

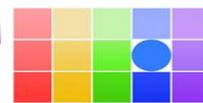
Communication and Interaction Checklist

Targeted provision

Please use this checklist if there is a child in your class who you think may have communication and interaction needs. Read each statement and then tick the 'R' (red) column if the child strongly matches the statement, 'A' (amber) column if they occasionally match the statement and 'G' (green) if they do not match the statement.

Interaction difficulties you might observe. <i>(supports the SEND Matrix 2.3, 2.4, 2.5, 2.6, 2.8, 2.13, 2.20)</i>				
		R	A	G
1	Difficulty with transitions? Do they.....			
a.	Seem confused by the social environment?			
b.	Seem unable to tune into the classroom activity?			
c.	Take time to settle on arrival at school and between lessons/ after playtimes?			
2	Difficulty understanding routines and rules? Do they....			
a.	Struggle to share, take turns and wait their turn?			
b.	Have incidents while moving around school and at lunch and playtimes?			
c.	Display negative behaviours?			
d.	Appear not to understand instructions or follow the social cues of peers?			
3	Difficulties with forming and maintaining relationships? Do they.....			
a.	Try to join in groups but in an inappropriate way?			
b.	Seem unable to work cooperatively with peers without adult support?			
c.	Seem reluctant to interact with peers?			
d.	Act like an adult?			
e.	Tell adults and children what to do, correcting their language?			
f.	Have difficulties making and maintaining friendships?			
g.	Take over or disrupt the games others are playing?			
h.	Have situations when others do not want to play or be a partner with them?			
4	Difficulty using appropriate language? Do they...			
a.	Correct what adults or children say?			
b.	Speak like an adult?			
c.	Use very little intonation and appear monotone?			
d.	Use limited speech or grammatically poor sentences?			

Communication difficulties you may observe. <i>(supports the SEND Matrix 2.1, 2.3, 2.5, 2.10, 2.11, 2.12, 2.13, 2.19, 2.27)</i>				
		R	A	G
5	Difficulties having a conversation? Do they			
a.	Appear not to hear what has been said and 'tune out'?			
b.	Dominate group discussions?			
c.	Seem unable to offer responses to group discussions?			
d.	Seem unable to initiate a conversation or initiate speaking in class?			

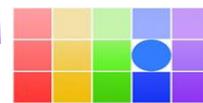


e.	Repeat what others have said?			
f.	Struggle to give an appropriate verbal response?			
g.	Unable to show joint interest in the topic?			
h.	Seem unaware of the listener's needs?			
i.	Talk about their preferred interest without any regard to the listener's interest in the conversation?			
6	Difficulty understanding what is being said to them? Do they....			
a.	Appear to ignore the instructions?			
b.	Observe peers so they can work out what to do?			
c.	Take things literally, struggling to understand jokes, idioms, metaphors and sarcasm?			
d.	Ask repetitive questions?			
e.	Answer with an irrelevant comment?			
f.	Seem the last to follow instructions?			
g.	Struggle to follow long or complex instructions/ conversations?			
7	Difficulty understanding non-verbal cues? Do they?			
a.	Avoid eye contact or stare at others when talking?			
b.	Misunderstand feelings and facial expressions of others?			
c.	Use appropriate facial expressions themselves?			
d.	Fail to notice what others are doing or fail to read the cues as to how others are feeling?			

Sensory differences you might observe. Do they...

(supports the SEND Matrix 2.4, 2.7, 2.8, 2.10, 2.11, 2.19)

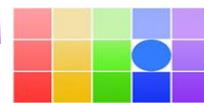
8.	Respond differently to the sensory environment. Do they	R	A	G
a.	Cover their ears when they hear certain sounds?			
b.	Bang objects and doors and likes to make and is attracted to noise?			
c.	Have a need to touch everyone one and everything?			
d.	Likes to put things in their mouth?			
e.	Disliked to be touched and/or may appear startled when touched?			
f.	Need to be on the move constantly (rocking, spinning, pacing etc)?			
g.	Seems to move slowly and with caution?			
h.	Seem upset by clothes in some way – seams in socks, new shoes and labels in clothes?			
i.	Smell things and people?			
j.	Eat anything and/or a limited range of foods?			
k.	Need to have something to 'fiddle' with?			
l.	Put their hands over their eyes and/or closes their eyes in bright light?			
m.	Dislike the feel of certain fabrics, textures or substances and/or like the feel of some items?			
n.	Like to wrestle, squash and bump into others?			
o.	Appear to be floppy, leaning against others, furniture and walls?			



Anxiety observed. Do they... <i>(supports the SEND Matrix 2.3, 2.6, 2.8, 2.10, 2.13, 2.16, 2.19, 2.22, 2.25)</i>				
9	Appear anxious and worried. Do they..	R	A	G
a.	Seem unable to follow changes in rules and routines?			
b.	Struggle to cope with changes in the environment?			
c.	Seem rigid and inflexible, self-critical?			
d.	Focus on one thing to the exclusion of everything else?			
e.	Seem unable to understand or dismisses other's points of view?			
f.	Appear to withdraw from activities and social situations?			
g.	Have low self-esteem?			
h.	Seem to have physical complaints eg headaches or stomach aches?			
i.	Struggle to make academic progress?			
j.	Have an observable change to their behaviour (mood changes, over excited or shows little emotion)?			
k.	Avoid demands and instructions?			

Changes to learning behaviours you may observe. Do they... <i>(supports the SEND Matrix 2.4, 2.5, 2.6, 2.7, 2.8, 2.13, 2.19, 2.20, 2.21, 2.25, 2.27)</i>				
10	Difficulty with learning? Do they.....	R	A	G
a.	Rush work and need to be the first to finish?			
b.	Have a short attention span and are distractible?			
c.	Seem unable to organise themselves and struggle to start and/or finish activities?			
d.	Appear distracted and daydream?			
e.	Get stuck and doesn't ask for help?			
f.	Struggle to cope with making mistakes and need to be a perfectionist?			
g.	Struggle to work independently?			
h.	Frequently focus on their own interests?			
i.	Get confused by multi-step instructions?			
j.	Lose or forget things that they need to progress through?			
k.	Seem rigid in the way they learn and apply the rules?			

On completing the checklist please look at the items you have marked as 'red'. These statements indicate the child will benefit from an intervention targeting this specific area of need. SMART targets could be documented on their Personal Provision Map available at https://www.warwickshire.gov.uk/sendocs_SEN02_Individual_Provision_Map or the Action Plan below and regularly reviewed.



ACTION PLAN			
Name of learner:		Date of birth:	
School:		Year Group:	
Teacher:		SENDCo:	
Objective/target	Strategy/ intervention	Review	Next steps

Learner's strengths - Please comment on any additional medical diagnoses/social and emotional difficulties, which may impact on the above.

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For further support please contact Lucy Clarke –

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