

Inclusive Communication Intent Implementation Impact Statement

Intent

Communication is a basic, fundamental human right that allows all people to achieve self-confidence, independence, to make their own choices and to be included within their community. These principles go hand in hand with our whole school aims and visions. We recognise that communication also plays an integral role in achieving our curriculum offer as language is an all day, everyday activity that pervades our primary curriculum. Therefore, we are proactive in ensuring that we are an Inclusive Communication setting. An Inclusive Communication approach enables as many people as possible to be included in an interaction. As an Inclusive Communication school, we support every child in communicating by ensuring that their 'voices' are heard. This is done by supporting them in using multiple communicative tools to make their needs known and to help them to express their feelings.

To further support us in upholding these values we have "Houghtonised" the 'Communication Bill of Rights' which you will see on display across our setting. This is just one of the ways in which we ensure that communication is kept at the forefront of our agenda because ultimately: communication underpins everything that we do.

We also aim to ensure that The National Curriculum for English reflects the importance of spoken language skills, across the whole curriculum on a cognitive, social and linguistic level. Therefore, within our own Literacy curriculum we ensure that all children are supported so that they can interact and communicate effectively with others in a range of social situations; as well as in developing their ability to listen, process, understand and respond.

Implementation

To support us in becoming proactive in our communication approaches we have implemented our own 'Whole School Communication Pyramid' (Appendix 1) that outlines our united approach to communication development. This pyramid outlines the levels of support that all of our children require; as well as the roles of the staff supporting them. Every class has a copy of this pyramid, and it is frequently updated and revisited during whole school training days. By following the strategies outlined in this pyramid, it helps us to support every child in communicating. This is done by facilitating our children in using any of the following modes of communication:

- Spoke language
- Using objects.
- Photographs.
 - Symbols.
 - Written text/print.
 - Use of voice, including pitch and tone.
 - Verbal skills, including speech.

- Makaton signing, including gesture and body language skills.
- High Tec Augmentative Communication Devices e.g. iPads.
- Low Tec Augmentative Communication Devices e.g. the use of communication books.

This multi-modal method of communication within school promotes the development of our children's attention and listening skills; understanding of language; expressive language skills; social interaction skills and thus confidence and independence.

Visuals

In adopting an Inclusive Communication approach, we as a school, have implemented many further measures to ensure that our curriculum and learning environment is accessible to all of our children, regardless of their level of spoken language and/or receptive understanding. We have driven the use of symbols by purchasing the 'Communicate in Print 3' software package and making this our agreed symbol software. This software is available to all staff and children within school, across all devices. Symbols are used to support understanding and to enable pupils to enhance teaching and learning so that all children can communicate their knowledge and understanding across all curriculum lessons.

Furthermore, an agreed set of symbols has been identified by the Communication Coordinator and our Speech and Language Therapist (SALT), for all core vocabulary and classroom timetables. This has been issued to all staff to ensure consistency across school. These items are available to all staff, via the schoolwork group. Additional training on symbol use is continuously provided by the Communication Coordinator and SALT team in the form of supportive, coaching sessions where good practice is shared. This has helped to support staff in understanding how to effectively use visuals to support teaching, learning, inclusion, communication, and behaviour management. Training on the use of the software has also been provided to help staff to use the symbol software to its full potential. All staff have also been issued with a 'Symbolisation Reflection Checklist' (Appendix 2) to support them in reflecting upon and thus developing their use of symbols within their own practice.

All class teams within school also have agreed, lanyard symbols containing any core vocabulary that may be needed to support children within school. A set is also given to supply staff upon their arrival to school to wear for the duration of their visit. These symbols have again been agreed with the Speech and Language Therapy team.

Furthermore, visuals are highly promoted within our whole school environment. On the door of each room in school, there is a photograph and symbolised sign to represent the room. This in turn reinforces our children's understanding of where they are going next and fosters their independence during times of transition. Each classroom door also has a sign containing the names and pictures of all of the children and staff based within that classroom.

A further visual strategy that has been implemented within school is the Colourful Semantics programme (CS). This speech and language therapy technique supports children in developing their: spoken sentences; their ability to answer WH-Questions; their use of nouns, verbs, prepositions, and adjectives; their story telling skills; their written sentences and their understanding of grammar. The CS approach teaches children different 'types' of words by associating these words with particular colours and symbols. Again, the visual symbols for this

strategy have been agreed and shared with all staff and a policy has been created to outline the ways in which we use CS within school (Appendix 3). Staff training for CS is provided regularly and a central area for resource sharing has also been created to ensure consistency across school. The implementation of CS has supported staff in working towards SALT targets as it is often an identified strategy in SALT plans. It is also used more widely across the curriculum to support children with both their communication and Literacy skills.

In conjunction with the Curriculum Coordinator, visual PowerPoint spines have also been created for use within all core curriculum lessons. These visual spines ensure that every child can understand and access a lesson, consistently throughout all classes within school. They provide lessons with a clear, visual structure which supports the children in their receptive understanding of what they will be doing next and gives lessons routine and predictability which in turn supports learning behaviour.

Speech and Language Therapy (SALT) Professionals:

All children within our school are given daily opportunities to develop and consolidate their speaking and listening skills, as we aim to make communication functional for all of our children. The development of communication skills is an integral part of all areas of our curriculum. Children are encouraged to listen, understand and respond appropriately to others and to use talk to clarify and express themselves confidently. They are given opportunities to transfer these skills across the curriculum and in different situations such as 1-1, small group and whole class work.

In addition to this, as part of our graduated approach our children with identified Speech Language and Communication Needs (SLCN) receive additional interventions. For these identified children our Speech and Language Therapists work on a consultative basis in conjunction with our Therapy Assistants, school staff and parents. The Speech and Language Therapists (collectively) are based within school for up to 1.5 days per week. General advice is given to the school and our staff regarding the development of a child's communication skills and whole staff training is provided by the SALT and Communication Coordinator, to address such needs, as required. Following assessment, the SALT team provide individualised programs that are carried out throughout the school day by the school staff and parents/carers, where applicable. A child may also receive group or individual therapy sessions with one of our Therapy Assistants, to support them in achieving their identified targets. Our Therapy Assistants work in school on a full-time basis.

Makaton Signing

Makaton signing is used across school. It is a valuable and effective way of supporting both expressive and receptive language development. Signs are taught as part of vocabulary development opportunities during core subject and topic lessons, where appropriate to the needs of the children. To maintain a high level of competency among all staff we have implemented regular signing practice during weekly whole school briefings, which is led by our qualified Makaton trainers. We have also implemented the: 'Makaton: Sign of the Week' which is shared in all classes each day; this supports the children and staff with learning one new, repeated sign each week. The 'Sign of the Week' is also shared with parents and carers via our school website, Facebook and Twitter pages as well as on our weekly school newsletter.

Additionally, the Communication Coordinator creates Makaton Booklets for each class to promote staff knowledge around the signs that are linked to our curriculum content so that they can teach them to the children throughout the course of academic year. We have recently applied to become a recognised 'Makaton Friendly Setting' which further promotes the importance of Makaton within our school.

Alternative Augmentative Communication (AAC's)

We have implemented a range of training around AAC devices to promote the use of these aids within school. Our SALT team provide bespoke training with individual class teams to model the use of specific AAC device that have been identified for the use by individual children. Across school children are supported with Low Tech devices such as signing and symbols, Communication Passports, PODD (Pragmatic, Organisation, Dynamic, Display) books and PECS. Some children also use High tech aids to support their AAC, these are electronic devices such as an iPad, that some of our children may have within school. High tech aids are used to support the children's access to the curriculum by giving them the vocabulary and language forms needed for learning. Children who use AAC devices have access to their AAC device at all times throughout the school day including break and lunchtimes.

Curriculum

We ensure that our curriculum and teaching and learning pedagogies holistically promote the communication development of every child within school. The National Curriculum for English reflects the importance of language skills, across the whole curriculum on a cognitive, social, and linguistic level. A range of speaking and listening objectives from our iASEND assessment programme are available for teachers to use to inform their daily and medium-term plans. Our focus on speech, language and communication is also forefront of our Early Years Curriculum. In Badgers class our children learn within a language rich environment where each individual child's communication needs are recognised and provided for using a bespoke approach. Where appropriate, trained staff will use: Makaton, Picture Exchange Communication System (PECS), Intensive Interaction, visual symbols, photographs and objects of reference, Colourful Semantics, Word Aware, Attention Autism, Listening with Lucy and AAC devices (augmentative, alternative communication) to ensure that communication needs are supported across all curriculum areas. We also have class-based staff who are Elklan trained and can support the delivery of class-based programmes to support speech and language development. To promote the teaching of spoken language, we have also implemented the principles outlined in the Word Aware approach to support staff in teaching the meaning of vocabulary within everyday teaching and learning contexts. The Word Aware programme is a SALT devised resource that provides time efficient and practical ideas for teaching vocabulary to children within school. We use the STAR Approach, as outlined in this programme to give our children the experience of new words using multi-sensory techniques. In Key Stage group meetings, the teaching staff select the 'word/words' that they are going to teach as part of a new topic or text and compile a list of 'core', 'specific' and 'specialist' vocabulary for their Medium Term Plans (MTPs):

- The 'Core' words are the 'anchor' words that underpin the topic.
- The 'Specific' words are really useful words. They are core to the new learning within this topic.

- The 'Specialist' words are words that are particularly specialist to this topic. They are not words children are likely to have encountered before.

All staff within the class team will have access to a copy of this 'Word Aware Vocabulary' list so that everyone can make a sustained effort to provide their children with a language rich environment. A copy of these 'words' are also sent home to parents/carers alongside each new Topic overview. This is to support parents/carers in using some of these words at home with their child, to help provide more opportunities for them to develop their word knowledge at a functional level.

During Topic lesson's the Class Teacher will identify a 'word' or 'words' from these MTP's that they will explicitly teach during each lesson. They will introduce the children to these words using predetermined Word Aware inspired slides that have been created jointly by the Communication and Literacy Coordinators. These slides promote kinaesthetic learning of the new vocabulary and during the plenary: the application of skills by encouraging the children to define the words they have learnt or to use them in a sentence. These slides also aim to give the children motivation and a love of learning new words by giving them exciting roles within their own learning by referring to them as either:

- Word Wizards (**Badgers, KS1, Class 12**)
- Word Detectives (**LKS2 & C11**)
- Word Experts (**UKS2**)

This repetitive and dedicated time during each lesson aims to promote progress as the children are given the time to remember more by embedding new vocabulary into their long-term memory.

Impact

Speaking and listening attainment is recorded by staff using our assessment tool iASEND; speaking and listening achievement is assessed separately to help us to identify specific areas of development within an individual child's complete communication profile. The iASEND system allows us to identify both lateral and linear progress made within all fundamental areas of communication as well as identifying SMART targets. This data is updated and monitored regularly by class teachers and our Senior Leadership Team.

More specifically Target Time and Literacy books show high quality of work, where a wide range of speaking and listening experiences and activities are delivered to promote the use of communication within these contexts. Objectives and learning objective slips will outline speaking and listening targets and demonstrate our children's progress towards them.

Teaching staff routinely include long term and short-term annual review targets around the areas of speech, language, and communication. This again ensures that the area of communication is routinely planned for and assessed, for each individual child and their own communication needs. During annual reviews the progress made towards these targets is shared with parents/carers by the Class Teacher and where appropriate the SALT team is also invited to join the meeting and share progress and areas for development. This holistic, collaborative

approach where staff, parents and external professionals work together, promotes good communication progress for the children in our school, regardless of their starting point. The impact of the dedicated work from the sessions that our children with identified SLCN and SALT plans attend with our therapy assistants; is also seen in the progress that they make towards their SALT targets. This progress is reported by the child's SALT who will review their targets regularly and use the information from these sessions to inform future target setting.

Finally, the impact of the use of visuals throughout our school, enables all our children, even our children with the most complex learning profiles and communication needs to access learning, our curriculum and whole school environment. We can also see the immeasurable impact that this has on their overall independence, happiness levels, and ability to make their choices and needs known, throughout their journey through our school.