

Universal Provision

Every class at Houghton will...

- Follow and implement an Inclusive Communication approach (using every means possible to support communication e.g. speech, Makaton signing and symbols) within their classrooms and outdoor areas.
- Have staff trained on communication needs and approaches.
- Wear the agreed lanyard symbols to support the children that they are working with.
- Display and proactively use our whole class, agreed, visual timetables to structure the school day.
- Share the Makaton 'sign of the week' for a few minutes each day.
- Follow a curriculum where vocabulary taught is carefully considered and overseen by our Speech and Language Therapy (SALT) team, where necessary. Teaching staff will attach 'Word Aware' Vocabulary lists to their Medium-Term Plans to highlight the specific vocabulary that they will teach within the curriculum.
- Make known to Lynne McCormack, the Inclusive Communication Co-ordinator (Emma Bradburn) or SALT Team, the areas of 'coaching' or training they would like to receive in their class teams.
- Ensure that the agreed, general class communication aid is available and modelled within every classroom as and when needed.
- Implement teaching strategies that support our children in developing their communication skills, across the curriculum, every day.
- Recognise the importance of communication and give this a high profile within school.
- Ensure that AAC devices are always readily available and accessible for the children who use them within their class (with intermittent support from AAC SALT Lead Dyllis Kilby).
- Attend the termly 'AAC drop-in' support session with Dyllis Kilby, at when support is needed.
- Promote the use of 'pupil voice' within the classroom, in line with the Communication Bill of Rights for a child.

Targeted Provision

Children with identified speech, language or communication needs and the staff supporting them will...

- Be supported by our onsite Therapy Assistants (Richard Boam and Katrina Hassard) and specialist staff through meetings and observations to develop good communication practice within school.
- Receive targeted, needs specific staff training and access to the Speech and Language Training Packages to support the children in their classes. This will be delivered by specialist staff e.g. the SALT team, Therapy Assistants or the Communication Coordinator.
- Liaise with SALT team, observing where necessary, to support them in transferring child specific SALT strategies into the classroom.
- Use agreed school Objects and Photographs of Reference (Badgers class, Semi-Formal classes or identified children).

Specialist Provision

Children on the SALT caseload...

- Will have specific targets and a programme of intervention identified and reviewed by our SALT's Charlie Delaney and Anna Newth.
- May receive additional, dedicated SALT intervention sessions from their Therapy Assistant, as overseen by the SALT team.
- Will be supported in achieving their SALT targets within the classroom. They will receive this additional classroom-based support from their teaching staff, who will use the strategies outlined in their SALT Programme to support their development.
- Will have their SALT programme shared with the class team; arrangements can be made for staff to observe a therapy session or for the therapy assistants to share their practices in the classroom where required.

