



Being the Best we can Be!

Communication policy

Communication Policy

Our Vision

Castle Hills Primary is a school where we feel safe to learn, work hard and play, and where we are cared for and looked after. Our staff know that we are all different, with interests and strengths that influence the way we learn. We are provided with the skills and values needed for our lifelong learning.

Our staff create a positive and caring school where respect and tolerance are valued. We are all challenged and encouraged to achieve our full potential in all areas of learning.

Our staff are committed to providing a welcoming, safe and stimulating learning environment, working actively in partnership with pupils, staff, parents and governors.

At our school confidence, self-esteem, independence, kindness and courtesy are values we encourage.

**Castle Hills School Council
May 2016**

Definition of Communication

Communication appears in many forms and it is important that pupils are taught and have the opportunity to experience all of these. Communication is;

- Attention and listening
- Turn taking
- Play
- Receptive language (understanding)
- Expressive language (speech)
- Social skills such as understanding facial expressions, tone of voice, gesture, body language and positioning, negotiating, persuasion, discussion and debate.

Pupils may have speech, language and communication needs (SLCN) either throughout or at a specific time during their school career. This policy ensures that curriculum planning and assessment for pupils with speech, language and communication needs takes account of the type and extent of the difficulty experienced by the pupil.

Aims

To meet the special educational needs (SEN) of our pupils we must:

- Provide a whole school environment where all forms of communication verbal and non-verbal (symbol support, visual cues, BSL) are used and understood by the whole community.
- To integrate this policy and its methods into all environments.
- To ensure that communication is given a high priority throughout all aspects of the curriculum and is differentiated to meet the needs of all children according to their level of need.
- To ensure all pupils leave Castle Hills Primary School as effective communicators.
- All teachers have the responsibility for developing communications within their classrooms, appropriate to the age and ability of the children that they teach.

Principles

- Activities for speaking and listening should reflect inter-relationships with reading, writing and interpersonal relationships that each enriches the development of the others.
- Speech and language activities should be differentiated for children with speech, language and communication needs and those at the early stage of English as a second language.

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- Communication skills underpin the basis for all learning and are fundamental for accessing all areas of the curriculum.
- Where appropriate, staff are to use visual cues and symbols to augment spoken language.
- Speaking and listening activities should include real purposes and audiences.

Co-ordinating provision

The Inclusion Manager and Deputy Inclusion Manager have overall responsibility for co-ordinating and monitoring communication provision within the school. Responsibilities include;

- The day to day running of the communication policy.
- Ensuring all areas of the communication friendly framework are in place.
- Observing ELKLAN strategies as part of regular CPD and monitoring.
- Working with the teaching and support staff in co-ordinating provision for SLCN pupils.
- Monitoring and evaluating SLCN provision and reporting to the SEND governor.
- Liaising with parents as appropriate.
- Liaising with external agencies and other support agencies.

Class Teacher Responsibilities

- Familiarising themselves with pupils records, information and SEN support plan or EHCP, regarding their SLCN.
- Differentiating the curriculum to meet the needs of SLCN pupils.
- Supporting individuals in reaching their SEN support outcomes.
- With support from the Inclusion Manager/Deputy Inclusion Manager, create SEN support plans for SLCN pupils in their class.
- Implementing the teaching needs of pupils with EHCP's, which may include the management of a special support assistant.
- Assessing in order to plan and devise specific strategies for managing pupils with SLCN.
- Liaising formally with parents/carers to discuss progress, SEN support plan outcomes, reports from outside agencies and concerns.
- Completing child friendly One Page Profile with how the pupil likes to be supported.
- Making their classroom communication friendly and visual.
- Delivering communication friendly lessons.

Learning Support staff responsibilities

- Being aware of which strategies are appropriate to ensure that the pupils are able to access the curriculum or ask for support where needed.
- Being able to feed back to the class teacher.
- Through participation in training they will have a thorough understanding of the communication skills outlined to become a communication friendly school. They will therefore, be able to assist in the delivery of interventions designed to address the needs of the pupils they are supporting, including reading, phonic, interpersonal communication, emotional literacy and targeted speech therapy support work.
- Working with the specialist teachers and the speech and language therapist (SaLT).
- Wherever possible attending and informing reviews.

Communication Friendly School

All school staff are expected to use ELKLAN recommended strategies within the classroom environment to promote speech, language and communication. It is expected that in each classroom there is evidence of:

- Stop, listen, respond and extend and the poster reminding all pupils displayed in a prominent place.

- BLANK level questions are used throughout each lesson and staff are able to adjust accordingly.
- Visual timetables and where appropriate 'Now and Next' or 'When and Then' cards.
- Visual school expectations and rules.
- Behaviour procedure as a visual (traffic light system).
- Vocabulary building strategies such as;
 - Mind maps
 - Word maps
 - Vocabulary maps
 - Story maps
 - Attribute webs
 - Spidergrammes (key stage 2 only)
 - Word Wise Whiz
- Task plans for appropriate pupils.
- Visual frameworks for appropriate pupils.
- Story plans combining talk for writing, Oral to Written Narrative (Key Stage 2) and Colourful Stories (Foundation and Key Stage 1).
- Checking for understanding of pupils visually (thumbs up).

All staff throughout the school are expected to be able to use and adapt BLANK level questioning as appropriate to all communications throughout the school day, including lunch times and after school clubs.

Pupils will evaluate these strategies through intervention evaluation and one page profiling. Pupils will be given the opportunity to communicate how they best like to be supported at school; this will be provided on their one page profile.

Staff Development

Castle Hills Primary School is committed to the whole school receiving the appropriate ELKLAN training. All new members of staff will undergo training on the different strategies outlined to become a communication friendly school.

The Learning Support staff will also attend courses run by the Local Education Authority and school INSET sessions where appropriate for their role.

Referral Process

If a parent or staff member has any concerns regarding a pupil's speech and language needs, they should speak to either the class teacher or the Deputy Inclusion Manager. The Deputy Inclusion Manager will assess and refer, with parents consent to the Speech and Language therapy service.

The Deputy Inclusion Manager will ensure parents and all staff are kept up to date with proceedings.

Monitoring

The Inclusion Manager and Deputy Inclusion Manager will monitor the application of this policy and will take appropriate steps to ensure that it is operating effectively. This will be achieved by;

- Ongoing teacher and LSA observations.
- Ongoing environment walks.
- Differentiated planning where appropriate.
- Records and evidence of the pupils work showing progress towards the curriculum objectives.
- Evidence of progress towards outcome at the SEN support plan/EHCP reviews.
- Evidence of strategies outlined in becoming a communication friendly school.
- Discussions with pupils about their progress.
- Discussions with parents about their child's progress.
- Discussions with outside agencies about the pupil's progress.

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- Monitor plans and books to ensure expectations are met, e.g. word wise whiz, mind maps used.

This policy will be reviewed on an annual basis to ensure its effective application and any issues arising will be raised on the School Improvement/Strategic Plan and tracked accordingly.

Last reviewed: 01.02.2017

Next review: September 2017

Updated: October 2017

Updated: September 2018