contact when being spoken to</i></p>	np	p	np	p	np	p	np	p	np	p
<p>Prefer to talk about their own interests</p>	np	p	np	p	np	p	np	p	np	p
<p>Weakness with the use of expressive language</p> <ul style="list-style-type: none"> - <i>Difficulty distinguishing the language used in different settings and in written work</i> - <i>Use of informal language in written work</i> - <i>Pupil to pupil interaction may use words such as 'gonna', may also use this in their writing</i> <p><i>May not use informal words with peers or understand the meaning i.e., 'innit', 'dunno'</i></p>	np	p	np	p	np	p	np	p	np	p
<p>Some weakness with making inferences</p> <ul style="list-style-type: none"> - <i>'The girl is on the floor crying holding her knee, what could this mean?'</i> - <i>'She made a funny face when she was eating her food, what could this mean?'</i> 	np	p	np	p	np	p	np	p	np	p
<p>Age-appropriate reading although may have some difficulty</p> <ul style="list-style-type: none"> - <i>With defining words</i> - <i>Comprehending selected text / reading for meaning</i> <p><i>Blending & decoding</i></p>	np	p	np	p	np	p	np	p	np	p
<p>Intonation may be unusual</p> <ul style="list-style-type: none"> - <i>Speaks in a quieter voice to respond to questions</i> - <i>Monotone</i> 	np	p	np	p	np	p	np	p	np	p

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<p>Early signs of anxiety</p> <ul style="list-style-type: none"> - <i>Reluctance to start given work</i> - <i>Difficulty explaining what has happened i.e., in the playground</i> 	np	p	np	p	np	p	np	p	np	p
<p>Some difficulty with maintaining attention</p> <ul style="list-style-type: none"> - <i>Fidgeting on the carpet (playing with hands, or the carpet, items on the table in front of them)</i> - <i>Looking elsewhere</i> 	np	p	np	p	np	p	np	p	np	p
Tier 2 - Observable behaviours/ difficulties										
<p>Difficulty with expressing how they are feeling or understand why someone may be feeling a certain way</p> <ul style="list-style-type: none"> - <i>May find them crying in the playground, but they cannot explain what has happened</i> - <i>May look confused or say something when someone else is angry etc.</i> 	np	p	np	p	np	p	np	p	np	p
<p>Limited participation in some activities</p> <ul style="list-style-type: none"> - <i>May lack confidence with taking part in activities</i> - <i>May lack motivation with taking part</i> 	np	p	np	p	np	p	np	p	np	p
<p>Difficulty with back-and-forth interaction with somebody</p> <ul style="list-style-type: none"> - <i>'in pairs talk about the character of the story we are reading'</i> - <i>Lacks understanding in two-way conversation i.e., how was your weekend? May not respond by asking how theirs were</i> 	np	p	np	p	np	p	np	p	np	p
<p>Engages in 'non-verbal' communication to give an answer / show or identify something</p> <ul style="list-style-type: none"> - <i>Pointing</i> - <i>Eye gaze</i> - <i>Shrugging shoulders</i> 	np	p	np	p	np	p	np	p	np	p
<p>Written work is not at age expected level</p> <ul style="list-style-type: none"> - <i>Difficulty expressing ideas in written format</i> - <i>Distinguishing between genres, writing a diary entry vs newspaper article</i> - <i>May write pages of work, but doesn't relate to topic or genre</i> 	np	p	np	p	np	p	np	p	np	p

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<p>Requires support with explaining 'what is happening' in a picture scene</p> <ul style="list-style-type: none"> - Evident when outside of their own experience i.e., if they have not been to the beach they may not understand the scene/what belongs there 	np	p	np	p	np	p	np	p	np	p
<p>Requires support learning and using new vocabulary</p> <ul style="list-style-type: none"> - Difficulty using or understanding Homophones (each of two words having the same pronunciation but different meanings, origins, or spelling, e.g., new and knew) - 'Put it flat', 'He lives in a flat', 'Flat bread' - Difficulty making semantic links, e.g., stamp connected to letters, sheep linked to a farm, apple, banana, and oranges are all fruits 	np	p	np	p	np	p	np	p	np	p
<p>Poor Intonations</p> <ul style="list-style-type: none"> - Tone not regulated - Difficulty picking up cues from the tones of others, i.e., cross tone, excited tone of voice 	np	p	np	p	np	p	np	p	np	p
<p>Presents difficulties with Expressive language</p> <ul style="list-style-type: none"> - May be able to point to an object to show understanding however is not able to articulate what it is - Unable to repeat instructions back or pass on a message 	np	p	np	p	np	p	np	p	np	p

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Tier 3 - Observable behaviours/ difficulties	Initials		Initials		Initials		Initials		Initials	
Engages in inappropriate 'non-verbal' communication to express emotions/needs <ul style="list-style-type: none"> - Aggressive behaviours - Shouting - Property destruction - Crying - Leaving the classroom - Running away from adults - Pulling on teachers clothes to ask for help 	np	p	np	p	np	p	np	p	np	p
Seeks reassurance <ul style="list-style-type: none"> - Repeating the same phrases/showing anxiety about when something will happen - 'Are we going tomorrow?' - 'Will it happen tomorrow?' - Asking if something is correct or reluctant to begin in case a mistake is made 	np	p	np	p	np	p	np	p	np	p
Presents difficulty with comprehension tasks <ul style="list-style-type: none"> - Difficulty understanding WH questions (verbal): <ul style="list-style-type: none"> Where is the ball? What did he eat? When did they have breakfast? Who played in the park? - Difficulty understanding stories <ul style="list-style-type: none"> Not understanding idioms - taking language literally. i.e., 'Pull your socks up' / they pull their socks up 	np	p	np	p	np	p	np	p	np	p

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<p>Comprehension - Difficulty answering WH questions after reading a passage</p> <ul style="list-style-type: none"> - Describing situations - May be fluent readers but difficulty understanding what they have read - May have difficulty remembering what is read - Difficulty making inferences and deducing information from a text; answering questions about a story or piece of text; understanding Maths story problems 	np	p	np	p	np	p	np	p	np	p
<p>Creative writing difficulties, i.e.</p> <ul style="list-style-type: none"> - telling / writing stories - using narrative language - Writing in the third person 	np	p	np	p	np	p	np	p	np	p
<p>Limited use and understanding of non-verbal social interaction</p> <ul style="list-style-type: none"> - Gesture and greeting i.e., waving goodbye. Shaking of head to indicate 'no' - Body language i.e., hands on hips is cross - Eye contact to indicate listening and attention to others - Facial expressions and cues 	np	p	np	p	np	p	np	p	np	p
<p>Poor Vocabulary</p> <ul style="list-style-type: none"> - May not understand what a word means or name objects 	np	p	np	p	np	p	np	p	np	p
<p>Poor Expressive language</p> <ul style="list-style-type: none"> - May be able to point to an object to show understanding however is not able to articulate what it is - Errors in verb endings i.e., 'he was ask me a questions' 	np	p	np	p	np	p	np	p	np	p
<p>Difficulty understanding 'rules'</p> <ul style="list-style-type: none"> - May find them unfair - May not understand why other people may not stick to rules 	np	p	np	p	np		p	np	p	np

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Tier 4 - Observable behaviours/ difficulties	Initials		Initials		Initials		Initials		Initials	
	np	p	np	p	np	p	np	p	np	p
Unable to recall events or stories in written or oral form - <i>Prefers repeated familiar short stories</i>	np	p	np	p	np	p	np	p	np	p
Unable to show understanding of stories in written or oral form - <i>To summarise or retell key parts or characters.</i> - <i>To make inferences from the story. i.e., Why did they go to the park? To deduce information. i.e., Who went with the boy?</i>	np	p	np	p	np	p	np	p	np	p
Processes language literally - <i>Does not understand idioms i.e., 'It's raining cats and dogs', will look for the cats and dogs</i> - <i>Does not understand sarcasm</i>	np	p	np	p	np	p	np	p	np	p
Does not engage in communication/activities outside of own interests - <i>Does not explore with given items/only engages in one item (i.e., child plays with red bike in playground, if it is not available he will not play)</i> - <i>Does not respond to questions from peer or adult</i> Has delayed speech - <i>Immature speech pattern</i> - <i>Limited syntax (lack of using or understanding verbs, nouns, adjectives) fragmented sentence structures i.e., 'question understand' instead of 'I don't understand the question'</i> - <i>May echo or repeat questions that they do not understand Does not ask for help</i>	np	p	np	p	np	p	np	p	np	p
Difficulty making semantic links to aid learning - <i>Does not use or understand rhyming words</i>	np	p	np	p	np	p	np	p	np	p

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<p>Little or no writing ability</p> <ul style="list-style-type: none"> - Limited awareness and understanding of phonological awareness - May find it difficult to form letters or can form letters but words or sentences do not have a meaning 	np	p	np	p	np	p	np	p	np	p
<p>Difficulty understanding 'rules'</p> <ul style="list-style-type: none"> - Needs reminding of rules, in some cases to keep them safe - May require visual prompts to follow rules - May stick rigidly to rules or misunderstand them - May become distressed if rules are not followed by others 	np	p	np	p	np	p	np	p	np	p
<p>Little or no social relationships</p> <ul style="list-style-type: none"> - Appears to be teasing peers - Inappropriately gaining attention from peers, i.e.: Pulling/pushing Shouting/crying Grimacing - Making loud sounds 	np	p	np	p	np	p	np	p	np	p
<p>Routines and behaviours which may cause anxiety if they cannot be accommodated</p> <ul style="list-style-type: none"> - Watching the same programme - Wearing the same clothes - Playing with the same toy 	np	p	np	p	np	p	np	p	np	p
<p>Repetitive conversation about their own interests</p> <ul style="list-style-type: none"> - Talking about the same tv programme, asking when it will be on and when they will watch it - Presents with anxious behaviours, e.g., if they are worried that they won't be able to do something which is planned after school - Changing the conversation to their own area of interest 	np	p	np	p	np	p	np	p	np	p

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<p>Cannot interpret nonverbal interaction</p> <ul style="list-style-type: none"> - <i>Gesture and greeting</i> - <i>Body language</i> - <i>Eye contact</i> <p><i>Facial expressions and cues</i></p>	np	p	np	p	np	p	np	p	np	p
<p>Unusual self -regulation strategies or unable to self -regulate</p> <ul style="list-style-type: none"> - <i>Limited or no facial expression.</i> <p><i>Often inappropriate reaction to a situation i.e., property destruction, absconding, crying, aggressive behaviours</i></p>	np	p	np	p	np	p	np	p	np	p



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Insert Initials here and use it as a reference as you go through this document:

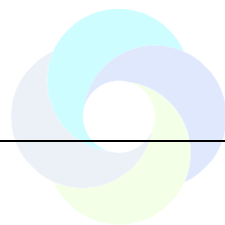
Pupil A: **B:** **C:** **D:** **E:**

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Additional information (EAL, VI, HI):

Provide information about additional needs below including previous support from external agencies and current support in place

EAL	
HI	
VI	
Other	



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Strategies and interventions to consider to support Social Communication Needs

What to do next?

Once you have identified possible level of need, you will need to consider next steps to support the student in class.

1. Teacher tips and tricks

Here you will find a series of easy small changes to your everyday practice to help include and support a range of student's language needs.

Click here: <https://www.youtube.com/redbridgesatss>

2. Interventions and strategies to try when supporting students who have expressive language needs in class.

Taking turns: <https://do2learn.com/organizationtools/SocialSkillsToolbox/TakingTurns.htm>

<https://childspeechbedfordshire.nhs.uk/wp-content/uploads/2018/03/Activities-for-developing-Turn-Taking-skills.pdf>

Communication skills: <https://do2learn.com/SocialSkills/CommunicationSkills/index.htm>

<https://www.kids-konnect.com/blog/fun-activities-to-help-children-with-autism-develop-social-skills>

Social emotional skills: <https://do2learn.com/activities/SocialSkills/index.html>

Barrier games: <http://redbridgeserc.org/resources/entry/barrier-games>

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3. Resources

Here are some Resources that support students who have S&L needs. Talk to your Senco to see who has these in school, and if there are staff trained in these approaches to support you.

Redbridge SERC website: <http://redbridgeserc.org/resources/category/soc-comm-asc-resources>:

Speech and Language resources for social skills: <https://www.speechandlanguagekids.com/social-skills-resource-page/>

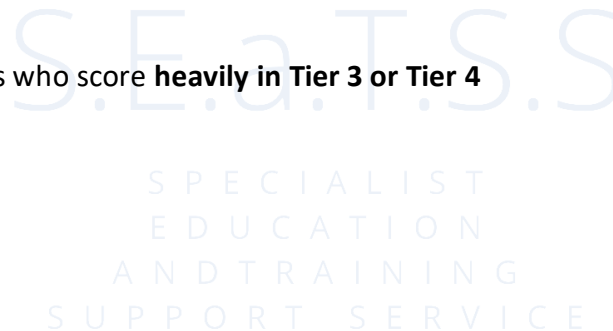
Conversation Box: <http://redbridgeserc.org/resources/entry/conversation-box>

Conversation starters and tick list: <http://redbridgeserc.org/resources/entry/conversation-starters-and-tick-list>

Visuals : <https://www.youtube.com/watch?v=pPINwvF64D0>

https://www.youtube.com/watch?v=sKdFj3_S3pg

4. Talk to SENCO if you have students who score **heavily in Tier 3 or Tier 4**



Insert Initials here and use it as a reference as you go through this document:

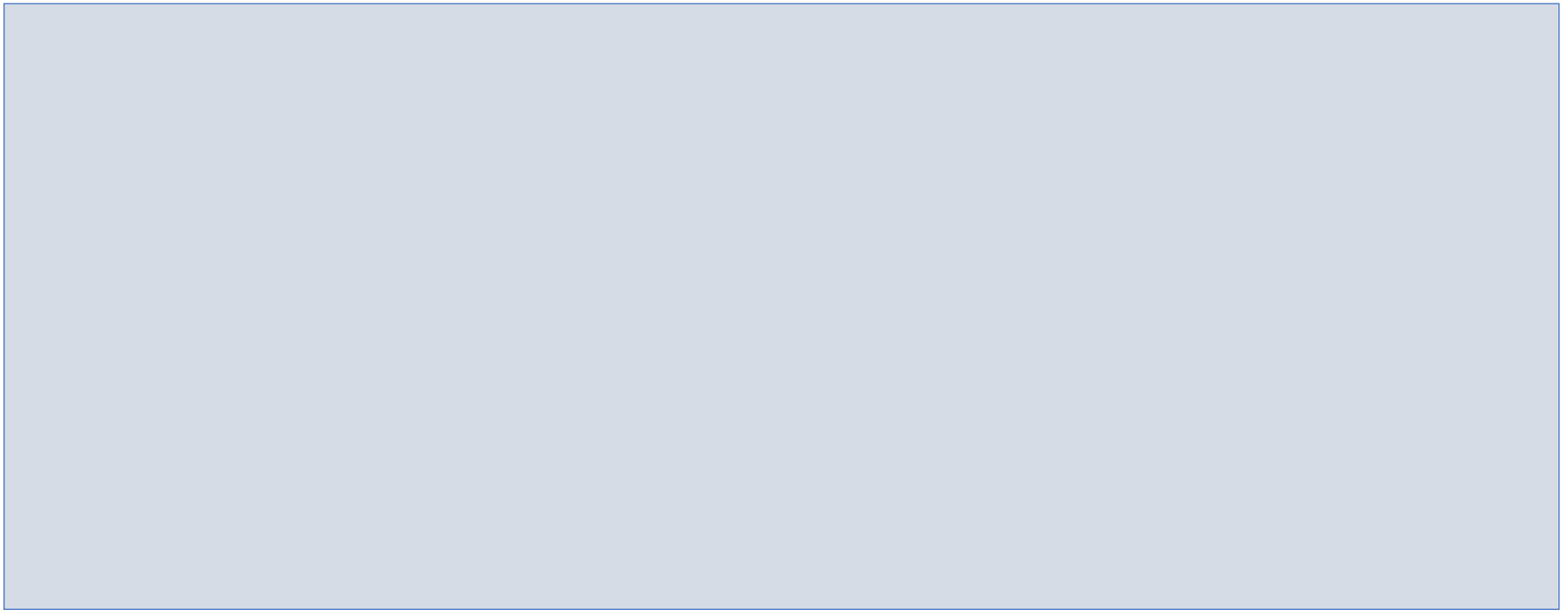
Pupil A: **B:** **C:** **D:** **E:**

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Teacher reflections & thoughts

Use this space to brainstorm ideas, thoughts, and questions that you may have for this specific need.

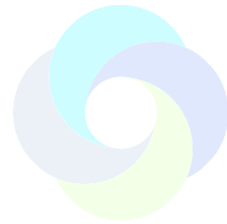
Examples may include: classroom layout plans, planning groups, actions, who you would like to contact, information you would like to collate to support the pupil, CPD recommendations, etc.



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