

TALBOT SPECIALIST SCHOOL



Spoken Language, Expressive and Receptive Communication Policy

RATIFIED:

Chair of Governors

DATE: 3rd March 2017

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MISSION STATEMENT

Opportunity and achievement through partnership

Aims of the school:

At Talbot Specialist School we aim to provide:

- A dynamic, personalised curriculum
- Student centred learning
- Partnership with families
- Enrichment of learning through the wider community
- A celebration of our cultural diversity
- Multi-agency support
- Choices and opportunities on leaving school

RATIONALE

At Talbot Specialist School we believe that every child has the right to high quality teaching and learning opportunities that help them develop essential expressive and receptive, verbal and non-verbal communication skills. These skills need to be functional, providing them with the opportunity to reach their potential whilst at school and after they leave. We aim to equip students to express their feelings and emotions in order to gain greater control over their environment, and be able to put forward their views and opinions.

Spoken language and expressive and receptive communication permeates throughout the entire curriculum and this is reflected through the timetabling and time spent on literacy activities, as well as the emphasis placed upon receptive and expressive communication in all other curriculum areas. Our expressive and receptive learning and teaching incorporates explicit phonics teaching, Makaton, the use of symbol support and PECs systems, speaking and listening activities and monitoring and recording of students non-verbal and paralinguistic communication. Student voice and personalisation are central to our entire curriculum and throughout all lessons the students' expressive communication will be central to all learning.

For students following Pathway 1, communication in the first instance involves responding to the world around them with taste, touch, smell, sound, sight, balance and other sensory experiences. Staff work hard to develop this and students begin to form preferences and respond communicatively to different experiences. Staff use Intensive Interaction techniques to support students to develop essential early communication skills and enjoy communicative relations with others in a way that is meaningful to them.

Students following Pathway 2 and 3 respond to and use symbols, Makaton signing and/or the spoken word to communicate and engage in learning with increasing sophistication.

We work hard to provide a wide range of different experiences for students that build and develop self-advocacy, resilience, enjoyment, knowledge and understanding over time.

AIMS

- 1) To promote functional, transferable speaking, listening, expressive and receptive skills which empower our students in their daily lives.
- 2) To create a communication environment that is open accessible and welcoming to students, staff, parents/carers and all other stakeholders, where all communication is valued and purposeful.
- 3) To enable students to develop the widest vocabulary of signs, symbols and or spoken words.
- 4) To enable students to express themselves in a variety of contexts and to contribute to discussions at a level appropriate to them.
- 5) To facilitate communication through provision of appropriate assistive technology and low technology communication support systems.
- 6) To provide appropriate accredited learning.
- 7) To promote mutual respect, believing that we all (staff and students) learn from each other and that we are partners in learning. This is shown through teamwork, peer groupings, communication groups the use of Makaton, reflective practice, peer mentoring, clear communication and the sharing of knowledge and new experiences.

OBJECTIVES

We will promote the development of expressive and receptive communication through supporting students to –

- Develop their receptive and listening skills and respond appropriately to adults and their peers
- Develop their vocabulary through a broad range of experiences and literacy topics.
- Express their own needs, feelings, wishes and opinions.
- Use assistive technology i.e. communication aids or low tech supports i.e. symbol strips to enhance communication and participation.
- Begin to use narratives and descriptions with increasing complexity maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English to the best of their ability.
- Participate in discussions, presentations, performances, role play/improvisations and debates
- consider and evaluate different viewpoints, attending to and building on the contributions of others

RESPONSIBILITIES

Governors

It is the responsibility of governors to:

- Ratify and review policy documentation and monitor its' implementation through regular visits to school and meetings with staff and students
- Establish a process for developing and/or reviewing policies
- Produce written policy statements where appropriate.

SLT

It is the responsibility of the Senior Leadership Team to:

Ensure that all students are able to learn in a safe environment where their achievements are valued and celebrated.

Ensure curriculum documentation is produced in line with curriculum policy.

Support the implementation of policy and curriculum plans across school.

Develop assessment, recording and reporting in line with school policy.

Monitor overall progress in all areas.

Phase Leaders

It is the responsibility of the Phase Leaders to:

Ensure that students within their phase feel safe, challenged and are respected.

Celebrate achievement and progress, along with SLT, parents / carers.

Oversee the planning and delivery of the curriculum within their phase.

Liaise with the English faculty leader

Teachers

It is the responsibility of class teachers to:

Complete medium and short term planning for all subject areas.

Plan enriching learning activities which are appropriate for the needs of the students.

Keep evidence of learning and progress and celebrate the achievements of each student

Apply appropriate interventions for students not reaching their full potential

Personalise learning to the individual needs of the students

PRACTICAL CONSIDERATIONS

Expressive and receptive communication is embedded in our curriculum throughout the school in the following ways:

Appropriate differentiation and intervention to support communication such as symbol support, Makaton teaching and staff training assistive and augmentative technology, picture support, level of support, expectations, choice of resources, headphones and hearing aids.

Assistive digital technology such as switches, single message devices, interactive whiteboards, and tablet computers will be used to enhance the expressive and receptive communication as necessary.

Accurate assessment, evaluation and monitoring of engagement which informs future learning opportunities in a systematic way. This will also provide knowledge about the optimal conditions for 'communication' in all its forms for each student such as medium, level of support and environment. Wherever possible we will use the expressive behaviour of students to inform planning and activities. We will keep records through conversations, engagement profiles, student assessment, conversations and other forms of record keeping.

The Leader of learning for English and communication works closely with the HLTA's responsible for Communication as well as with the Speech and Language therapists. The speech and language therapists provide specialist assessment and advice for students across the school.

A commitment to the identification and appropriate support for specific language impairments and sensory impairments such as hearing and vision. This will be in consultation with Speech and language therapists, HI and VI specialist teachers.

Ensuring expressive and receptive communication regularly takes place in all curriculum lessons at an appropriate level.

Place student voice and choice at the centre of planning purposeful and meaningful expressive and receptive activities and opportunities.

EQUAL OPPORTUNITIES

The governing body will comply with all relevant legislation and will promote equality in all aspects of school life.

PARENTAL INVOLVEMENT

Parents/carers are partners in the education of their son / daughter and we welcome their involvement in every aspect. Regular opportunities are offered to discuss progress and attainment and to share strategies for working together to support student learning.

Parents will have access to appropriate homework and flipped learning opportunities for speaking, expressive and receptive communication in all its forms to consolidate and build upon school based learning.

ASSESSMENT, MONITORING AND EVALUATION

The Phase Leaders will work with teachers and teaching assistants to ensure that speaking, expressive and receptive communication, is cross curricular, inclusive and appropriate to the ages and learning needs of the students within their phase.

Phase Leaders will work with SLT and ELT and the English Faculty Lead to ensure speaking, expressive and receptive communication is embedded within lesson planning and delivery and is embedded throughout all aspects of school life.

Students work will be assessed using the formats for Pathway 1, 2 and 3. There will be termly summative assessment by class teachers using BSquared. Some students following Pathway 3 will sit the tests for Entry level functional skills English which will include a Speaking and Listening assessment.

All curriculum policies will be reviewed regularly in accordance with current guidance and schedules. Policies will be ratified and reviewed by Governors every 3 - 4 years or earlier if required.