

Language and Communication Policy

Introduction

INTENT

Communication appears in many forms and it is important that pupils are taught and have the opportunity to experience all features of communication, in order to become good communicators themselves.

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 throughout their school life or at a specific time. This policy ensures that the curriculum, planning and assessment for pupils with Vision Impairment and Speech Language and Communication Needs takes account of the type of need and extent of the difficulty experienced by the pupil. The greater the degree of vision impairment, the more likely child will present with early social and communication difficulties

Outcomes:

- Children with vision impairment communicate confidently and engage in purposeful language interactions and experiences.
- The environment promotes active listening and learning and productive talking: a caring environment where others listen, show an interest and value what they say.
- Children with vision impairment communicate in a style appropriate to the audience and purpose of the task.
- There are opportunities for speaking and listening across all areas of the curriculum. Speaking and listening is a vital part of the whole learning process and cannot be developed in isolation.
- Speech and language activities are differentiated for children with speech and language communication needs (SLCN) and those at the early stages of English as an Additional Language (EAL).
- Communication skills underpin the basis for all future learning and are fundamental for accessing all areas of the curriculum.
- Speaking and listening activities include real purposes and audiences.

IMPLEMENTATION

Approaches

The school will use a range of approaches appropriate to the needs of the pupils, they include:

- Blank questioning
- 'Stop, listen and respond'
- Wait 10 seconds
- 'Speak out'
- 'Active Listening'
- Word, Wise Whizz
- Visual and tactile timetables
- Designated quiet areas
- Sensory resources Communication will link closely with all areas of the curriculum and form a vital part of learning across the school. Children receiving additional support for Speech, Language and Communication will have a provision map which will identify their specific needs, how these needs are being supported and targets against which progress and attainment can be monitored and measured.

The Qualified Teacher for the Vision Impaired (QTVI) and SENDCO will assess and if appropriate will refer to the Speech and Language Therapist. The school will ensure that parents /carers are kept fully informed with proceedings and will fully engage with the Speech and Language Service to ensure effective support and delivery of therapy programmes.

The QTVI will support the classroom teacher to include ELKLAN strategies within their quality first teaching that will not only benefit Vision Impaired children with Speech, Language and Communication needs but also all children in the class.

Equal Opportunities

We will differentiate activities to meet the specific needs of all children, irrespective of age, gender, SEN, EAL, ethnic origin or religious belief.

Staff Development

The ELKLAN trained professionals will work with staff in both school and in the Resourced Provision to ensure they are supported and can confidently implement the strategies that will help children to progress. Staff will be consulted with to ensure that clear and effective communication is a vital part of all subject areas. All new members of staff will receive

training from the Vision Impaired Qualified Teacher in Charge QTVI on the strategies and approaches followed by the school. A guidance booklet relating to speech and language strategies and approaches will be given to all new members of staff.

SENDCO responsibilities:

- the day to day running of the school communication policy
- ensure all areas of the communication friendly framework are in place
- work with teachers and support staff to coordinate provision for pupils with Speech, Language and Communication needs
- monitor and evaluate provision for pupils with Speech, Language and Communication needs and reports to the governing body
- Liaise with parents/carers as appropriate
- liaise with external agencies and other support agencies
- liaise with Teacher In Charge of the Resourced Provision for Vision Impaired Children and Young People

Class teacher responsibilities

- differentiate the curriculum to meet the needs of pupils with Speech, Language and Communication needs
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- monitor pupils who are causing concern
- identify pupils with Speech, Language and Communication needs and the strategies used to support them on the provision map
- monitor the progress of the pupils with Speech, Language and Communication needs
- assess pupils with Speech, Language and Communication needs in order to plan and devise specific strategies for said pupils
- foster a communication friendly classroom
- liaise with parents / carers to discuss progress, targets and concerns

QTVI responsibilities

- use ELKLAN strategies during interventions and small group learning
- deliver ELKLAN training to Specialist Support Assistants for Vision Impaired Children and Young People
- Work with teachers and support staff to coordinate provision for Vision Impaired children with Speech, Language and Communication needs
- liaise with parents/carers as appropriate
- liaise with external agencies and other support agencies
- liaise with SENDCo to make referrals

External agencies

When children have been identified as having additional needs, outside agencies may become involved if school and / or Local Authority Led Resourced Provision Identifies that there is an unmet need.

This decision will be made following discussion with the SENDCO. A referral will then be made to the Speech and Language service.