



# Curriculum Handbook: Communication and Interaction

A guide to the Communication and  
Interaction aspect of the Curriculum at  
Harlow Fields School and College

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## **Harlow Fields School and College: Communication and Interaction**

### **Introduction**

This handbook is created for teachers and visitors of Harlow Fields School and College (HFS&C).

- **For Teachers:** This handbook supports planning and assessment of all areas of Communication and Interaction, ensuring appropriate coverage of all strands and topics.
- **For Visitors:** This handbook provides insights into how the Communication and Interaction aspect of the curriculum is planned and delivered at HFS&C.

### **Our Vision**

At HFS&C, our vision is to provide all pupils with a person-centred and therapeutic approach that ensures meaningful progress, positively impacting their health, wellbeing, and learning. We aim to create an environment where every lesson is enjoyable and aspirational, fostering independence and a sense of autonomy over learning.

We recognise the need for a broad and balanced curriculum tailored to individual needs, focusing on holistic development. Every part of the school day is viewed as an opportunity for learning and engagement, while also respecting the importance of breaks, personal care, therapy, and medical needs. All pupils are assessed and tracked using systems linked to their Education, Health, and Care Plans (EHCPs), with contributions from professionals, families, and teaching teams to set aspirational targets.

## **A Guide to the Communication and Interaction Aspect of the Curriculum at Harlow Fields School and College**

At Harlow Fields School and College, effective communication and interaction are pivotal in fostering an inclusive and supportive environment for our pupils with special educational needs and disabilities (SEND). We prioritise the development of communication skills through tailored interventions and strategies that cater to the diverse needs of our pupils. Our staff are trained in various communication methods, including augmentative and alternative communication (AAC) systems, ensuring that every pupil can express themselves and engage meaningfully in their learning.

### **Collaboration with Families**

We emphasise the importance of collaboration with parents and caregivers, encouraging open dialogue to enhance the support provided at home and school. By creating a culture of communication, we empower our pupils to build confidence in their interactions, fostering both social skills and academic success. This aligns with our vision of "Working together to Succeed," ensuring that every pupil's voice is heard and valued within our school community.

### **Communication and Interaction Strategies**

At Harlow Fields School and College, we believe that fostering strong communication and interaction skills is fundamental to empowering our pupils for life beyond our walls. Our dedicated staff are passionate about creating an environment where every pupil feels heard and valued. We employ strategies such as:

- **Visual Supports:** Utilising visual aids to enhance understanding and expression.
- **Structured Teaching Approaches:** Implementing methods like TEACCH to provide a structured learning environment.
- **Speech and Language Therapy:** Offering regular sessions to support the development of communication skills.

To ensure the effectiveness of these strategies, close collaboration between home and school is essential. Families are encouraged to check home/school diaries daily and engage with Earwig, our communication platform. Additionally, we invite families to attend our parent events, which provide valuable opportunities for connection and support.

### **Importance of Communication and Interaction**

Communication and interaction skills are crucial for pupils as they form the foundation for all learning and social engagement. Effective communication enables pupils to express their thoughts, needs, and emotions, which is essential for building relationships and participating in group activities. Strong communication skills also correlate with better academic performance, as they facilitate comprehension and collaboration in learning environments.

Furthermore, the ability to interact positively with peers and adults fosters a sense of belonging and emotional well-being, which is vital for overall development. In the context of SEND, enhancing communication skills can significantly improve a pupil's quality of life and independence.

By integrating therapies and interventions tailored to individual needs, we ensure that our pupils can express themselves effectively and engage meaningfully with others. Together, we nurture their ability to connect with the world around them, preparing them for future relationships and opportunities.

### **How is Harlow Fields School and College organised?**

The current classes within each department are as follows:

<u>Lower School</u> <u>(KS1/KS2)</u>	<u>Upper School</u> <u>(KS3/KS4)</u>	<u>Sixth Form (KS5)</u>	<u>Specialist</u>
Oak Hazel Willow Beech Maple Mulberry Sycamore	Colne Lea Roding Thames Avon Chelmer Orwell Stort	Kestrel Hawk Eagle	Blake (lower) Dahl (upper) Morris (upper)

### **The current classes following each pathway are as follows:**

<b>Pathway</b>	<b>Class Names</b>
Sensory / Engagement	Blake, Morris, Colne, Dahl, Willow
Semi-Formal	Oak, Hazel, Beech, Lea, Roding, Thames,
Formal	Maple, Mulberry, Sycamore, Avon, Chelmer, Orwell, Stort
Pathway to Life	Kestrel, Hawk
Pathway to Work	Eagle

Pathways and class allocation are discussed in departmental meetings to ensure progress is being made and so that pupils can move onto an alternative pathway where appropriate.

## What Does Our Communication and Interaction Offer Look Like at Harlow Fields School and College?

At HFS&C, we have 4 core areas of our curriculum, aligned with the 4 areas of need in the SEND Code of Practice set out by the DfE.

### **Lower School**

The Communication and Interaction area includes learning experiences such as:

- **Communication Skills:** Activities focusing on expressive and receptive language through storytelling and interactive games.
- **Social Interaction:** Structured play and group activities to enhance peer interactions and conversational skills.
- **Self-advocacy:** making choices and being presented with opportunities to express thoughts and opinions through every area of the school day.
- **Phonics, Sensory stories, shared reading and reading schemes:** A range of stories delivered through either sensory means, shared reading or as part of the school reading scheme. Phonics are taught across each pathway, with a focus on phase 1- environmental sounds, within the sensory pathway, Phase 2-3 across the semi formal pathway and phase 3-6 across the formal pathway.
- **Intensive interaction:** All pupils build the foundations for communication and interaction through intensive interaction practises.
- **TacPac:** An integrated experience of touch, sound, pattern and relationship, a fluid process between you and your partner (TACPAC, 2007). TACPAC is a method of sensory communication through touch and music.

### **Upper School**

The Communication and Interaction area includes:

- **Social Communication, speaking and listening:** Activities that teach pupils to initiate and maintain conversations through role-play and peer interactions.
- **Collaborative Projects:** Group projects that encourage teamwork and effective communication among peers.
- **Self-advocacy:** making choices and being presented with opportunities to express thoughts and opinions through every area of the school day.
- **Phonics, Sensory stories, shared reading and reading schemes:** A range of stories delivered through either sensory means, shared reading or as part of the school reading scheme. Phonics are taught across each pathway, with a focus on phase 1- environmental sounds, within the sensory pathway, Phase 2-3 across the semi formal pathway and phase 3-6 across the formal pathway.

- **TacPac:** An integrated experience of touch, sound, pattern and relationship, a fluid process between you and your partner (TACPAC, 2007). TACPAC is a method of sensory communication through touch and music.
- **ICT and Computing:** Pupils explore different forms of communication technology and lessons are tailored to support pupils to understand safe communication.
- **Literacy (Formal pathway):** Pupils develop their handwriting, reading and writing skills and where relevant this leads towards an AQA Entry Level Qualification.

## Specialist

In this area, the focus is on:

- **Speech and Language Therapy:** Individual and group sessions targeting specific communication needs and enhancing language skills.
- **Phonics, Sensory stories, shared reading and massage stories:** A range of stories delivered through total sensory means, submerging pupils in a sensory experience of stories, storytelling and environmental sounds including phase 1 phonics.
- **Self-advocacy:** making choices and being presented with opportunities to express thoughts and opinions through every area of the school day.
- **TacPac:** An integrated experience of touch, sound, pattern and relationship, a fluid process between you and your partner (TACPAC, 2007). TACPAC is a method of sensory communication through touch and music.
- **AAC/ICT/ eye gaze:** AAC is supported by our speech and language specialists, and we use a variety of high and low tech devices during sessions and throughout the school day, we also explore choices, sharing of opinions and self-advocacy through adapted games, toys and learning equipment through the use of switches.

The sensory pathway approaches this area of the curriculum with a total communication approach, and we use a wide variety of communication including but not limited to: Makaton, intensive interaction, PEC symbols, Eye gaze, recordable switches, jellybean switches, eye pointing, gestural and body language, vocal expressions, Tassels and touch cues, physical communication, and objects of reference.

## Sixth Form

The Communication and Interaction area includes:

- **Community Engagement:** Participating in community projects that foster social interaction and communication skills.
- **Workplace Communication:** Developing professional communication skills through role-playing workplace scenarios and practical experiences.
- **Phonics, Sensory stories, shared reading and reading schemes:** A range of stories delivered through either sensory means, shared reading or as part of the school reading scheme. Phonics are taught across each pathway, with a focus on phase 1- environmental sounds, within the sensory pathway, Phase 2-3 across the semi formal pathway and phase 3-6 across the formal pathway.
- The Pearson Edexcel Functional Skills Qualifications in English at Entry Levels 1, 2 and 3 are for learners to develop understanding and skills in English. The qualifications give learners the opportunity to:
  - demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English
  - apply this knowledge and these skills in familiar situations.
  - achieve a foundation for further study at Levels 1 and 2.
- The Pearson Edexcel Functional Skills Qualification in English at Level 1 and 2 are for learners to develop understanding and skills in English. The qualifications give learners the opportunity to:
  - gain a qualification for work, study and life
  - demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English
  - apply these skills effectively to a range of purposes in the workplace and in other real life situations
- The Pearson Edexcel Digital Functional Skills Qualification at Entry Level 3 and level 1 will enable learners to initiate and participate in digital and online activities safely in the workplace and other real-life contexts.

**How is the Communication and Interaction aspect of the curriculum evidenced and assessed?**

**Paperwork and Evidence:**



Each week teachers will record entries on Earwig. Teachers will record entries linked to each of the areas across both the sensory and the semi-formal pathway.

1. Communication and Interaction
2. Cognition and Learning
3. Independence, Social and Emotional Development
4. Physical and Sensory

This can be collectively as a class or per pupil.

### **Annual Reviews:**

Annual reviews and pupils' 5 PLT targets will link to the 4 core areas above and a fifth target is set for a personalised, dream target. This is where we ensure we are being aspirational for our pupils, aiming to set high expectations that are achievable, meaningful and life changing for each individual.

### **Tracking of learning (Observations and Earwig):**

The engagement model observations will be completed every 6 weeks, with the personalised learning targets at the heart. Each pupil will be evaluated using the engagement model to show case progress, maintenance of skills or to express why progress may not have been achieved.

Personal learning targets will also be tracked and evidenced using earwig (see below) which will monitor and record videos, pictures and written observations of progress towards each pupil's 5 personal learning targets. This will be completed once per term, but teachers will also capture evidence and learning through the 4 core areas weekly and any outstanding progress or special achievements will also be recorded through earwig. This is an online recording and tracking system that is shared with families and parents, therefore showcasing all our young people's achievements, including at home.

We also monitor and track achievement levels for every post on earwig, this gives a clear picture of achievement, whether it be above expected, expected or below expected.

### **Earwig:**

Earwig is an application designed to evidence learning, make assessments and track progress. At HFS&C, Earwig is currently used for evidence only capturing achievements towards lesson objectives, celebrating personal learning targets, and showcasing moments of personal accomplishments. Earwig is used to record work with other professionals linked to their EHCPs or personal learning targets. Evidence is then presented in a clear and structured timeline for any class, individual pupil, or area of learning across the school. Earwig is personalised to each school dependent on which evidence needs to be tracked.

For those working on the Engagement Model, it is a key tool to use as evidence and assessment should be based on observations of pupils. Targets are individualised to each pupil and capturing photos or videos provides clear evidence of learning. Earwig has been designed for HFS&C to track the 5 areas of engagement linked to the Engagement Model:

Exploration, Initiation, Anticipation, Persistence and Realisation. In each record of evidence, teachers can highlight which area of engagement was shown by the pupil based on observations.

## Engagement Model

As stated by the DFE, we follow and assess based on the engagement model approach which 'is the single best predictor of successful learning for children with learning disabilities (Iovannone et al., 2003). Without engagement, there is no deep learning (Hargreaves, 2006) effective teaching, meaningful outcomes, real attainment or quality progress (Carpenter, 2010). There are 5 areas of engagement model which identifies and celebrates all pupils' progress, including more typical linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition.

The model recognises that engagement is multi-dimensional and breaks it down into 5 areas that allow teachers to assess:

- How well their pupils are being engaged in developing new skills, knowledge and concepts in the school's curriculum.
- How effective the special educational provision is in empowering their pupils to progress against the agreed outcomes in their EHC plans and how effectively pupils are engaging with and making progress against these plans.
- Pupils' achievements and progress across the 4 areas of need of the SEND code of practice (communication and interaction, cognition and learning, social, emotional, and mental health difficulties, and sensory and/or physical needs)

The 5 areas of the engagement model are:

**Exploration:** This shows whether a pupil can build on their initial reaction to a new stimulus or activity; for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity; for example, they may notice it or reach out to it. Exploration becomes more established when the pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments, for example, a different time of day, a different place or with different people. Exploration is important in identifying which stimuli or activities interest the pupil and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.

**Realisation:** This shows how the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. They will display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The pupil will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'. Realisation becomes more established

when the pupil uses the newly developed skills or knowledge in new ways and in different contexts or environments. This is important as it can keep the pupil excited in their education and prevents an activity from becoming routine.

**Anticipation:** This shows how much the pupil predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see). Anticipation becomes more established when the pupil shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced. Anticipation is important in measuring the pupil's understanding of cause and effect; for example, if they do this, then something will happen. This prepares the brain and helps with the pupil's memory and sequencing.

**Persistence:** This shows whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it. Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as changes in their gaze, posture, and hand movement. Persistence is important so that the pupil maintains an activity long enough to develop, reinforce, and apply their skills or knowledge so they can achieve their desired outcome.

**Initiation:** This shows how much, and the different ways, a pupil investigates a stimulus or activity to bring about a desired outcome. The pupil will act spontaneously and independently during a familiar activity without waiting for direction. Initiation becomes more established when the pupil shows they understand how to create an impact on their environment to achieve a desired outcome. Initiation is important to establish how well the pupil is developing independence, which is required for more advanced progression.

At HFS&C each engagement model pupil will have a working document that reflects how they present to each of the above areas of engagement. This is then used to track progress using the 5 areas and a above expected, expected or below expected traffic light system. Teachers will also complete half termly observations based on pupils personal learning targets as set in their EHCP's.

Learning for our Sensory and semi-formal pupils at HFS&C is skills based, which means there is much repetition and practise and once acquired these skills are transferred to other relevant situations. For our pupils this could include eating and drinking, community access, self-advocating or environmental controls. When appropriate we use a process-based learning approach, where skills are measurable, however the Engagement model and the use of SCRUFFY targets (Student led, Creative, Relevant, Unspecified, Fun, For Youngsters) approach (promoted by Penny Lacey 2010) will also be used to support the needs of our PMLD group.

### **FORMAL learning assessment – MAPP**

For classes following the Formal Pathway, MAPP is used alongside Earwig to track and record individual progress.

MAPP assessment is used nationally [published by Equals] that links to the EHCP outcomes for pupils. Personalised learning intentions are set in four key areas of development that correlate to the EHCP sections. Personalised learning intentions are set termly and pupils are assessed formatively across the term with summative outcomes recorded at the end of each term.

## **Sixth Form**

### **ASDAN Personal Progress (Pathway to life- three year rolling program)**

In ASDAN Personal Progress (PP) students participate in at least one unit that is linked with the Cognition learning characteristics. Students are assessed by using the ASDAN PP Achievement Continuum and is evidenced by the student portfolio. These portfolios are moderated by a qualified ASDAN quality assurers on a termly basis.

#### **Units linked with Communication and Interaction**

##### **Developing Reading skills**

Demonstrate an interest in words, pictures or symbols  
 Demonstrate some understanding of what is being read  
 Recognise and match objects to symbols, letters or words

##### **Developing writing skills**

Show an awareness that marks, symbols, signs or words have meaning  
 Use marks, symbols, signs or words to communicate

##### **Developing communication skills**

Demonstrate an understanding in their response to what they have heard or seen  
 Use an appropriate method to communicate with other people  
 Demonstrate sharing ideas or preferences with others

### **ASDAN Personal Progress Achievement Continuum**

10 developmental stages	Stage characteristics	Stage descriptor
1.Encounter	Characterised by presence and reflex responses	Learners are present during an activity or experience. Any participation is fully prompted by facilitators. Learners may remain passive or they may resist. For some learners, being able to tolerate a shared activity may, in itself, be significant. Learners may show simple, reflex responses to encounters but it will be difficult to tell if any learning has occurred.
2.Early Awareness	Characterised by fleeting	Learners begin to show that they are aware of activities and experiences. They may notice, fleetingly

	attention and inconsistent responses.	focus on or attend briefly to an object, event or another person. Learners may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may begin to respond, although not consistently, to what is happening.
3. Interest	Characterised by more consistent and differentiated reactions.	Learners begin to show interest in people, events and objects. They respond more consistently to familiar people, events and objects. Learners begin to give reactions that show that they can tell the difference between specific people, objects, places and events in their surroundings.
4. Supported participation	Characterised by co-operation and engagement.	Learners accept supported participation. They co-operate with shared exploration. Learners engage in activities. They participate in shared activity, although their responses may be supported by staff or other learners
5. Active involvement	Characterised by recognition, anticipation and proactive responses.	Learners begin to be proactive in their interactions. They may actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of other people. Learners recognise familiar people, events and objects. They may acknowledge familiar sequences of events and communicate consistent preferences and affective responses.
6. Development	Characterised by remembered responses and intentional communication.	Learners begin to develop and refine actions and reactions, often by trial and improvement. They remember responses over short periods of time. Learners begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities.
7. Exploration	Characterised by concentration, recall and observation.	Learners begin to explore materials in increasingly complex ways. They concentrate for longer periods and participate in shared activities with less support. Learners remember responses over more extended periods and participate in shared activities with less support. Learners remember responses over more extended periods. They observe the results of their actions with interest
8. Initiation	Characterised by established responses and conventional communication.	Learners begin to initiate activities. They may respond to options and choices with actions or gestures. They greet known people and use emerging conventional communication. Learners maintain established responses over increasing periods of time and anticipate more and more known events. They actively explore events and objects for more extended periods.

9.Consolidation	Characterised by the formation of skills, knowledge, concepts and understandings.	Learners gain, strengthen or make general use of skills, knowledge, concepts or understandings that relate to their experience of the world around them. They are aware of cause and effect and know that certain actions produce predictable results. Learners apply potential solutions systematically to problems. They use single words, gestures, signs or symbols to identify or request familiar objects or to communicate about events and express their feelings.
10.Application	Characterised by the application of skills, knowledge, concepts and understandings.	Learners apply their skills, knowledge and understanding to a range of familiar experiences. They carry out simple tasks in familiar settings and are able to engage in familiar, straightforward routines, anticipating some of the stages. They are aware of cause and effect and are able to anticipate the effects of a range of familiar actions. They can review activities, identifying what they enjoy and what they don't. They are able to access appropriate sources of help when carrying out routine activities. Learners can apply knowledge or skills used in one familiar activity to another familiar activity, using this ability to solve simple problems. • Learners can speak or otherwise communicate in simple exchanges and discussions, make requests, ask questions and make statements. They can listen and respond to requests and follow single-step instructions

## Accreditations

HFS&C currently supports all year 12, 13 and 14's pupils to achieve a variety of ASDAN (recognised qualification across a wide range of subjects and levels, recognised across Europe) when they are below an entry level 1. ASDAN offers several units that are specifically written to support learning and progress for young people with PMLD. These units can be completed from year 10 and above.

This allows pupils at HFS&C across the sensory curriculum to gain qualifications, ensuring that our pupils on the engagement profile can achieve recognised and meaningful qualifications, providing inclusive learning and recognition of progress.

Ofsted recognises that all pupils have a right to meaningful qualifications, this allows HFS&C to meet the current recommendations and use these qualifications as a means of summative and formative evidence.

1 unit per year will be completed and a total of 5 units will be submitted for external moderation, resulting in each year 14 leaver being awarded a Certificate in personal progress ASDAN.

Units are selected from the following:

ASDAN Unit Ref	Unit title	Credit rating
EWES	Engaging with the world of work: exploring work*	3
EWSP	Engaging with the world around you: sequence and pattern*	3
EWWE	Engaging with the world of work: work experience*	3
ESDU	Engaging with self-help and independence skills: dressing or undressing*	3
ESED	Engaging with self-help and independence skills: eating or drinking*	3
EECR	Encountering experiences: creativity*	3
EEPT	Encountering experiences: being a part of things*	3
EWCE	Engaging with the world around you: centre and community based events*	4
EWDP	Engaging with the world around you: developing a profile*	3
EWSS	Engaging with the world around you: sensory story*	3

EWOB	Engaging with the world around you: objects*	4
EWPF	Engaging with the world around you: people and friendships*	4
EWTE	Engaging with the world around you: technology*	4
EWNE	Engaging with the world around you: the natural environment*	3
EWTH	Engaging with the world around you: therapies*	2

<https://www.asdan.org.uk/personal-progress/>

Pearson Edexcel Functional Skills in English (Pathway to work)

This qualification provides a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life. Functional Skills qualifications are based on Department for Education (DfE) approved subject content and are regulated by Ofqual.

At Harlow Fields College this work is evidenced in student's exercise books and through formative assessments in late Autumn term and Summative assessment in the Summer term.

Specification

Entry level 1-3

<https://qualifications.pearson.com/content/dam/pdf/Functional-skills/English/2019/specification-and-sample-assessments/entry-level-english-specification.pdf>

Level 1-2

<https://qualifications.pearson.com/content/dam/pdf/Functional-skills/English/2019/specification-and-sample-assessments/pearson-edexcel-functional-skills-in-english-spec-l1-l2.pdf>





## Curriculum Overview

### Sensory Curriculum

These topics have been picked based on a 5 year rolling programme with Autumn term relating to Independence, social and emotional development, Spring term being related to Communication and Interaction and Summer term relating to Cognition and Learning, each topic is delivered through a sensory and physical approach, ensure each area of our curriculum is widely covered. Each topic runs for the term to ensure that enough processing time is given to the students to fully experience the topic and achieve their targets.

<b>Year</b>	<b>Term 1 (PSHE focus)</b>	<b>Term 2 (Literacy focus)</b>	<b>Term 3 (Science and Maths focus)</b>
A	All about me	Dr Seuss	Nature
B	Around the World	Roald Dahl	Space
C	Step back in time	Narnia	Day and Night
D	Feelings	David Walliams	Seasons
E	Family	Harry Potter	Materials

## **Intent, Implementation, and Impact**

This section will outline the intent behind the Communication and Interaction curriculum, how it is implemented in practice, and the expected impact on pupil learning and development.

This handbook serves as a comprehensive guide to understanding and implementing the Communication and Interaction curriculum at Harlow Fields School and College, ensuring that all pupils are provided with the opportunities they need to thrive both socially and emotionally.

<b>What is it- Intention</b>	<b>How we do it- Implementation</b>	<b>Why we do it- Impact</b>
<p><b>Sensory Stories:</b> A simplified story or poem that is paired with OOR's and or sensory items that appeal to as many of the senses as possible. The story is told mirrored with items that help bring the story to life.</p>	<p>Sensory stories take place at least once a week and these are written and planned in line with the termly topic. The story may stay the same for the term with small changes or when looking at an Author as a topic, multiply stories may be explored. All sensory stories are delivered with repetition, turn taking and expressing likes and dislikes. Items are used which represent each area of a story, for example a water spray and umbrella to represent raining.</p>	<p>Sensory stories ensure that early reading, phonics and a love for books and stories are encouraged and developed. Sensory stories are an integral way to deliver our pre-phonics and comprehension for our PMLD pupils.</p>
<p><b>Shared Reading:</b> Peer to Peer reading- this can be other PMLD pupils sharing choices and books with their peers and reading with the support of staff or pupils from other classes and pathways reading aloud to our PMLD pupils.</p>	<p>Small group and paired settings provide opportunities for all pupils to select a book of choice and either develop listening skills whilst being read to and develop social skills when listening to other pupils read.</p>	<p>Shared reading promotes partnerships with other pupils and classes/pathways, this also provides great opportunities to develop social skills, social understanding and develops listening skills, attention skills and transition skills, across the school.</p>

<p><b>Massage Stories:</b> Combines clothed massage and touch to the back, should, arms, legs feet and hands, with stories, songs and poems which aims to promote positive touch and tolerance with permission given.</p>	<p>Massage stories are used to promote the stories used within sensory stories and shared reading. This reinforces the story and termly topic, exploring it in as many sensory approaches as possible. Massage stories are delivered when pupils are receiving physiotherapy, mat work or when seated. Massage stories can also be made and adapted for other areas of the curriculum. For example when reading a story about space, the drum movement might be used to represent landing on another planet.</p>	<p>Massage stories nurture positive touch and can be linked and adapted to the topic and or curriculum. Massage stories also help to promote and embedding skills such as body awareness, releasing tension and relaxing the mind and body, stimulating the senses, helping to improve focus and concentration and build meaningful relationships between peers and pupils and staff.</p>
<p><b>Vocal work, Makaton and Early Phonics (pre-phase and phase 1):</b> Vocal work is the encouragement of early sounds, noises and the act of mirroring these back to pupils. Makaton is part of our total communication approach and is used when appropriate/ level dependant. Our PMLD pathway pupils explore phonics are the pre-phase level and this includes environmental sound, responding to own voices and sounds as well as showing preferences.</p>	<p>Phonics and Vocal work are embedded in every part of our school day, both at a planned and a spontaneous level. Planned sessions include embedding the pre-phase markers and opportunities into our communication session and providing an opportunity to explore a sound element within each lesson. This may be through music, copying sounds, noises from a book or environmental sounds.</p>	<p>Our PMLD pathway pupils are at the pre-phonics stage of learning. They are exploring and responding to a variety of sound and are encouraged to show preference to beginning to develop their early phonics awareness and understanding.</p>
<p><b>ICT and Cause and Effect:</b> ICT at HFS aims to promote the use of all forms of communication, AAC low and</p>	<p>Our ICT lessons are timetabled weekly at HFS and we have access to the ICT suit, enabling all pupils to work one to one on a</p>	<p>ICT is integral to our total communication approach and therefore it is offered and encouraged to be spontaneous throughout the</p>

<p>high tech, switches, the VI room, eye gaze and environmental control. The skill of cause and effect is based on early development, problem solving and increasing awareness. Cause and effect is when a child starts to recognise that a movement, action or something they do, can be rewarding as it makes something else happen.</p>	<p>computer with adapted switches, this allows for exploring and assessing the use of cause and effect and AAC/high tech communication aids. We also have a variety of environmental controls that are offered during our ICT sessions and run a carousel form of learning, with different ICT station (The eye gaze, the VI room, switches station and the computers and smart boards). We also use AAC, eye gaze and environmental controls during nearly all lessons and throughout the day to promote choices and total communication.</p>	<p>school day. Specific skills such as developing awareness of technology, using technology in the modern day and assessing AAC are worked on during sessions when the equipment is available.</p>
<p><b>Intensive Interaction:</b>  It is a communication approach used to help children at the early levels of development. There is no desired outcome, and the interaction is completely pupil led but facilitated by an adult. Dave Hewett is the founder of Intensive Interaction Institute, and he describes Intensive Interaction as a play-based approach that works towards aiding the development of a child's early pre-speech communication and social skills</p>	<p>Teaching sessions of II are fun filled, playful and enjoyable, and both planned and spontaneous. At HFS this session are used during rest periods, breaks or processing times and pupils are encouraged to initiate the interaction, this can look like mirroring voices, singing, movement, affection and be including during physiotherapy sessions. The adult will exaggerate the mirroring, and wait for a response, in order to create a 'communication moments'.</p>	<p>Intensive interaction is part of our total communication approach and works on developing skills including, social development, turn taking, sharing space, eye contact and a feeling of safety and autonomy over the pupils needs, wishes and opinions.</p>
<p><b>Augmentative and Alternative Communication (AAC) and Eye Gaze:</b></p>	<p>AAC is used throughout the school day, and the eye gaze is set up for one to one</p>	<p>Both AAC and Eye Gaze support pupils with our total communication approach. Pupils are</p>

<p>AAC is supported by our speech and language specialists, and we use a variety of high and low tech devices during sessions and throughout the school day. Eye gaze is a form of AAC that uses the means of eye movement alone, the Eye Gaze device enables users to access hands free communication without requiring any further body movement, allowing users to independently navigate their communication programme of choice. The device tracks the <i>eye</i> movements made by an individual, replicating their <i>gaze</i> on the screen like the movements of a mouse</p>	<p>use and practise at all times for those pupils that have been assessed and the eye gaze is suitable. Staff are able to support pupils to progress through the cause and effect programme of learning which supports pupils to progress on to simple choice boards and later progress onto more complex communication boards and books.</p>	<p>supported to explore a variety of devices that aid communication, whilst still ensuring that all of low tech and non tech communication is practised and observed.</p>
<p><b>TacPac and Handy Pac:</b> TACPAC is an integrated experience of touch, sound, pattern and relationship, a fluid process between you and your partner (TACPAC, 2007). TACPAC is a method of sensory communication through touch and music. It stands for Tactile approach to communication.</p>	<p>TACPAC half hour structured sessions are designed to create sensory alignment, and to help people of any age who have sensory impairments, developmental delay, complex learning difficulties, tactile defensiveness, or are minimally verbal. At HFS TACPAC can be used daily but at least used weekly as a minimum, with the same staff supporting and sets are used for approximately 6 months at a time. Pupils have show great enjoyment when participating in TACPAC and pupils are showing clear anticipation when the session starts. Each piece of music is designed to evoke a mood or emotion and</p>	<p>TACPAC allows pupils to explore music, sensory items, objects and textures in a structured yet fun way. It allows pupils to develop secure relationships with adults and partners, aiding and encouraging communication and expressing preference.</p>

	to match the character of the physical/ tactile sensation. It is important to keep to the beat of the music as it enables the pupils to recognise, anticipate, predict pattern and sequence of touch.	
<p><b>Circle Time:</b> Circle time is a planned communication session, allowing pupils to greet each other, or say goodbye, and encompasses routine and times. It focuses pupils on where they are and what they will be doing next. It is a dedicated time for social communication.</p>	<p>Circle time can look different across different across different class and age ranges, but it aims to include: Accessible materials, OOR's, visual aids, music and movement, consistent language, talking about and identifying feelings and emotions.</p>	<p>There are many skills that are developed during circle time, for example: Social interaction, turn taking, knowing where we are in space and time, days of the week, awareness of peers, to increase tolerance of sitting I a group, build vocabulary, increase attention and awareness of routine.</p>

