Communication and Interaction Team Newsletter Spring Term 2018

The Communication and Interaction Team are part of NYCC's Inclusive Education Service, offering support to educational settings for children and young people with Communication and Interaction difficulties. We are a team of Consultants, Specialist Teachers and Specialist Practitioners , comprising of a central team and professionals within Enhanced Mainstream Schools. We have a wide range of backgrounds, specialisms and experience including, Speech and Language therapy, Early Years, Autism and Psychology across the 0-25 age range.

We provide a range of educational interventions and support for children and young people with speech, language, communication and interaction needs. This includes children and young people with Autism, Developmental Language Disorder, Selective Mutism, dysfluency and communication aid users. We also offer support and advice around a range of Social, Emotional and Mental Health needs and difficulties. Children and young people do not require any formal diagnosis to receive support from our team, we are a needs based service. Referrals should be made using a 'Request for Involvement' form see: http://cyps.northyorks.gov.uk/special-educational-needs-disabilities . SEND mainstream guidance and details of the IES core and extended offer can also be found on this webpage. Details on advice and specialist support for a child or young person with special educational needs or disabilities (SEND) can be found here: NYCC Local Offer: https://www.northyorks.gov.uk/send-specialist-support-and-provision

Happy New Year! News: staffing update

Carol-Ann Howe - Head of Inclusion Support Services;

Rachel Comerford - Lead for Communication & Interaction (as of 1st February)

Claire Dwyer - Communication and Interaction Coordinator at King James EMS

Specialist teachers, - Claire Forgan (North Central) and Philippa Hoose (South Central)

Kerry McWilliams - Advanced Teaching Assistant at Kirkbymoorside EMS

Here are a few useful strategies/ recommendations to think about to help support children with communication and Interaction difficulties:

- Use name first, ensuring you have the child's attention before giving other information.

-Reduce language. Staff should give step by step instructions. Speak in short sentences and direct the child in a simple way - the simpler the command the more likely the child is to respond.

- Say thank you at the end of an instruction rather than please. This indicates the expectation that the task will be completed. Saying please at the end of a command indicates that you are asking the child to complete the task and as such there is an element of choice. ("Pick that piece of rubbish up of the floor, thank you" is more likely to elicit an appropriate response than "Pick that piece of rubbish up of the floor please").

- Use visual prompts (eg visual timetable, 'first' and 'then', a summary of the key points, mind map of key information, power point presentation of a verbal session).

- Have clear, concise, consistent rules.

- Think about literal interpretation eg the child may misinterpret language such as "Can you?" as a question rather than an instruction; be explicit. ("Can you look this way?" "Yes I can, but I have no concept of the fact that you actually want me to look that way").

- Be aware of the child's delayed theory of mind abilities (understanding of others perceptions, thoughts and feelings) and attempt to understand the different way in which the child may think, feel or perceive the same situation.

- Allow time to process (count to 10!).

- Find the child's motivation to learn; be open to utilising this motivation and be creative about using their own special interests to hook their interest in a topic/subject.

- Reward positives, however small. Children with Autism are regularly told what they are not good at, or cannot do, so when they do something well, praise them.

- Plan ahead – warn of, rather than avoid, change. Prepare the child for a changing world by giving them the opportunities to develop their own tools for coping with change. Do this is a planned safe way, supporting the child to access.

- Think about sensory issues - be prepared to be a detective and THINK about what may be going on and think laterally – the obvious answer is not always the true reason for the behaviour—- Use a range of behaviour strategies - redirection, time out, planned ignoring, negotiation—Remember behaviour is communicating an unmet need!

If you have any suggestions for future content of the C & I Newsletter or any questions please do contact the Specialist Practitioner for your area: **Kathy Pajak** (Ryedale & Coast): Kathy.Pajak@northyorks.gov.uk; **Katharine Rice** (South Central): Katharine.Rice@northyorks.gov.uk ; **Katie Collins** (Selby): Katie.Collins@northyorks.gov.uk; **Carol Moxon** (North Central / Hambleton District, Craven & Harrogate Rural): Carol.Moxon@northyorks.gov.uk

For more information about the training on offer, to book onto any courses or to make any training enquiries please email: *North Yorkshire Education services at: nyes@northyorks.gov.uk*

or visit: *North Yorkshire Education Services: http://smartsolutions.northyorks.gov.uk/*

Upcoming training events ad dates for your diary:

Course Title	Course Date	Venue	Duration	Course start time	Course end time
AET Making sense of Autism	Thurs 25th Jan	Colburn Children's Centre	Twilight	3:30	5:00
AET Post 16 Making sense of Autism-raising awareness	Tues 6th Feb	Jesmond House, Harrogate	Twilight	3:00	5:00
AET leading good Autism practice	Weds 7th Feb	Carnagill Children's centre	One day	9:30	3:30
AET post 16 Making Sense of Autism-Raising awareness	Mon 19th Feb	Northallerton library	Twilight	3:30	5:00
AET Early Years Making sense of Autism	Tues 20th Feb	Briercliffe Children's Centre Scarborough	Twilight	3:45	5:15
Social Lego Intervention	Tues 27th Feb	Jesmond House	Half day	09:30	12:30
AET good Autism Practice	Tues 6th March	Jesmond House	One day	09:30	4:30
AET Early Years good Autism Practice	Wed 7th & 8th March	Northallerton library	Two days	09:30	3:30
AET Early Years good Autism Practice	Tues 13th & 14th March	Selby Highways	Two days	09:30	3:30
Teaching Sex & relationship Education to children and young people with Autism	Mon 19th March	Jesmond House Harrogate	One day	09:30	4:30
AET complex needs and participation (Mental Health)	Thurs 22nd March	Mill Hill School Northallerton	One day	09:30	3:30
Talk boost Key stage 2	Thurs 22nd March	North Ryedale Children's Centre	One day	09:30	3:30

Recommended websites & resources links:

- http://www.autismeducationtrust.org.uk;
- https://www.ambitiousaboutautism.org.uk
- http://www.autism.org.uk
- https://www.thecommunicationtrust.org.uk
- Please take time to familiarise yourself with the North Yorkshire Autism Strategy. Further information available from: http://www.nypartnerships.org.uk/autism

Useful downloads:

- The **SEND Mainstream Guidance 2017-18** sets out the support settings are expected to provide to support children and young people with SEND. http://cyps.northyorks.gov.uk/sites/default/files/SEND/Specific%20Learning%20Difficulties/SEND%20Mainstream%20Guidance%201718.pdf