



Communication Policy

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Queries to:	Julie Wood
Review Interval:	Annual

Nurture, Grow, Flourish



Communication at Walton Hall Academy

Vision

Walton Hall Academy is an 11-19 generic special school with residential provision. We provide every individual student with the best possible educational experience through an innovative, creative and progressive curriculum that enables them to become the best they can possibly be.

At Walton Hall we will NURTURE all our students enabling them to GROW holistically so that they can FLOURISH in their adult lives.

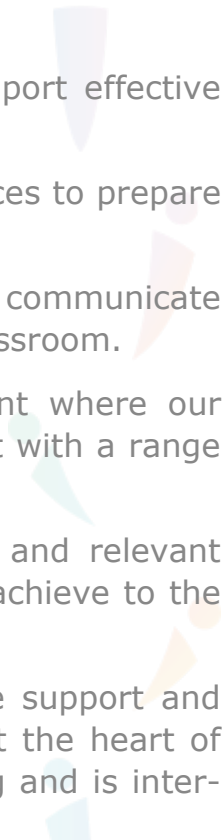
Students will leave Walton Hall prepared for their adulthood. They will be confident and resilient young people who will make valuable contributions to society.

At Walton Hall students are valued, respected and listened to. They are provided with diverse opportunities to develop and understand their strengths, show preferences and make informed choices. We recognise that nearly 92% of our students have specified communication and interaction outcomes on their EHCP. All of our students are entitled to a curriculum which enriches their communication and interaction. We strive to provide an environment which stimulates development and effective communication amongst all of our students, regardless of their communication ability. Equal Opportunities throughout the planning, assessment and evaluation of progress in communication and interaction will be inclusive and respectful of students from different ethnic groups, religion, gender, sexual orientation, sexual identity, lifelong learning, disability and age range.

Aims

We are committed to providing an environment for total communication([Total Communication Approach](#)). At Walton Hall Academy, we respect the views of our students. As part of informing student PSPs and EHCP annual reviews, students are asked how they prefer adults to communicate with them. The academy encourages language development in all its students and aims to develop each individual's skill of communication. To meet these needs a whole variety of systems should be addressed, for example, body language, all the senses, signing (Makaton), speaking, listening, intensive interaction, use of symbols, objects of reference, support to point or type and AAC devices.

As an academy:

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- We aim to acknowledge all forms of communication.
 - We aim to develop individual student's strategies to support effective communication and interaction.
 - We aim to provide students with a wide range of experiences to prepare them for each key stage and beyond.
 - We support students by giving opportunities for them to communicate and interact in a variety of contexts in and outside of the classroom.
 - We aim to provide a positive language-rich environment where our students want to communicate and feel confident to interact with a range of people.
 - We aim to provide a broad, balanced, age appropriate and relevant curriculum that enables students to develop, progress and achieve to the best of their ability in a positive and meaningful way.
 - We aim to provide high quality staff development in the support and delivery of communication. Curriculum Communication is at the heart of children's learning. It is the foundation for all other learning and is inter-related with all other aspects of the curriculum.

How is Communication Developed?

The students learn through a wide range of speaking and listening activities which are delivered as part of a broad and balanced curriculum. Within our Seekers Pathway, specific Communication lessons are timetabled to promote progress in communication. Activities may include (but are not limited to):

- Listening and responding to sounds and stories.
- Listening to and joining in with songs and rhymes.
- Listening to each other and adults.
- Recognising their own name.
- Using the names of others to gain attention.
- Participating in conversations, discussions and group times.
- Participating in regular daily activities which promote opportunities to make choices and express needs and wants.
- Answering questions.
- Recalling events.
- Participating in role play and dramatic activities.

- Visiting the library or book corner.
- Visiting the local community.
- Recognising and reading print in the environment.
- Using and reading Widgit symbols.
- Using and recognising Makaton signs.
- Intensive interaction.
- Focused communication sessions according to each student's needs and abilities.
- Use of resources and displays.
- Use of technology. Each student has access to their own iPad and students can access Grid Player (Grid 3)

These techniques are also incorporated within other pathways where appropriate. Most Explorers and Navigator students work towards communication accredited assessments as part of speaking and listening elements of the Entry Level and Level 1 Functional Skills English and GCSE.

The Class Lead will liaise with other colleagues such as Speech and Language Therapist, Teacher of the Deaf and outside agencies such as the Makaton Charity to ensure agreed common approaches and staff expertise. Where SALT identifies that a student required a specific communication tool or aid, then staff are trained to use that with the specific student.

SLT will monitor overall progress and quality of provision. Class Teachers and their teams will work together with Speech and Language Therapists, Teacher of the Deaf, Educational Psychologist and other colleagues to ensure that individual needs are met and appropriately ambitious targets are set and worked towards.

How is Progress Recorded, Measured and Reviewed?

Targets and rates of progress for communication are set within ILPs where appropriate and monitored for each student. Students' EHCPs and long-term goals are subject to regular review with parents/carers and other professionals and targets are set, monitored and reviewed.

Policy Review Information

Date	Details of change or review	Ratification Date
20/11/2024	Reviewed	08/05/2025

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**Be
innovative**

**Be best
in class**

**Be
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