

Communication and Interaction - Complex Social Communication (CSC)

Developing inclusive environments that celebrate neurodivergence and individuality is at the heart of educational practice in Gateshead. Our understanding and knowledge of complex social communication (CSC) has developed over time and will continue to evolve. Where once we may have compiled a list of things a child or young person could not do, we now understand that some: develop, experience, communicate, interact and think about their world in their own unique, equally valid, way. It is our role to make reasonable adjustments, provide supports, develop our understanding of neurodivergence and accept that our goal is not to make children or young people all the same. We must be mindful that our role should be to support our them to be the best versions of themselves.

Our job is, as for any other child or young person, to build on their interests, skills and knowledge, help them to make meaningful connections with others, meet their learning potential and be the happiest versions of themselves as they move on to their next stage of education. CSC needs can be both internal and external. These needs may also cut across other areas such as 'cognition and learning', 'social, emotional and mental health' and 'speech, language and communication.' It is therefore important to consider the four broad areas of need when using the thresholds. The most important point to remember when assessing, planning or reviewing supports for CSC learners is that they are meaningful to the child or young person and that they are promoting self-empowerment and independence.

Descriptors Social understanding and communication

- Experience of belonging and feeling included within a class, group or wider social situation may be different
- Internalised or externalised emotions intensities, isolation and social vulnerability may result from experiencing social situations differently
- Differences in experiencing empathy (presenting as lacking empathy or being hyperempathetic). Differences in imagination and play may impact on social experiences and learning.
- Eye gaze or eye contact may sometimes differ.
- Difference in facial expressions which may appear overtly expressive, limited or reduced in range.
- Differences in recognising and understanding non-verbal communication (facial expressions, body language and so on) may cause confusion, misunderstanding and anxiety.
- Differences understanding spoken language and expressing their wants, needs and feelings.
- Literal interpretations may result in different perceptions of language and learning such as sarcasm, inference and context.
- Development of speech may be delayed.

- May present with immediate or delayed repetition (echolalia), different intonation or differences in tone, rate or volume of speech.
- May focus on intense interests in conversation.
- Attention focused on a specific interest may impact on how class instructions and general information is interpreted and understood.
- Differences in understanding concept of time and sequencing of events may impact on an individual's ability to cope with change. This can be anxiety-provoking and impact everyday activities.
- Personal space may be perceived differently, leading to group work being difficult to navigate or getting too close to others.
- Awareness of danger may be limited, for example, no awareness of hazards when running or jumping and may be unaware of hurting others.
- Successful strategies to enable social interaction with peers may have been developed, however, at times of stress or anxiety their ability to communicate with others may be significantly reduced.

Flexibility, information processing, and understanding

- Unplanned or small changes in learning tasks or environments may result in increased anxiety. This could lead to shut down, withdrawal or distressed behaviour.
- Intense interest in a topic may be displayed. Channelled attention or interest in everyday objects, toys or people could lead to expertise in a specific area. It may also impact an individual's ability to focus on and finish activities.
- Managing transitions between tasks or environments could lead to increased anxiety.

- Level of interest in a topic, could impact attention and focus.
- May find it difficult to switch focus of attention or could be easily distracted.

Sensory processing and integration

- Individuals may present with over-sensitivity or under-sensitivity to sensory inputs. This can be a positive experience but can also cause distress or discomfort during some everyday activities.
- May find busy, noisy environments overwhelming.
- Signs of delayed hand/eye coordination and/or fine/gross motor skills may be displayed.
- May display body movements such as toe walking, unusual posturing or flapping.
- Particular sensory responses may be displayed to the environment at times of heightened stress or anxiety.
- Physical milestones such as eating development and toileting may be affected by sensory differences. These can cause high anxiety in the child/young person and those who care for them.

The table overleaf should be read alongside the lists above of:

- **Social understanding and communication**
- **Flexibility, information processing, and understanding**
- **Sensory processing and integration**

Children and young people may display different combinations of the outline behaviours, even at the lower thresholds.

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Threshold Descriptors Overview	
Threshold 1 Mild	<ul style="list-style-type: none"> • Communication and interaction needs (identified by the Threshold descriptors) may affect their access to some aspects of the National Curriculum, including the social emotional curriculum and school life. • May have a diagnosis of an autism spectrum disorder made by an appropriate multi-agency team. • May or may not have low level sensory needs. • May have mild needs if the environment is supportive regardless of diagnosis. • Copes because staff recognise the neuro-diverse presentation.
Threshold 2 Mild - Moderate	<ul style="list-style-type: none"> • Communication and interaction needs (identified by the Threshold descriptors) affect access to a number of aspects of the National Curriculum, including the social emotional curriculum and school life. • Despite a structured and supported environment and positive relationships with staff, CYP will have communication and interaction needs that affect access to a number of aspects of the National Curriculum, including the social emotional curriculum and school life. • May have a diagnosis of an autism spectrum disorder made by an appropriate multi-agency team. • May or may not have low to moderate sensory needs.
Threshold 3 Moderate	<ul style="list-style-type: none"> • Communication and interaction needs (identified by the Threshold descriptors) moderately affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life. This is especially true in new and unfamiliar contexts. • The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention, and generalisation of skills and therefore on the result of any assessment. • May or may not have a diagnosis of an Autism Spectrum Disorder made by an appropriate multi-agency team • May or may not have moderate sensory needs.

<p>Threshold 4a</p>	<ul style="list-style-type: none"> • Communication and interaction needs (identified by the Threshold descriptors) significantly affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life. This is especially true in new and unfamiliar contexts but will also affect access at times of high stress in some known and familiar contexts and with familiar support/people available. • The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention, and generalisation of skills and therefore on the result of any assessment. • Presents with an uneven learning profile, but with appropriate and personalised differentiation in areas they are able to access the mainstream curriculum. • May or may not have a diagnosis of an Autism Spectrum Disorder by an appropriate multi-agency diagnostic team. • May or may not have sensory significant sensory needs. • May be supported by strategies recommended by High Incidence Needs Team (HINT) for use in schools. • Communication and interaction needs (identified by the Threshold descriptors) severely affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available. • The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment.
<p>Threshold 4b</p>	<p>CYP at Threshold 4(b) will be in a mainstream setting:</p> <ul style="list-style-type: none"> • Presents with an uneven learning profile, but with appropriate and high levels of personalised differentiation they are able to access the mainstream curriculum. • Requires significantly more support than is normally provided in a mainstream setting. • May or may not have sensory significant sensory needs. • May be supported by strategies recommended by HINT for use in school.

Threshold 5	<ul style="list-style-type: none"> • Communication and interaction needs (identified by the Threshold descriptors) severely affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available. • The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention, and generalisation of skills and therefore on the result of any assessment. <p>CYP at Threshold 5 may be in the following settings:</p> <p>Mainstream</p> <ul style="list-style-type: none"> • Presents with an uneven learning profile, but with a bespoke approach and curriculum they are able to access the mainstream curriculum at their stage of learning. • Requires significantly more support than is normally provided at a universal level in a mainstream setting. • May be supported by strategies recommended by HINT for use in school. <p>Special</p> <ul style="list-style-type: none"> • Attainment profile is below expected NC performance indicators. • May or may not have a diagnosis of an Autism Spectrum Disorder/ and or EHCP. • May or may not have severe sensory needs.
Threshold 6	<ul style="list-style-type: none"> • Communication and interaction needs (identified by the Threshold descriptors) profoundly affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available. • Needs an environment where interpersonal challenges are minimised by the adult managed setting. • The pervasive nature of the Autism/C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment. • May or may not have profound sensory needs. • Within the specialist provision need an environment where interpersonal challenges are minimised by the adult managed setting.
Profound	

Threshold 1 - Communication and Interaction (CSC)

CYP Presentation	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
<p>1. Use the first section of this document to identify the relevant descriptors for the child or young person with whom you are working.</p> <p>2. Consider whether the following statement describes how the CYP is affected within school:</p> <p>Communication and interaction needs (identified by the Threshold descriptors) affect their access to some aspects of the National Curriculum, including the social emotional curriculum and school life.</p> <p>3. If this statement accurately describes your child use the advice given in Threshold 1. If not, you will need to consider descriptors for other levels.</p> <p>The CYP may have a diagnosis of an autism spectrum disorder made by an appropriate multi-agency team.</p> <p>NC Level Across the expected range with an unusual learning profile showing relative weaknesses in some areas and strengths in others.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> • Will be part of school/ setting and class teaching and assessments. <p>Planning:</p> <ul style="list-style-type: none"> • Curriculum plans should include individual/group targets. • Family to be involved regularly and support targets at home. • CYP will be involved in setting and monitoring targets, where appropriate. • Information around specific CYP will be shared with staff in setting at CYP progress meetings. 	<ul style="list-style-type: none"> • Must be included in mainstream class with specific support for targets which involve communication and interaction. • Should be offered opportunities for small group work within the usual classroom planning and management. 	<p>Resources/Provision:</p> <ul style="list-style-type: none"> • The use of Quality First teaching approaches to support the development of social communication and interaction skills. • Must have full inclusion to the National Curriculum • Flexibility may be required to enable the CYP to follow instructions and/or record work. • Instructions may need to be supported by use of visual and written cues. • Preparation for change and the need for clear routines will be required. • Reduction of complex language, especially when giving instructions and asking questions, will be required. 	<p>Setting:</p> <ul style="list-style-type: none"> • Flexible use of resources and staffing available in the classroom. • Staff trained in de-escalation strategies. • Staff are accessing Autism/C&I training materials and this is evidenced within their working practice. • Additional training of mainstream staff to support curriculum modifications and social interaction, social communication and social understanding. • The child may be discussed as part of an unnamed consultation with an EP.

Threshold 2 - Communication and Interaction (CSC)

CYP Presentation	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
<p>MILD NEEDS</p> <p>1. Use the first section of this document to identify the relevant descriptors for the child or young person with whom you are working.</p> <p>2. Consider whether the following statement describes this need:</p> <p>Communication and interaction needs (identified by the Threshold descriptors) affect access to a number of aspects of the National Curriculum, including the social emotional curriculum and school life.</p> <p>3. If this statement accurately describes your child or young person use the advice given in Threshold 2. If not, you will need to consider descriptors for other levels.</p> <p>There may not be a diagnosis of an Autism Spectrum Disorder by an appropriate multi-agency team.</p> <p>NC Level</p> <p>Across the expected range but with an unusual profile showing relative weaknesses in certain areas and strengths in others.</p>	<p>Assessment:</p> <p>As Threshold 1 plus:</p> <ul style="list-style-type: none"> • Could also include other assessments relating to need, advice from SLT or OT advice (where applicable) • School may request a HINT surgery at this point. <p>Planning:</p> <ul style="list-style-type: none"> • Curriculum plans will reflect levels of achievement and include individually focused targets, especially in Speech, Language and communication. 	<ul style="list-style-type: none"> • Will be mainstream class-based and will have opportunity for small group and individual work to target specific needs relating to communication and interaction needs. • May need adaptations to the working environment such as a quiet area within the classroom for individual work. <p>As Threshold 1 plus:</p> <ul style="list-style-type: none"> • The use of Quality First teaching approaches to support the development of social communication and interaction skills. • Flexibility will be required to enable the CYP to follow instructions and/ or record work. • Clear use of visual and written cues will be useful to support instructions. • Preparation for change and the need for clear routines will be required. • Reduction of complex language, especially when giving instructions and asking questions, will be required 	<p>As Threshold 1 plus:</p> <ul style="list-style-type: none"> • Curriculum access will be facilitated by using a structured approach to provision which should involve using visual systems or timetables, reducing language for instructions/ information giving. • Teaching approaches should take account of difficulties identified within the Threshold descriptors. 	<p>As Threshold 1 plus:</p> <p>Setting:</p> <ul style="list-style-type: none"> • Will need additional professional support from skilled colleagues, e.g., SENDCO, to aid curriculum modifications. • Should consider staff training to ensure that they are trained to meet the needs of the students in their class. • It is likely that the school will consult with an EP at this stage. • Will need additional professional support from skilled colleagues to develop strategies to address social interaction, social communication, and social understanding. • Will need use of additional school support to implement specific materials, approaches, and resources as appropriate. • Staff trained in de-escalation strategies. • Staff recognise and make minor adaptations to facilitate the learning style of neuro-diverse CYP. • Schools are encouraged to have an Autism Champion in their setting- training and advice is provided by HINT. • Staff are accessing Autism/C&I training materials and this is evidenced within their working practice.

Threshold 3 - Communication and Interaction (CSC)

CYP Presentation	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
<p>MODERATE NEEDS</p> <ol style="list-style-type: none"> Use the first section of this document to identify the relevant descriptors for the child or young person with whom you are working. Consider whether the following statement describes how the CYP is affected within school: Communication and interaction needs (identified by the Threshold descriptors) will moderately affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life. This is especially true in new and unfamiliar contexts. If this statement accurately describes your child use the advice given in Threshold 3. If not, you will need to consider descriptors for other levels. The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment. The CYP may or may not have a diagnosis of an Autism Spectrum Disorder made by an appropriate clinical team. <p>NC Levels Across the expected range but with an unusual profile showing weaknesses in some areas and strengths in others.</p>	<p>Assessment:</p> <p>As Threshold 1 and 2 plus:</p> <ul style="list-style-type: none"> More specialised assessment tools in relation to specific descriptors such as: PSE p-level assessments; TALC; Motivational Assessment; STAR behavioural analysis. Accurate and up to date assessment of independent levels (NC/P-Levels) must be kept as a working document to aid planning and to share with family. Assessment includes a profile of sensory needs. Following HINT surgery a named referral may be appropriate and a consultation will be offered in the first instance. <p>Planning:</p> <ul style="list-style-type: none"> Curriculum plans will reflect levels of achievement and must include individually focused targets. Planning may need to incorporate adaptations such as rest breaks, time allocated to sensory difficulties and processing needs. 	<p>As Threshold 1 and 2 plus:</p> <ul style="list-style-type: none"> Inclusion within the mainstream classroom. However, there will be a need for an enhanced level of individual support. Targeted support will be needed which may include unstructured parts of the day, e.g., start and end of school day, breaks, lunchtimes and trips out of school. Support for areas of sensory needs which may include 'time out' space and other environmental adaptations to reduce stress and anxiety. <p>As Threshold 1 and 2 plus:</p> <ul style="list-style-type: none"> The use of Quality First Teaching approaches to support the development of social communication and interaction skills. Flexibility will be required to enable the CYP to follow instructions and/or record work. Clear use of visual and written cues will be useful to support instruction. Preparation for change and the need for clear routines will be required. Reduction of complex language, especially when giving instructions and asking questions, will be required. Staff will need to implement recommendations made by the Autism lead. 	<p>As Threshold 1 and 2 plus:</p> <ul style="list-style-type: none"> Will need to make noticeable adaptations to the curriculum to aid access and reduce anxiety. Will need differentiation by presentation and/ or outcome. Will need enhanced PSHCE teaching to ensure skills embedded. 	<p>As Threshold 1 and 2 plus:</p> <p>Setting:</p> <ul style="list-style-type: none"> Advice/ training information from other agencies including Autism Hub. Teaching approaches must take account of difficulties identified within the Threshold descriptors. Staff working directly with CYP must have knowledge and training in good practice when working with CYP with communication and interaction needs/Autism. Schools should consider using the Autism Education Trust staff competencies to support development of specialist skills. Involvement of an EP in consultation/ assessment/ planning and review. Schools should consider ELKLAN Communication Friendly Schools training to enhance skill levels in working with CYP with these needs. Staff trained in the use of de-escalation strategies. Staff are accessing HINT surgery and implementing suggested strategies Additional training of mainstream staff to support curriculum modifications and social interaction, social communication and social understanding.

Threshold 4a - Communication and Interaction (CSC)

CYP Presentation	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
<p>SIGNIFICANT NEEDS</p> <ol style="list-style-type: none"> Use the first section of this document to identify the relevant descriptors for the child or young person with whom you are working. Consider whether the following statement describes how the CYP is affected within school Communication and interaction needs (identified by the threshold descriptors) significantly affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life. This is especially true in new and unfamiliar contexts but will also affect access at times of high stress in some known and familiar contexts and with familiar support/people available. If this statement accurately describes your child or young person use the advice given in Threshold 4a. If not, you will need to consider descriptors for other levels. <p>The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment.</p> <p>Presents with an uneven learning profile but, with appropriate and personalised differentiation, they are able to access the mainstream curriculum.</p> <p>NC Level Across the expected threshold but with an unusual profile showing weaknesses in some areas and strengths in others.</p>	<p>As Threshold 1 – 3 plus:</p> <p>Assessment:</p> <ul style="list-style-type: none"> Should include assessment advice from other agencies, e.g., SLT/OT. Assessment should include details about sensory needs. <p>Planning:</p> <ul style="list-style-type: none"> Increased level of understanding by teaching and support staff will require plans for developing whole school understanding of CYP needs. To include all setting staff that come into contact with CYP on a daily basis. Shadowing staff in specialist settings. Planning must include adaptations to curriculum to ensure the development of independent learning and life skills. 	<p>As Threshold 1-3 plus:</p> <ul style="list-style-type: none"> Robust planning to meet objectives defined in support plans. 	<p>As Threshold 1- 3 plus:</p> <p>Must implement recommendations of AS / AOT Support</p> <p>As Threshold 1-3 plus</p> <ul style="list-style-type: none"> Significant adaptations to curriculum, teaching methods and environment needed to access the curriculum. These will include conceptual understanding of everyday language and subject specific vocabulary; pace of delivery; significant pre-learning and over learning of concepts and functions and use of alternative recording methods. Where appropriate an alternative curriculum must be offered to develop independence and life skills. Will need enhanced PSHCE and SRE programmes to ensure skills embedded; these are likely to need some element of individual work. 	<p>As Threshold 1 – 3 plus:</p> <p>Setting:</p> <ul style="list-style-type: none"> All staff aware of de-escalation strategies. Key staff trained in Team Teach approaches. Additional training of mainstream staff to support curriculum modifications and social interaction, social communication and social understanding.

Threshold 4b - Communication and Interaction (CSC)

CYP Presentation	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
<p>SIGNIFICANT NEEDS</p> <ol style="list-style-type: none"> Use the first section of this document to identify the relevant descriptors for the child or young person with whom you are working. Consider whether the following statement describes how the CYP is affected within school: Communication and interaction needs (identified by the Thresholds descriptors) severely affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available. If this statement accurately describes your child or young person use the advice given in Threshold 4b. If not, you will need to consider descriptors for other levels. The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention, and generalisation of skills and therefore on the result of any assessment. CYP at Threshold 4b may be in a mainstream setting/ Resource Base. Presents with an uneven learning profile but, with appropriate and personalised differentiation, they are able to access the mainstream curriculum. They will require significantly more support than is normally provided in a mainstream setting. <p>NC Level Across the expected range but with an unusual profile showing weaknesses in some areas and strengths in others.</p>	<p>Assessment:</p> <p>As Thresholds 1 – 4a plus:</p> <ul style="list-style-type: none"> Must include detailed assessment for PSHCE, life skills and sensory needs. Risk assessments must be carried out and shared with all staff and family. <p>Planning:</p> <ul style="list-style-type: none"> Where needed, positive behaviour plans must be completed and shared with family. Must include planning for whole day, including unstructured times. Planning must consider learning styles, identified strengths and learning needs. 	<p>As Thresholds 1 – 4a plus:</p> <ul style="list-style-type: none"> Robust planning to meet objectives defined in Support Plan/EHCP. Access to a quiet area within the classroom must be available when needed to offer opportunities for distraction free learning. A variety of groupings must be used to ensure learning, including time in a quiet, distraction free environment. 	<p>As Thresholds 1 – 4a plus:</p> <ul style="list-style-type: none"> Curriculum modifications must be selected to engage with C&I needs/Autism in relation to curriculum content and peer group. Therapeutic approaches will be integral to curriculum delivery and used to support the emotional wellbeing of CYP. Planning for unstructured times must be provided. 	<p>As Thresholds 1 – 4a plus:</p> <p>Setting:</p> <ul style="list-style-type: none"> Flexibility of staffing available to accommodate need, especially during unstructured times such as start and end of day, breaks and lunch and trips out of setting. Key staff must have accredited training in Autism/C&I needs such as ELKLAN, or through the Autism Education Trust. Additional training of mainstream staff to support specific curriculum modifications in relation to needs identified in the Threshold descriptors. <p>As Threshold 1-4a plus:</p> <ul style="list-style-type: none"> Specialist staff to devise strategies which will be shared with mainstream staff and implemented into planning.

Threshold 5 - Communication and Interaction (CSC)

CYP Presentation	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
<p>SEVERE NEEDS</p> <p>1. Use the first section of this document to identify the relevant descriptors for the CYP with whom you are working.</p> <p>2. Consider whether the following statement describes how the CYP is affected within school:</p> <p>Communication and interaction needs (identified by the Threshold descriptors) severely affect their access to the National Curriculum, including the, social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/ people available.</p> <p>3. If this statement accurately describes your CYP use the advice given in Threshold 5. If not, you will need to consider descriptors for other levels.</p> <p>The pervasive nature of the Autism/C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment.</p> <p>CYP at Threshold 5 may be in the following settings:</p> <p>Mainstream Presents with an uneven learning profile but, with appropriate and personalised differentiation, they are able to access the mainstream curriculum. They will require significantly more support than is normally provided in a mainstream setting.</p> <p>Special Attainment profile is below expected NC key performance indicators. Complex Needs Identified.</p> <p>NC Level</p> <ul style="list-style-type: none"> • Across the expected threshold with an unusual learning profile showing relative weaknesses in some areas and strengths in others • For CYP in special school settings, attainment profile is below expected NC levels. 	<p>As Threshold 1 – 4 plus</p> <ul style="list-style-type: none"> • Must include detailed assessment for PSHCE, life skills and sensory needs. • Assessment of behaviour and medical needs to inform the planning process where required. • Where needed, risk assessments, behaviour support plans and positive handling plans must be carried out and shared with all staff and family. • Must include planning for whole day, including unstructured times. • Accurate and up to date assessment of independent levels must be kept as a working document to aid planning and to share with family. • Long term involvement of education and non-education professionals is likely to be needed. 	<p>As Threshold 1– 4 plus</p> <ul style="list-style-type: none"> • Robust planning to meet objectives in the support plan/ EHCP if applicable. • A variety of groupings must be used to ensure learning, including time in a quiet, distraction free environment. • Daily opportunities to manage their own anxieties by graded access to a range of environments. 	<p>As Threshold 1– 4b plus:</p> <ul style="list-style-type: none"> • Curriculum modifications must be selected to engage with C&I needs/Autism in relation to curriculum content, peer group etc. • Therapeutic approaches must be part of the curriculum and used to support the emotional wellbeing of the CYP • Access to specialist approaches and equipment as part of a holistic package to meet the individual’s sensory, social communication and understanding needs. • Use a range of alternative augmentative communication to support social and functional communication skills to enhance interaction and understanding (e.g., PECS, Makaton, electronic voice output communication aids (VOCA)) 	<p>As Threshold 1– 4b plus:</p> <p>Setting:</p> <ul style="list-style-type: none"> • Flexibility of staffing available to accommodate need, especially during unstructured times. • Key staff must have enhanced training in C&I needs/Autism. • Additional training of mainstream staff to support CYP specific curriculum modifications in relation to needs identified in the Threshold descriptors.

Threshold 6 - Communication and Interaction (CSC)

CYP Presentation	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
<p>PROFOUND NEEDS</p> <ol style="list-style-type: none"> Use the first section of this document to identify the relevant descriptors for the CYP with whom you are working. Consider whether the following statement describes how the CYP is affected within school: Communication and interaction needs (identified by the Threshold descriptors) profoundly affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/ people available. If this statement accurately describes your child, use the advice given in Threshold 6. If not, you will need to consider descriptors for other levels. <p>The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention, and generalisation of skills and therefore on the result of any assessment.</p> <p>CYP within the Communication and Interaction specialist setting, or enhanced DSP setting need an environment where interpersonal challenges are minimised by the adult managed setting.</p> <p>Complex Needs Identified.</p>	<p>Assessment</p> <ul style="list-style-type: none"> Targets must be individualised, short term, specific & reviewed Detailed pre-NC assessments to inform planning/target setting. Ongoing teaching assessments including social communication skills, emotional wellbeing and life skills, including preparation for adulthood. Long-term involvement of educational and non-educational professionals as appropriate in assessment and planning Assessment of emotional regulation, sensory needs, individual behaviour needs, and medical needs must be used to inform the planning process. Curriculum planning closely tracks levels of attainment and incorporates individual targets and therapy programmes. Individual care plan/protocol to be in place. Positive handling plan Behaviour Support Plan and risk assessment 	<ul style="list-style-type: none"> Robust planning to meet the objectives in the EHCP. Small groups within a specialist provision for communication and interaction needs. Specialist educational setting Daily opportunities for small group and 1:1 teaching and learning. Where possible, graded access to mainstream learning activities and leisure opportunities. 	<ul style="list-style-type: none"> Curriculum access will be facilitated by using a predictable approach which may involve using visual systems or timetables and reducing language for instruction/information giving. Teaching strategies should consider difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom. Use a range of alternative augmentative communication to support social and functional communication skills to enhance interaction and understanding (e.g., PECS, Makaton, electronic voice output communication aids (VOCA)) Use of adapted teaching materials and resources to support teaching and learning for those with sensory and/or physical impairment. Enhanced PSHCE/life skills and SRE programmes to ensure skills embedded. 	<ul style="list-style-type: none"> High staffing ratio to support teaching and learning with sustained opportunities for 1:1 support. All staff trained and experienced in working with CYP with Autism. Additional staffing to escort CYP and support at times of crisis and stress. All staff trained and experienced in Team Teach approaches. Consistent staff team experienced in working with students who present with a range of needs because of their Autism diagnosis. Access to specialist approaches, equipment and therapeutic services as part of the curriculum.