

# COMMUNICATION LANGUAGE AND AUTISTIC SPECTRUM SUPPORT (C.L.A.S.S.)

## Outreach Support to Pupils

### Types of Support

CLASS currently work with children with **Specific Language Impairments** or **Social Communication Difficulties** as their primary area of need, aged from 2-16 in the home, pre-school, special and mainstream school settings.

CLASS support varies according to each pupil's individual needs at any particular time. The type of support is NOT dependent on the stage on the code of practice that a pupil is at.

Input will be reviewed regularly and is likely to change over time, particularly for pupils with a statement of SEN.

- In-Class Support - This may consist of intensive 1:1 support, supporting the pupil within a group and/ or assisting staff with the implementation of specific strategies. In particular with early years children this type of support may require daily input over a period of one or two weeks whilst strategies are being established.
- Small Group work - This may consist of a short-term programme of social skills development. This is a training opportunity for school staff to develop skills alongside the CLASS team and we expect a member of school staff to take part in the groups. These small group sessions may involve 4-6 pupils from the child's class. Occasionally it is more appropriate to transport pupils from their school to another school or the ASD Resource base. Here several CLASS pupils may be involved in a highly structured and focussed communication group. These sessions may focus on targets agreed with the speech and language therapist.
- 1: 1 Withdrawal - Occasionally the pupil may be taken out of the classroom to work on specific targets. These targets will have been agreed with the school, parents and SaLT if appropriate. This type of input may initially be quite intensive, possibly 2 or more sessions per week.
- Advice and Monitoring - This will be provided by one of the CLASS teachers. They will arrange regular visits to discuss the child's progress and possibly observe them in a variety of settings within school. They will provide advice which may consist of:
  - Tips for classroom strategies such as room layout, managing behaviour etc
  - Appropriate use and level of Language
  - Preparation and setting up of relevant resources e.g. visual timetables
  - Strategies to enable the pupil to access the curriculum at an appropriate level - i.e. differentiation

The school may contact the CLASS team at any time between pre-arranged visits if

the need arises and we hope to respond to such requests within two weeks.

- Training - CLASS hold regular twilight and full day training courses. We are also able to provide training for whole school staff meetings, Inset sessions and small groups of staff.  
We can also advise on appropriate external courses

## **Speech and Language Therapy**

### **Early Years**

Primary Care Trust SaLTs will continue to be involved with all pre-school children (ASD/SLI). Transfer to CLASS therapists where appropriate will usually take place when the child reaches 5.

### **Primary/ Secondary Mainstream**

Primary Care Trust SaLTs will work with SLI children only (initial transfer to Inscape SaLTs will occur after consultation)

CLASS therapists work with school age pupils with significant social communication & interaction difficulties

### **Special Schools**

The Primary Care Trust SaLT team work in special schools in liaison with the teachers and support assistants to meet the holistic needs of children with significant cognition and learning difficulties and ASD.

### **Assessments for Diagnosis**

The Primary Care Trust SaLT team will undertake pre-school and special school assessments. Assessments for school age mainstream pupils will be the responsibility of the CLASS therapists.

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