



The Meadows School

Communication and Interaction

Introduction

The Meadows School is deeply committed to achieving the best possible outcomes for all its students. We provide a broad and balanced curriculum designed to meet the unique needs of each learner. To ensure this, we implement a multi-tiered curriculum model, tailoring both content and teaching strategies to the specific needs of our pupils. This approach is structured around four key pedagogical pathways; these pathways include the Pre-formal Pathway (Engagement for Life), the Informal Pathway (Foundations for Life), the Semi-formal Pathway (Learning for Life), and the Formal Pathway (Options for Life).

Each curriculum pathway is carefully designed to align with the developmental needs of the learners, ensuring they build a strong foundation of knowledge and skills. This prepares them for progression into the next pathway or equips them for life beyond school, including successful transitions into adulthood.

Our Literacy curriculum is intentionally sequenced and planned to ensure that prior knowledge is built upon, and students are prepared for their next steps. **It is strongly connected to the Preparation for Adulthood (PfA) outcomes, supporting key areas such as Employment, Independent Living, Community Inclusion, and Health.**

Communication

The curriculum that is offered:

- ❖ Ensures a wide range of opportunities throughout the day for students to develop their receptive and expressive communication and their speaking and listening skills, exposing them to a range of stimuli, quality language, vocabulary and grammar as well as promoting understanding for all areas of learning. It provides opportunities to put this into practise using their individual communication methods (AAC, spoken language) and written language.
- ❖ Promotes Love of Reading through enthusiasm and passion for reading and being read to, supporting student in developing an attitude of reading for pleasure, through DEAR (**D**rop **E**verything and **R**ead) utilising a range of stories. Staff also ensure sensory stories, social stories, reading corners in classrooms, differentiated texts to meet the needs of all learners. We want everyone at The Meadows School to read for enjoyment – no tasks, no direct teaching. Reading for pleasure has a dramatic impact on educational outcomes, wellbeing and social mobility, and will have a huge impact on preparing our students for adulthood. Engaging our students in the rich language of

books and storytelling will improve their communication and interaction and bringing wider benefits for wellbeing, confidence and learning.

- ❖ Provides the opportunity when appropriate for an individual to access, a systematic, synthetic approach to phonics which lays the foundations required to become a fluent reader.
- ❖ Questions students appropriately to develop comprehension to ensure students can use their voice and discuss the content with peers and adults.

At The Meadows we achieve our intentions by:

- ❖ Developing a school culture that reflects a 'Love of Reading' across all pathways. A wide range of genres are used within Communication lessons and throughout the school day. Texts are shared in a range of ways; adults are aware of the importance of reading and model appropriate oracy.
- ❖ Students where appropriate have streamed phonics teaching 3 times a week through a rigorous and systematic phonics and reading programme (RWI) designed to get them reading as quickly as possible, whilst also building their comprehension, composition and transcription skills as appropriate.

Pathway Model (Intent, Implementation, Impact)

Engagement for Life (Pre-Formal; PMLD)	Foundations for Life ((Informal; Complex ASC/ CLDD)	Learning for Life (Semi-Formal; SLD)	Options for Life (Formal; MLD)
This pathway typically consists of PMLD learners who need and respond to a sensory based curriculum that supports their holistic care and physical wellbeing needs.	This pathway typically consists of our ASC learners who may have complex needs alongside varying communication needs. These students often need support to manage their	This pathway typically consists of learners who have SLD who are learning to communicate through the most appropriate means to them, building independence and confidence	This pathway typically consists of learners who have MLD who are learning to build on existing skills and develop greater independence and confidence within different social contexts and environmental settings.

	emotions and process information	to generalise skills in different social contexts.	
Intent			
<p>The curriculum that is offered through the Engagement for Life Pathway:</p> <ul style="list-style-type: none"> ❖ Develop students' engagement and communication. ❖ Develop responses based on exposure to stimuli. ❖ Be able to express themselves. ❖ Recognise or notice sensory stimuli. 	<p>The curriculum that is offered through the Foundations for Life Pathway:</p> <ul style="list-style-type: none"> ❖ Provides a wide range of opportunities throughout the day for students to develop their receptive and expressive communication and their speaking and listening skills, exposing them to a range of quality language, vocabulary and grammar as well as promoting understanding for all areas of learning. It provides opportunities to put this into practise using their individual communication methods (AAC, spoken language) and written language. ❖ Promotes a love of reading through engaging sensory stories. 	<p>The curriculum that is offered through the Learning for Life Pathway:</p> <ul style="list-style-type: none"> ❖ Provides a wide range of opportunities throughout the day for students to develop their receptive and expressive communication and their speaking and listening skills, exposing them to a range of quality language, vocabulary and grammar as well as promoting understanding for all areas of learning. It provides opportunities to put this into practise using their individual communication methods (AAC, spoken language) and written language. ❖ Promotes Love of Reading through 	<p>The curriculum that is offered through the Preparing for Adult Life Pathway:</p> <ul style="list-style-type: none"> ❖ Provides a wide range of opportunities throughout the day for students to develop their receptive and expressive communication and their speaking and listening skills, exposing them to a range of quality language, vocabulary and grammar as well as promoting understanding for all areas of learning. It provides opportunities to put this into practise using their individual communication methods (AAC, spoken language) and written language. ❖ Promotes Love of Reading through

	<ul style="list-style-type: none"> ❖ Recognises that reading is a method of communication: recognising, responding and interpreting photographs, pictures, symbols, signs and words in order to make sense of the real world. ❖ Develop attention, listening and communication through; play, attention autism, shared sessions and focussed work that is in line with the areas of the curriculum. 	<p>enthusiasm and passion for reading and being read to, supporting student in developing an attitude of reading for pleasure.</p> <ul style="list-style-type: none"> ❖ Promotes skilled word reading involving both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. ❖ Develops student's comprehension skills to ensure they understand what they are reading and can discuss the content they encounter with peers and adults. ❖ Ensures all students are provided with appropriate opportunities to develop their composition and transcription skills 	<p>enthusiasm and passion for reading and being read to, supporting student in developing an attitude of reading for pleasure.</p> <ul style="list-style-type: none"> ❖ Promotes skilled word reading involving both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. ❖ Develops student's comprehension skills to ensure they understand what they are reading and can discuss the content they encounter with peers and adults. ❖ Ensures all students are provided with appropriate opportunities to develop their composition and transcription skills
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		whilst taking physical barriers into account.	whilst taking physical barriers into account.
Implementation			
<p>A highly differentiated and holistic curriculum that is taught through thematic units and personalised for each learner.</p> <ul style="list-style-type: none"> ❖ Social environments ❖ Daily living skills ❖ Making relationships ❖ Body awareness ❖ Curiosity Programme ❖ Story massage ❖ Choices ❖ Personal/intimate care ❖ Rebound Therapy ❖ Water movement ❖ Move programme ❖ Community engagement ❖ Routines ❖ Sensory Play 	<p>A highly differentiated and structured curriculum that is taught through thematic units and focusses upon the specific communication and independence needs of students.</p> <ul style="list-style-type: none"> ❖ Providing students with Attention Autism designed to develop natural and spontaneous communication skills through the use of visually based and highly motivating activities. ❖ Upskill all pupils with effective communication methods, appropriate to their needs. Pupils are supported in all areas of communication for individual consistency and progression in their appropriately preferred communication means. ❖ Develop pupil's individual ability to express and receive information from other people and the world around them. 	<p>We achieve our intentions by:</p> <ul style="list-style-type: none"> ❖ Developing a school culture that reflects a Love of Reading across all Key stages; a range of different genres are used both within their communication lessons and through their daily wellbeing time, where reading is shared between class groups. Adults are aware that being a positive reading role model is a key aspect of developing reading for pleasure and modelling Love of Reading is promoted across school. ❖ Providing students with phonics teaching three times a week through a rigorous and systematic phonics and reading programme (RWI) designed to get them reading as quickly as possible, whilst also building their comprehension, composition and 	<p>We achieve our intentions by:</p> <ul style="list-style-type: none"> ❖ Developing a school culture that reflects a Love of Reading across all Key stages; a range of different genres are used both within their communication lessons and through their daily wellbeing time, where reading is shared between class groups. Adults are aware that being a positive reading role model is a key aspect of developing reading for pleasure and modelling Love of Reading is promoted across school. ❖ Providing students with phonics teaching three times a week through a rigorous and systematic phonics and reading programme (RWI) designed to get them reading as quickly as possible, whilst also building their comprehension,

<ul style="list-style-type: none"> ❖ Music ❖ Switch work ❖ Communication ❖ Cooking 		<p>transcription skills as appropriate.</p> <ul style="list-style-type: none"> ❖ Providing students with frequent opportunities to develop composition and transcription skills outside of the pressures of the physical act of handwriting, as this can be a barrier to learning. 	<p>composition and transcription skills as appropriate.</p> <ul style="list-style-type: none"> ❖ ❖ Once a student has completed the RWI programme and is skilled in the areas of reading, comprehension, composition and transcription, teachers will plan and implement learning opportunities for student based on the Statutory requirements set out in the National Curriculum programmes of study for each year group, working through these in a systematic way for all areas of the English Curriculum to ensure no gaps are created in the learning. ❖ Providing students with frequent opportunities to develop composition and transcription skills outside of the pressures of the physical act of handwriting, as this can be a barrier to learning.
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Impact

<p>Our students will:</p> <p>Be safe, happy, healthy and prepared for life through the support of trusted adults.</p> <ul style="list-style-type: none"> ❖ Increased engagement and communication. ❖ Development of choice-making and autonomy. ❖ Improved sensory regulation and tolerance. ❖ Enhanced wellbeing and emotional literacy. 	<p>Our students will:</p> <p>Be safe, happy, healthy and prepared for life through the support of trusted adults.</p> <ul style="list-style-type: none"> ❖ Increased engagement and communication. ❖ Development of choice-making and autonomy. ❖ Improved sensory regulation and tolerance. ❖ Developed attention and listening skills, with the ability to shift attention and work as part of a group with others building focus skills over time. 	<p>Our students will:</p> <ul style="list-style-type: none"> ❖ Confidently communicate effectively with an increasing level of independence. ❖ Can apply some reading and writing skills for real life. ❖ Happy and independent because they have good social communication skills and therefore will be able to function in their community, the workplace and in real life more effectively. ❖ Able to communicate a range of thoughts, feelings, opinions and ideas in a variety of contexts and a variety of ways, including those who use AAC as their communication method. 	<p>Our students will:</p> <ul style="list-style-type: none"> ❖ Confidently communicate effectively with an increasing level of independence. ❖ Autonomous readers and writers for the future workplace and for real life. ❖ Can apply some reading and writing skills for real life. ❖ Happy and independent because they have good social communication skills and therefore will be able to function in their community, the workplace and in real life more effectively. ❖ Able to express an opinion and can begin to justify this. ❖ Able to understand how to communicate appropriately in different situations and to different audiences.
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			❖ Able to access books and stories and enjoy reading.
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