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| **Policy Title:** | **My Communication Policy** | |
| **Date of Issue:** | 05/11/2023 | |
| **Date of Review:** | 01/11/2025 | |
| **Author & Role** | L Melling / A Powell – Subject Advisors | |
| **Ratified by:** | Governors Informal Committee | |
| **Responsible signatory:** | W Blundell | A Blundell |
| **Outcome:** | This Policy:  Sets out the My Communication framework within which teaching, and support staff can operate and gives guidance on planning, teaching and assessment. | |
| **Cross Reference:** | Assessment, Recording and Reporting Policy  Computing and ICT Policy  Health and Safety Policy  Online Safety Policy  Single Equality Policy  Teaching and Learning Policy | |

**EQUALITY AND DIVERSITY STATEMENT**

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics, and all will be treated with dignity and respect.

**POLICY REVIEW**

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

**My Communication Policy**

This policy reflects the school values and philosophy in relation to the teaching and learning of My Communication. It sets out a framework within which teaching, and support staff can operate and gives guidance on planning, teaching and assessment.

It is intended for all teaching and support staff, school governors, parents’ advisers, and inspectors as appropriate.

Please refer to our Curriculum Handbook for a detailed view of our school curriculum.

**Curriculum context**

We cater for pupils at very different stages of development therefore our curriculum must aim to provide them with the knowledge and skills that they need to thrive. To enable us to do this effectively, we have organised our curriculum into pathways and areas of learning, each with their own aims, curriculum content, teaching and learning methods and assessment.

My Communication is one of our core areas of learning that sits within curriculum. Our ethos and curriculum content is guided by EQUALS [Informal](https://8887037.sharepoint.com/:b:/s/allstaff/EVEQ7Bz_kdVNrXL548I6XasBulqdl82jNfMe_iyxxk16JA), [Semi-Formal](https://8887037.sharepoint.com/:b:/s/allstaff/EZYnDPOw11dCqnZp8dNt6UQBYdJ4H9xBHLJXOnwuk8u6Lw?e=7tchAT) and [Formal](https://8887037.sharepoint.com/:b:/s/allstaff/Edyc1pSDx4RPmsXTdR5fnhgBq8YJRugMkMVTmnOHH730dA) Curricula. Please click the links for further detail regarding the wider framework that My Communication sits within.

**Whole School Aims:**

To enhance pupils’ ability to communicate their wants, needs, thoughts and feelings effectively so that they are understood.

To enrich pupils’ experience of the world around them through developing their general understanding and understanding of language.

To enable the development of social communication and play skills so that pupils know how to interact with others and can develop meaningful relationships.

To enable pupils to read to the best of their ability so that they can experience the joys of reading and access the information they need to lead fulfilled lives.

To enable pupils to write to the best of their ability so that they can communicate messages effectively.

To provide interesting and motivating experiences for pupils through which they develop effective communication skills.

These whole school aims for My Communication support the overall intent of each curriculum pathway and broadly summarise the cumulative skills and knowledge taught across My Communication. Please see our [My Communication Pathway Aims](https://8887037.sharepoint.com/:w:/s/allstaff/ESqIQk7Q2q1Hn5s2CTa0-sYBs78xmdCa24b6Kpbop3E2yg) to see a broad summary of cumulative skills and knowledge taught across each pathway.

**A Differentiated and Personalised Curriculum**

To ensure that progress is maximised for all pupils, it is essential that teaching and learning activities are well matched to their ability. To do this, teachers conduct relevant assessments to accurately pinpoint what pupils can already do. Long Term Maps and schemes of work that are tailored to each curriculum pathway, support teachers to build upon what pupils can already do. Pupils make progress in small incremental steps through the delivery of developmentally appropriate curriculum content.

Learning is personalised further through Aspirational Learning Intentions; **SCRUFFY** **(Student-led, Creative, Relevant, Unspecified, Fun, For, Youngsters)** targets that support pupils to progress towards their EHCP Outcomes and are interwoven across the curriculum to deeply embed learning.

**Curriculum content**

Each curriculum pathway has a Long-Term Map for My Communication that is matched to the ability of the pupils. The Long-Term Maps set out the curriculum coverage over a 5year cycle (Primary) and 3year cycles (Secondary). Each academic year is divided into 3 exciting themes that contextualise learning in My Communication. Themes extend over a term to enable repeated learning opportunities and to give pupils the chance to learn and embed new vocabulary.

Curriculum content is spiralled across each cycle to ensure repetition of key concepts which enables a deepening level of complexity across encounters and opportunities for different application and generalisation of skills. In each Long-Term Map, the curriculum content is hyperlinked to the scheme of work so that access is efficient.

My Communication covers the following four broad areas and sub-categories. Each broad area is covered across all pathways and the sub-categories are introduced/facilitated as and when appropriate to the developmental stages of the learners. Each area is taught through schemes of work that correspond to each curriculum pathway. The content for each is well sequenced, in a manner appropriate to the needs of the pupils and accumulates to the aim detailed above.

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| --- | --- | --- | --- |
| Communication | Play | Reading | Writing |
| Social  Expressive  Receptive  Imperative  Dynamic  Non-verbal  Drama and Spoken Language | Sensori-motor  Relational  Functional  Symbolic / Pretend  Socio-dramatic  Structured / Free Play | Pre-reading  Personalised Reading  Phonemic awareness  Narrative  Word reading  Phonics  Comprehension  Vocabulary | Pre-writing  Fine and gross motor development  Personalised Writing  Composition  Spelling  Transcription |

Please see our [Long Term Maps and Schemes of Work.](https://8887037.sharepoint.com/:f:/s/allstaff/Emqtd2-c3XdDnn4hdCl-7WwBZp49nEtdNXDZekLdPEohbA) These include Long Term Maps for Early Years Foundation Stage, whose curriculum content is mapped across 3 cycles and includes a wide range of narrative, non-fiction and poetry aimed at the developmental stages of pupils.

Personalised content that is pertinent to the specific needs of the pupil is targeted through our Aspirational Learning Intentions (ALI’s) across all areas of the EHCP. My Communication facilitates all ALI’s and lends itself particularly well to support the delivery of Communication and Interaction Intentions that are written with the guidance of our Speech and Language Therapist. Some pupils also have a Speech and Language Involvement Plan that informs these.

**Timetable**

My Communication is continual and cross-curricular, delivered across the timetable through a range of learning opportunities including:

* informal, semi-formal and formal lessons and activities
* continuous provision activities
* social times including morning group, snack, lunch and playtime
* times of transition including across activities, school areas, arriving at school, moving around school and going home
* within the community in a range of different places with different people
* in different areas of the school including the sensory room, play area, forest school, cooking room

The timetable for pupils following Explorers and Adventurers curriculum pathways is mainly activity based with communication opportunities interwoven across the daily routine and through the continuous provision. Reading is taught through activities and focused work.

The timetable for pupils following Adventurers Challenge and Voyagers curriculum pathways is comprised of a mixture of more formalised learning opportunities. This includes focused groups activities and traditionally structured lessons, alongside the naturally occurring opportunities across the timetable.

Please see examples of [Explorers & Adventurers timetable](https://8887037.sharepoint.com/:w:/s/allstaff/EUU3Apu7LxxFiPU99O8aPPgBXmI_X1hhXH6_9uB7Z4WHJA) and [Adventurers Challenge and Voyagers timetable](https://8887037.sharepoint.com/:w:/s/allstaff/EYY9NXrrVmJJv7RUMKDYAB4BFHXjP9XZrABlQtxl8c1eYA?e=RF07SM) which includes examples of the opportunities provided.

**Planning**

Long Term Maps set out curriculum coverage through schemes of work for each curriculum pathway. In addition, individualised communication profiles systematically produced for each pupil give staff a clear picture of what pupils can do across all areas of communication and what they can do to build upon this. These guide teachers to write Medium Term Plans that build upon what pupils can already do, based upon the content detailed for each term. Planning for each pathway is designed in a way that compliments the way they learn.

For pupils following our Explorers pathway, planning is individualised and holistic, with emphasis placed on building upon each pupils’ strengths and utilising their preferences and motivators. Take a look at our [Engagement Profile](https://8887037.sharepoint.com/:b:/s/allstaff/EaQroyQj__1Ljio2WNkdUU8BfQgQUlTpa4H66AUuEJ0k-A?e=Ed1VK9) and [Explorers Medium Term Planning.](https://8887037.sharepoint.com/:b:/s/allstaff/ERv2Kr6FVUdBp7ybEdJCA6kBFlvL2Yiui8l_lcPuTFSZBw?e=9MYNJq)

For pupils following our Adventurers/Challenge pathway, planning is cross-contextual with emphasis placed on doing to learn, with plenty of repeated learning opportunities. Take a look at our [Adventurers/Challenge Medium Term Planning.](https://8887037.sharepoint.com/:b:/s/allstaff/Eeo9R7nMmDxNvliTN4n5XkUBfb019KufQs2lhwih_wutsA?e=njw2o1)

For pupils following our Challenge/Voyagers pathway, planning is subject specific and sequenced in a linear fashion and focuses on the progression of skills and knowledge acquisition. Take a look at our [Challenge/Voyagers Medium Term Planning.](https://8887037.sharepoint.com/:b:/s/allstaff/EeIcmWnnIQFNrpMmoY3hUGMBlFH5WfhO0QaQfaroDWLA9A)

For EYFS pupils planning is cross-contextual with emphasis placed upon learning through play.

For Key Stage 4 pupils, planning is subject specific and sequenced in a linear fashion and links to the specifications required for year 11 accreditation by Pearson Edexcel Functional English Skills and ASDAN Personal Progress.

**Teaching of Communication**

The development of communication skills is largely processed based i.e., learning that occurs though the act of communicating rather than being instructed on how to communicate. It is for this reason that we create as many opportunities as possible for learners to communicate by providing and developing the following 3M’s:

**Motivation:** a strong reason to communicate. Teachers plan exciting and motivating opportunities to communicate by incorporating pupils’ interests and preferences and deploying a range of deliberate sabotage techniques.

**Means:** a method of communication. Pupils are exposed to a wide range of methods through a total communication approach. Pupils are encouraged to communicate by any means possible, including informal and formal approaches.

**Mates:** partner/s to communicate with. A range of communication partners are provided beginning with those close and familiar to the pupils. This is gradually extended to a wider range of familiar and unfamiliar communication partners across a range of contexts.

Staff make use of developmentally appropriate and evidence-based approaches to structure their approach to teaching communication content across the pathways. Staff are systematically trained to use these approaches as part of our training cycle, so that they are delivered with fidelity and authenticity.

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| --- | --- | --- | --- |
| Explorers & EYFS | Adventurers & EYFS | Challenge | Voyagers |
| * Intensive Interaction * SCERTS Social Partner * Attention Autism * Engagement * Sensory Stories * Blank Levels | * SCERTS Language Partner * Attention Autism * Sensory Stories * Identiplay * Colourful Semantics * Blank Levels | * SCERTS Language Partner * Attention Autism * Colourful Semantics * Blank Levels | * SCERTS Conversation Partner * Colourful Semantics * Blank Levels |

Staff utilise a range of strategies that encourage pupils to communicate and builds on what they can do through they way they interact. They are supported to develop a repertoire of effective [interpersonal and learning supports](https://8887037.sharepoint.com/:w:/s/allstaff/Eehs5Mala-lEuJUxWGNL5psB6czgQcCdlGUNvhJ47qBBxw), by our in-house Speech and Language Therapist.

A total communication approach is promoted throughout school, to support pupils to select and use the methods of communication that are the right fit for them. Our total communication approach includes the use of, but is not limited to the following:

|  |  |  |  |
| --- | --- | --- | --- |
| Non-verbal communication | Signing | AAC | Verbal Language |
| Body language  Proximity  Facial expressions  Gestures  Eye pointing  Vocalisations | Key word signing | Objects of Reference  Sensory cues  High/low tech communication devices  Symbols  Core boards  Communicate in Print | Key word language  Extended language |

**Signing:** Key word signing that supports the overall meaning of the message you are sending should be used to support verbal language at every appropriate opportunity. Signing should be clear and accessible to pupils and attention should be paid to the level of understanding of the individual. Verbal expression, facial expression and use of other cues to help the pupil understand should accompany signing. Signing should be consistent to avoid confusion.

**Use of symbols:** Use of symbols, support pupils’ understanding of what is being communicated to them and often provide a sense of predictability.

Attention should be paid to which type of symbolic representation pupils are able to understand from real objects (objects of reference) to photographs, pictures, symbols and the written word. The correct type of symbols should be used to support pupils understanding.

Communicate in Print is used to create symbols supports that support pupils overall understanding of print. The symbols and written descriptions should be kept to a minimum and only contain key words. Consideration should be given to visual contrast of symbols. Also, size, thickness, associated typeface and word size in proportion to the image should provide maximum clarity and fitness for purpose.

**Augmentative and Alternative Communication (AAC)**: AAC is used to support many pupils and will be used by some as their main access route to the learning opportunities presented in My Communication. For many of our pupil, AAC devices are their voice so these AAC devices should be with them to use wherever they go. It is key that we always ‘presume competence’ in the pupils in whatever AAC they using and work towards giving a voice, even if the ‘voice’ says things you might not want to hear!

**Teaching of Reading**

At Astley Park, we believe that every pupil can become a reader. We have designed an ambitious, sequential and evidence-based framework to support the teaching of reading to pupils at all ages and stages of development. Take a look at our [Reading Pathways](https://8887037.sharepoint.com/:b:/s/allstaff/EYhaWarkYXtCibltzRIDRyYBOlnJ7eUyYDbgazak4e1Xyg?e=ebiXYu) for in-depth detail of how reading is taught across each pathway.

Pupils in the earliest stages of development are supported to develop skills that are a prerequisite for reading alongside developing comprehension, listening skills and phonemic awareness. These are delivered through a range of focused activities and through the continuous provision using the theme as a vehicle.

Pupils following the Adventurers Challenge and Voyagers pathways are taught to read through more formalised approaches including, but not limited to Systematic, Synthetic Phonics (SSP). At this stage, pupils learn through topics such as ‘traditional tales’ and use a range of suggested texts to focus learning.

All teachers are trained to deliver Sounds Write, our chosen phonics scheme due to its highly systematic, multi-sensory and predictable sequence of activities. Bespoke sounds write assessments support staff to pinpoint what pupils can already do, which is built upon systematically across the Initial Code and Extended Code.

We recognise that SSP instruction is the most effective method of teaching reading because it provides pupils with the tools to access any text. With this in mind, teaching phonics is the aim for all pupils for whom it is appropriate. For pupils working at Pre-Key Stage Standard 1 or below, it is recognised that it may not be appropriate to begin the teaching of reading (The Reading Framework, 2023). For those pupils, we focus on the development of early learning and pre-reading skills whilst exposing them to phonics through listening games, songs and the development of phonemic awareness.

A cohort of our pupils with Severe Learning Difficulties, are working around Pre Key Stage Standard 2 and have begun to develop some phoneme-grapheme correspondence. Progress for these pupils working on phonic approaches alone can be slow due to difficulties in learning the very abstract process of learning to blend and segment. Therefore, we supplement the teaching of phonics with a whole language approach to reading to reduce frustrations and provide alternative strategies to enable our pupils to access text.

Reading Schemes

Reading schemes that directly correspond to learners reading ability are used regularly and effectively to support the teaching of reading in school and at home.

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| **Pre-reading pathways** | **Whole language and phonics** | **Phonics only** | **Fluent readers** |
| Interactive books  Rhyme packs  Story packs | Jelly and Bean  See and Learn  Oxford Reading Tree  Jolly Phonics | Dandelion Readers Range including age appropriate books for older readers in earlier stages | Wide range of library books |

All pupils take home a reading pack that is made up of books that match pupils reading ability, alongside activities that develop understanding of language, comprehension and spark pupils love of books and reading. Staff collaborate with parents and share strategies for supporting pupils to read at home.

Please an example of [reading pack activities](https://8887037.sharepoint.com/:b:/s/allstaff/EfA_R2llOYpKpjpY_YvBSY4BzujaEfGl8JKhxzSXoMFxAw?e=liYX7j) and [support for parents.](https://8887037.sharepoint.com/:b:/s/allstaff/EXuOJbzuUMhBnoUYGDWtT24Bv9aZxTuWw-5WPowsQMkVZg)

Reading across the curriculum

Reading is taught across the curriculum through informal, semi-formal and formal activities and lessons as well as across at naturally occurring opportunities across the timetable. Pupils have access to a wide range of books and genres including fiction, non-fiction and poetry.

Take a look at how reading might look for an Adventurer:

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| --- | --- |
| Morning Group | Learning the sign, symbol and word of the week.  Participating in rhymes and songs with others.  Being exposed to a range of words and signs that carry meaning. |
| Reading Time | 1:1 personalised word matching game  Sounds Write Unit 1 word building activity.  Personalised reading book. |
| Themed Sensory Story | Actively participating in stories, songs and rhymes with different multi-sensory props and responding to questions.  Reading key words using sight and phonic knowledge. |
| 1:1 Activity | Using Colourful Semantics to demonstrate understanding of texts. |
| Lunch | Being exposed to a range of key words, photographs, symbols and text that convey meaning and using these to make choices.  Reading food choices. |
| iPads | Initial Code app to blend sounds to read words.  Teach your monster to read app. |
| Home time group | Participating in rhymes and songs with others. |

See Reading Pathways for examples of what reading looks like across pathways.

Guided Reading

Pupils have access to guided reading sessions using a range of phonic and whole language texts from our library and reading schemes.

Reading in the Community

Pupils take part in regular community visits where reading is developed and utilised in real life contexts. Pupils visit the library and have the opportunity to take home books.

**Teaching of Writing**

At Astley Park School we encourage, and value all pupils’ attempts to write from mark making to attempting letter shapes. For pupils in the earliest stages of development following our Explorers and Adventurers pathways, writing is personalised and guided by our EQUALS My Communication Schemes of Work.

Pupils work on developing gross and fine motor skills to prepare them for writing across a range of activities within the continuous provision. Staff deploy a range of scaffolding techniques for developing composition including providing symbol support and the use of colourful semantics when appropriate. Pupils are exposed to writing for a range of purposes that they will encounter in daily life i.e. writing their name, shopping lists.

When appropriate to the writing ability of the pupils, spelling is taught through the structured Sounds Write programme by teaching letter formation, segmenting and phoneme manipulation across a range of activities in the Initial Code.

Pupils who are following our Adventurers Challenge and Voyagers pathways, writing is taught through more formalised lessons and activities. Pupils are taught to spell systematically by following the Sounds Write programme including words from the extended code, polysyllabic words, common exceptions words and words with a range of pre-fixes and suffixes. Pupils are taught to compose sentences which can then be extended to longer chunks of text. They are taught to use a growing vocabulary and to write for a range of purposes. Please take a look progression in writing for our [Adventurers Challenge](https://8887037.sharepoint.com/:w:/s/allstaff/EdaddrCTO5ZJu1BIVKpDmz4BJn_u0rU4yRw6BYTO6MDdxQ) and [Voyagers.](https://8887037.sharepoint.com/:w:/s/allstaff/ETe6EvHh34lJnNzkugsUBFEBbzFqOZyKGJm8n1kDJk_Yaw?e=pMgMsr)

Staff make use of key strategies to teach writing including:

* Modelled writing - where the adult models their ideas and then models the writing
* Shared writing - collaborative writing with the pupils contributing their ideas with an adult scribe
* Guided writing- adult guide the pupils in their writing
* Scaffolded writing- adult provides written support
* Independent writing- pupils have a go and their attempts are valued

**Spoken language**

For pupils following the Voyagers pathway, our My Communication curriculum is supplemented by the more formalised teaching of spoken language. Pupils learn to do the following as part of their curriculum:

* Develop listening skills
* Follow more complex instructions
* Ask and answer questions
* Engage in dramatic role play and performance
* Develop confidence in spoken language
* Participate in discussions
* Use a range of vocabulary

**Assessment**

Pupil progress and achievement is measured using a range of diagnostic, formative and summative assessments which support us to monitor progress and inform future planning.

Diagnostic assessments pinpoint where pupils are in their learning which is built upon by teachers. These take place on entry and prior to annual review. For My Communication these include:

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| --- | --- | --- | --- | --- |
| EYFS | Explorers | Adventurers | Challenge | Voyagers |
| * Birth to 5 Matters * Pathway appropriate assessments | * SCERTS Social Partner * Communication Matrix * Working below PKS | * SCERTS Language Partner * TALC * Sounds Write * Salford Reading | * SCERTS Language Partner * TALC * Sounds Write * Salford Reading * B Squared English | * SCERTS Conversation Partner * TALC * Sounds Write * Salford Reading/PIRA * B Squared English |

Formative or ongoing assessment supports teachers to both monitor progress and inform planning and next steps. Some examples include:

* Classroom observation
* Use of pathway agreed Assessment for Learning Strategies – see Assessment, Recording and Reporting Policy.
* Collaboration with Speech and Language Therapists
* Photographic and video evidence
* Monitoring of learning journeys on Evidence for Learning
* Marking of work
* Feedback from pupils
* Teacher assessments

Evidence for Learning (EfL) is the app used to capture, monitor and assess learning across the curriculum and plays a key role in both formative and summative assessment. Teachers use EfL capture small steps of progress in My Communication which is demonstrated through a three-point learning journey across each term. Teachers can attach evidence to assessment frameworks and make summative judgements based on this in the Pre-Key Stage Standards for Reading and Writing, SCERTS and our own reading framework.

Summative assessments are conducted on a termly basis and have been carefully selected across pathways to ensure that the way that we measure progress accurately reflects My Communication curriculum content.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| EYFS | Explorers | Adventurers | Challenge | Voyagers |
| * Birth to 5 Matters * SCERTS * Communication and Interaction ALI’s | * SCERTS Social Partner * Communication Matrix * Reading Assessment * Communication and Interaction ALI’s | * SCERTS Language Partner * Communication and Interaction ALI’s * Pre-Key Stage Standards English and Reading | * SCERTS Language Partner * Communication and Interaction ALI’s * B Squared Progression Steps English | * SCERTS Conversation Partner * Communication and Interaction ALI’s * B Squared Progression Steps English |

**How do we know that our learners are reaching their potential?**

At Astley Park, we utilise robust monitoring and evaluation processes to ensure that our pupils are receiving the highest quality of teaching and learning possible. Lead Practitioners and subject advisers collaborate in the following:

**Pupil Progress meetings:** Pupilprogress meetings are conducted collaboratively with teachers, leaders and our Speech and Language Therapist to set ambitious learning intentions. Progress is routinely monitored through these meetings to ensure that pupils remain on track. This means that pupils who are not making anticipated progress are quickly identified, and support is put in place.

**Monitoring learning journeys through evidence:** Progress is monitored through learning journeys to ensure that pupils remain on track to achieving learning intentions and to monitor quality of teaching and learning provision.

**Monitoring of planning:** Quality of planning is monitored to ensure pupils are receiving appropriate curriculum coverage, breadth of learning opportunities, sequence of learning and resources.

**Lesson observations and learning walks:** Quality of teaching and learning and pupil progress is monitored through lesson observations and learning walks. Excellent practice is identified in order to be shared and support is immediately put in place for any teachers requiring improvement.

**Monitoring of assessment data:** Each summative assessment used is complimented by a data analysis module. Data is analysed regularly to identify strengths and act upon areas for development. Data is pivoted across a wide range of groups including phase, pathway, vulnerable groups.

**Moderation of assessment:** Assessments are often conducted collaboratively with lead practitioners as part of our moderation process. In house and external moderation of assessment takes place to ensure high quality judgements are informing teaching and learning.

**Resources and their deployment**

The guiding principle for the deployment of resources is one of ensuring full access to the curriculum for all pupils. Materials will be provided which will be appropriate to the range of pupils’ interests and abilities.

The variety of resources available include:

* A wide range of books and reading materials to suit pupils of differing abilities and interests should be available within classes.
* A range of ICT resources including cause and effect toys and low-tech communication aids.
* A variety of appropriate toys, resources, games, and activities which will be integrated into day-to-day teaching and learning.
* Wide selection of commercially produced graded reading scheme materials.
* Agreed commercially produced Phonics programme – Sounds Write.

All resources will be well-designed and kept in well-managed storage and deployed around classrooms. A catalogue of resources and their location will be kept up to date by the My Communication Faculty.

**Cross-Curricular Issues**

The central concern of all our teaching is to develop pupils’ abilities to think, explore and communicate (verbally, non-verbally, using communication devices), as well as to offer a wide and varied range of experiences. While the English ‘lesson’ is useful and necessary for most pupils, many language and literacy skills can be promoted and delivered through other areas of learning and cross-curricular themes.

**The Role of Technology in Supporting and Developing My Communication**

We aim to make maximum use of technology across the curriculum to promote the pupils’ communication skills, as well as developing competence in ICT skills. All pupils will have the opportunity to access computers, iPads and other appropriate technology using assistive devices that meet their individual needs. Supporting technology includes but is not limited to:

* High and low-tech communication devices
* Switches
* Cause and effect toys
* Online cause and effect games
* Communicate in Print
* Clicker
* AAC
* iPad apps (initial code, teach your monster to read, book creator, puppet pals)
* AAC devices
* Word processors

For further details see Computing and ICT Policy

**Cross curricular links**

**Spiritual, Moral, Social, and Cultural Development in My Communication**

My Communication promotes the following:

**Spiritual development** – helps pupils to understand their own place in the world through communication and interaction with others. My Communication allows pupils to express their own views and helps to develop the ability to discuss their beliefs through speaking and listening activities.

**Moral Development** – Through helping the pupils to develop independent thinking skills in order take initiative in difficult situations. My Communication develops pupils’ ability to listen to others and respond accordingly.

**Social development** – Through helping pupils to understand different social situations through a range of fiction and non-fiction texts, magazines and social stories. My Communication also develops pupils’ ability to communicate effectively in a range of social contexts.

**Cultural development** – Through exploring different walks of life in books from a range of different cultures and work in role.

**Organisation**

**Subject Adviser role**

The Subject Adviser role involves general oversight (monitoring and evaluating) of ensuring subject coverage within the broader Area of Learning Faculty.

The Subject Adviser for My Communication will collaborate with other teachers and the Lead Learning Team and Governors on the curriculum mapping and policy to ensure a breadth of coverage is provided and recommend INSET as appropriate.

The Subject Adviser will be involved in planning with teachers, maintain progress of the subject, attending courses where relevant and keeping abreast of changes, which may affect the subject.

Monitoring the policy in operation is the responsibility of the Subject Adviser.

The Subject Adviser will be asked to contribute towards the School Development Plan, estimating and projecting costs and resources relevant to the Area of Learning appropriately.

**Resources**

Resources are kept in the resource room and should be used and returned accordingly. It is the responsibility of the subject leader and class teacher to ensure adequate maintenance and replacement of resources and materials.

Further resources include:

* Pupil’s own experiences
* Experiences of those people known to them
* Experiences of visitors
* Local environment and beyond

**Health and Safety**

Guidelines in the Health and Safety Policy will apply with regard to the use of ICT, all school-based activities and out of school activities relating to English.

**Inclusion**

It is the responsibility of all staff to ensure that all pupils, irrespective of gender, ability, ethnicity or social circumstance, have the equal opportunity to access to the curriculum and make the greatest progress possible.

**Pupil Voice**

Pupil voice will be used to review and tailor our My Communication lessons.

**Time Allocation**

Learners will access a minimum of five hours of My Communication lessons per weekly.

**Policy Updates**

This policy will be reviewed annually to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with the current Department of Education advice and Guidance.