



St Anne's School and Sixth Form College

English Speaking & listening

This policy was published in the Published Summer 2013, and updated in September 2018.

1. INTRODUCTION

This policy is written after consultation with the teaching staff and the governors responsible for curriculum development in the Spring term 2013.

It is a working document reflecting the school ethos and practice "We all Achieve".

The policy has been written to the requirements of the national curriculum, the majority of which are within Key Stage 1 to reflect that St. Anne's is a school catering for pupils with severe learning difficulties.

Outdoor learning opportunities aim to enhance the delivery of lessons.

Basic Skills Co-ordinator: Sally Sullivan

Curriculum co-ordinator Hendi Longman

2. FUNDAMENTAL PRINCIPLES

The underlying principle is to provide every pupil with a happy, caring, and stimulating learning environment to enable them to achieve their full potential irrespective of ability, race, or gender.

Owing to the communication needs of our pupils the greatest emphasis in the teaching of English across the school will be on Speaking and Listening. The school is committed to a Total Communication approach, and promotes augmentative means of communication e.g. signs, symbols, objects of reference, switch access, to assist pupils to develop as effective communicators.

3. ROLES AND RESPONSIBILITIES

The governing body with the head teacher will determine the school's approach to Speaking and Listening.

The curriculum co-ordinator in conjunction with the head teacher, and the English Speaking and Listening Co-ordinator will monitor the delivery and assessment of Speaking and Listening across the school.

The Speech and Language therapists (SALT) will work with Senior leadership team, the Communication Team, all staff, and parents to ensure consistent approaches to communication across all settings are maintained. They will deliver training across a range of settings to ensure staff are confident in their delivery.

The teaching staff should plan and deliver effective lessons in line with the school policy on Speaking and Listening.

4. PRACTICE

The development of communication and language skills include many strategies; body language, gesture, symbol exchange e.g. P.E.Cs, signing, through to speech.

Organisation

The teaching of communication is a priority across the school. All pupils have individual communication targets set by the class teacher and overseen by SALT as a focus for communication sessions.

Communication is not taught in isolation and will be incorporated in all lessons.

Delivery

Total Communication is:

The use of the whole range of communication skills and strategies to enable pupils to develop language and communication. Spoken language is the main method, supplemented by signs, symbols and gestures.

Augmentative Communication is:

Used to aid the comprehension of the spoken word and to aid independent communication. Adults will sign key words when speaking. For some pupils unable to speak, signing or the use of symbols will be the main form of communication. Some pupils will communicate using facial expressions, eye pointing, and body movement. Individual communication profiles are produced for these pupils.

Body Signs are:

Basic signs made onto the pupil's body by an adult. These are used to help pupils anticipate and comprehend routines. They assist the pupil to relate to others. Key needs are emphasised.

Hand over Hand signing is:

When the pupils are given help with basic signs. Simple everyday vocabulary will be used. For some pupils, this type of help may encourage pupils to begin signing for themselves.

Signing:

For pupils to be able to sign they must have the appropriate physical and cognitive ability to do so. Adults in our school should sign in all situations.

Symbols:

The complexity of the symbol will depend on the pupil's ability. Any means may be used e.g. words, photographs, pictures, line drawing, Communicate in Print 2 symbols, Tactile symbols. Symbol exchange or PEC's will be used with some pupils.

Tactile symbols are:

Used with pupils who need help to anticipate and comprehend routines, lessons or places e.g. the use of objects of reference.

Electronic Communication Aids are:

Used with pupils who have limited range of movements, visual impairment or non vocal pupils. The pupil needs to understand the concept of cause and effect before they can be used. The aids are programmed to be relevant and functional to each pupils needs.

Intensive Interaction is:

Used with pupils who have very profound difficulties in interacting with others, and communicating their basic needs. Intensive Interaction involves frequent short burst sessions on a 1:1 basis with the aim of establishing and building a repertoire of communication behaviours.

Social communication is a range of strategies to:

Provide a wide range of contexts for speaking and listening which include turn taking, offering opinions, sharing, co-operating, and encouraging participation by all the students.

Planning, Recording and Assessment.

Each pupil in the school will have targets on their Learning Profile that relate to Speaking and Listening.

The targets are written and evaluated each term by the class teacher.

The speech therapist is available for advice, planning, resources and delivery of the English. Speaking and Listening base line assessment is made on Bsquared on a pupil's entry to the school. The record is referenced to P levels and statutory progress measures and is updated termly.

Link workers liaise with class teachers to ensure a consistent approach to communication across the school and residence.

The AR/EHCP gives details of pupil's progress.

5. RESOURCES

All pupils are entitled to have a variety of motivating resources to encourage language development. Resources include;

- Objects, Photos, Symbols, Music, Role play areas,
- Educational visits
- Outside areas
- Switch access
- iPads
- Recording equipment

6. DOCUMENTATION .

Achievements for speaking and listening will be recorded on Bsquared an assessment tool.

7. SPECIAL FACILITIES

SALT assesses all pupils on entry and continues to have oversight throughout their education up until the age of 16 years. A written report for each pupil is submitted for the EHCP.

8. INSET

SALT will deliver in-service training to staff as appropriate to the school population.

The CPD co-ordinator advice staff on suitable courses and they will feedback to.

9. LIAISON WITH OTHER SCHOOLS

St Anne's School and Sixth Form College is part of the Hunsley Partnership of schools, and Heads meet on a regular basis to discuss ways forward e.g. Inclusion.