Glyne Gap School

Curriculum Guideline 5 (CG5): Supporting the development of Communication & Language

A policy with Teaching Guidance and Advice

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1. Introduction – The Bridge to Literacy

Language and literacy is rightly at the very centre of education, both in curriculum and accountability terms. "Communication and Language" (along with personal and social development) is at the very centre of SLD/PMLD education.

This should not be seen as a separate subject but as an integral pre-cursor to "literacy". Although all pupils are working below national standards at key stages 1 and 2, the DFE programme of study (2014) makes explicit: "the National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum- cognitively, socially and linguistically. The document goes on to say that 'spoken language underpins the development of reading and writing'.

Speaking and listening, communication and language are fundamental to children's development. They are central for them to be able to meet their basic needs and to progress nearly all other learning. It is vital to children so they are able to progress their social, emotional and cognitive development. Particularly in the SLD/PMLD school context, the ability to communicate, as effectively as an individual's disability will allow, is the fundamental human right.

2. Philosophy

Glyne Gap School caters for a wide range of pupils who all have significant communication needs. Communication is vital for pupils' social and academic development; it is a significant part of our daily experiences and an essential element of learning.

The School has adopted a Total Communication Approach:

'Total Communication is a communication philosophy- not a communication method and not at all a teaching method……Total Communication is an approach to create a successful and equal communication between human beings with different language perception and/or production…….To use Total Communication amounts to a willingness to use all available means in order to understand and be understood'. (Hansen)

We strongly believe that *"real communication is motivated by real life situations and the opportunity that pupils have to control elements of their environment."*

Beliefs and Values

We believe that the individual child is at the centre of all that we do…….that every child is an individual and is to be respected, valued and nurtured. We believe it is every pupil's right to have a voice and express their thoughts, needs and feelings. It is our duty to enable each child to communicate to the best of their ability. We recognise that communication can take many forms, is both verbal and non-verbal and we seek to support every aspect of pupils communication. Through the development of pupils' communication, we aim to support them in their ability to make choices, become confident, independent and prepare them for their future lives.

3. Aims of the Policy

1. To increase understanding of how communication and language develop and ensure it is central to the school aims for all pupils.

2. To ensure a total communication approach is adopted and applied to support the development of communication and language, encouraging and empowering all staff to use a range of communication strategies and understand that these should not be used in isolation….a pupil may use several methods/strategies to communicate and so should we.

3. To ensure staff are skilled (and therefore trained) in supporting pupils to develop their receptive and expressive language.

4. To consolidate and develop our whole school approach to supporting the development of communication and language using low, light and high-tec forms of AAC (Alternative Augmentative Communication).

5. To promote a strong and productive interdisciplinary* approach involving Parents/ Carers/respite, Class Teams Specialist Teachers, SALTs, OTs, Physiotherapists and other relevant people to the pupil. This is essential, with the pupils' voice being at the heart of this work and the Class Teacher being the coordinator of this.

6. **To ensure that every pupil reaches their full communicative potential as fundamental to building relationships, finding happiness and living fulfilled lives.**

All staff are responsible for implementing this policy.

**** Definition of Interdisciplinary Team***

- *team may carry out own assessments*
- *team meeting devises collaborative recommendations*
- *delegation of implementation to one team member*

4. Definitions and Descriptions

Communication:

Communication is how we interact with others. Communication incorporates:

- The use of non-verbal methods e.g. listening, looking, facial expression, body language.
- How we understand others and the world around us (receptive skills)
- How we make ourselves understood (expression)

Language:

At Glyne Gap language is described as the comprehension of a vocabulary (receptive language) and how this vocabulary is used (expressive language).

Speech:

The sounds used to produce words. This includes how people speak, the fluency, volume, intonation and pitch used to support meaning.

AAC:

Alternative and Augmentative communication refers to any approach designed to support, enhance or augment (increase) the communication of individuals who are not independent verbal communicators in **all situations.** (Beukelman, Yorkston & Dowden, 1985 as quoted by the ACE centre).

Most of our pupils will need to use some form of AAC to gain information, support their understanding and/or express themselves.

Types of AAC

- Unaided systems of communication (requires nothing external to the body to represent meaning e.g. signing, gesture, vocalization, etc.)
- Aided systems of communication (communication that requires something external to the body to represent meaning e.g. communication books, boards, voice output communication aids (VOCA)

Aided AAC is further divided into 3 categories –

i. Low tech AAC – any non-technical aid/support e.g. objects of reference, communication books/boards
ii. Light tech AAC – simple voice output communication aids that are battery operated e.g. big macks, step by steps
iii. High tech AAC – complex electronic voice output communication aids

See appendix 1 for descriptions of low, light and high tech communication aids.

5. The Communication Team

i) Role of the Communication Team

The Communication Team consists of the Communication Team Lead, NHS Speech and Language Therapists and Assistants, a Specialist Teaching Assistant, a Resource Assistant, NHS Occupational Therapists, and the Communication Lead for FE.

The role of the team is to lead, promote and develop a whole school (including nursery and FE) **approach to communication** by working in an interdisciplinary way, endeavouring to empower both professionals, parents/carers and the pupils we are teaching by providing them with a structure for the development of communication and language through a range of methods.

ii) Systems and Structures

Communication Planning Meetings are the most important part of the team's model of work. All Class Teachers from the Nursery, School & FE departments participate in a Planning meeting in terms 2, 4 and 6. This is a collaborative peer review meeting with a knowing colleague, and other

appropriate persons working with the pupil/student from the schools internal or external communication team (including CITES colleagues, SaLT and SaLTA) will attend as required. Preparation for the planning meetings is essential to make sure the outcomes will make a difference to pupils, & make effective use of time during the meeting.

Teachers do so by ensuring the following is up to date and brought to be discussed at the meeting:

- Pupils pink files
- Draft evaluations of goals & ideas for next steps/new goals
- AAC systems (PECS books, communication books/boards etc.) with a record/list of any updates that may be required
- Any queries regarding dysphagia or Sensory Processing

Every pupil is discussed and their progress is evaluated against their current communication programme and a new programme is created for the following 2 terms. This forms part of the pupils' IEP and termly goals. There will be at least 2 goals set which are Glyne Gap Assessment referenced for each pupil unless exceptional circumstances apply.

Through the evaluation and feedback from these meetings, every seasonal term the team identifies one pupil per department to receive Communication Star of the Term. These awards are given to pupils who have made exceptional progress within the term and are awarded in assembly.

Pupils who would benefit from additional input from the team are identified at this meeting and requests for support are submitted through the "Requested Input Record" provided for each class. Additional input includes individual work/support in class, group sessions, contact with families, Multi-Disciplinary Forums (see below), assessment by one or more of the team dependent on the needs of the pupil, resource/equipment requests and referrals to other services (see below). The Communication Team Leader gathers all the requested input and it is then decided who will deliver the requested input over the following two terms. There is a commitment that pupils identified for individual or group sessions will then receive regular sessions, and these will be negotiated, timetabled and circulated in advance to Class Teachers. A copy of the communication programmes are given to Class Teachers at the meeting and a copy given to the Speech and Language Therapist for those pupils on their caseload.

Copies of any communication assessments carried out by the team will be discussed with Teachers, and added to the pupil's assessment file. The Communication team members will contribute to the annual review reports of any pupil who has received individual support by them.

For pupils who attend Glyne Gap Faculty the focus is on using their current communication skills in a variety of real life situations, with different people and ensuring they have fine-tuned their skills for their next steps in life. Communication goals for pupils at the faculty will be referenced under 'Personal Autonomy' from the PSHE Glyne Gap Assessment.

Requesting Specialist Input

School has access to a number of services. Referral may happen in a number of ways, and the Communication Team Lead will co-ordinate the process with the Class Teacher having gained agreement from the parents/carers to progress with this.

Specialist input includes:-

- Dysphagia Assessment and review
- SCAMP Clinic (Specialist Communication Access & Mobility Potential ((SCAMP)) Assessment)
- High Tec AAC Assessment (Chailey AAC Hub)
- Sensory Needs Service – for advice on visual & hearing impairments
- Occupational Therapy

Multi-Disciplinary Forums

Multi-Disciplinary Forums are a Glyne Gap initiative that are completely child centred. They are an opportunity to bring a range of professionals and parents/carers together to discuss a specific area of Tier 1 learning (PSHE, Communication or Essential Physical Skills) for pupils who require specialist advice to move on. The Communication Team schedule 6 forums a year and staff can refer pupils who(se):

- ❖ Are 'stuck' in a specific area of Tier 1 learning that requires additional advice or intervention.
- ❖ Require a multi-disciplinary assessment. This may be suggested through Liaison Meetings, Annual Reviews, Behaviour Planning Meetings, Communication Planning Meetings or via other professionals.
- ❖ Needs change due to their disability, medical needs or surgery and require new or alternative ways to access learning.
- ❖ Join the school with highly complex needs and specialist advice is needed as a baseline for future learning.

Forums are chaired by a Senior Leader in the school. The agenda is flexible and contain all or some of the following:

- ❖ A discussion including introductions, the aim of the forum and the class teacher to inform the group about the pupil and their needs.
- ❖ Practical activities with the pupil if appropriate or the teacher presents a video of the pupil.
- ❖ An action plan is agreed that may include activities such as creating a 'passport', IPA (Individual Pupil Arrangement) equipment orders or further research. Specific staff will be identified by each action with a time frame.
- ❖ The group will identify long term and short term goals.
- ❖ Plenary ~ a brief summary of the findings and action plan and a review date will be agreed if necessary.

Each forum is minuted and circulated to the relevant people.

Meetings

The school based team meet every week for a team briefing.

In order for effective joint planning and joint working with our NHS colleagues the school hosts:

- A Joint Working Meeting in terms 1, 3 and 5. This consists of Class Teachers, the Communication Team, a representative for SALT, PT and a representative for OT.

- A Joint Planning Meeting in terms 2, 4 and 6. This consists of all Band 7 therapists, The CITS (Children's Integrated Therapy Service) Locality Manager, Head Teacher, Communication Team Lead and Complex Needs Master Practitioner.

Both of these meetings are minuted.

The Communication Team Leader attends the Enhanced Opportunities Meeting to discuss with colleagues the provision provided for the current term and raises any issues.

A termly report to Governors is written and submitted by the Communication Team Leader that includes information on progress data for pupils in Nursery to Year 11 for the previous term. Data for the Faculty is included in Term 5's report. The Communication Team Leader attends the Governor's Teaching and Learning Meeting each seasonal term to discuss the report.

iii) Development Work

Alongside the school's 3 year strategic development plan and the CPD plan, every year following consultation between the communication team members, an annual communication development plan is drawn up. The Team Lead identifies individuals to lead on specific aspects of the development work at the beginning of each academic year. Money from the communication team budget is used to facilitate this work and members of the communication team commit their time to ensure the goals in the plan are achieved. The plan is evaluated every term with each item rated for impact on pupils and value for money.

iv) Continued Professional Development (CPD)

As communication is essential to all aspects of pupils' lives it is important that staff receive the appropriate training and opportunities to experience and see examples of good practice. There are opportunities for all staff to develop their knowledge & skills.

Staff training is also identified as part of the Communication Team's 3 year development plan. This will include an Induction session for all new staff, a set of 6 twilight sessions for all staff every 3 years and whole school INSET training. There are regular refresher sessions for essential skills such as sign and symbol use. Targeted training may be planned and delivered to class teams as a result of communication planning meetings or Class Team Development Meetings to meet the needs of individual pupils.

6. Pupils

Before pupils can become purposeful in their communication they must become 'switched on' to their environment - they must be interested and attend to what's in it before they can learn to take control over elements of it. If a pupil becomes curious their level of motivation will increase. The degree of alertness and curiosity determines in large part how motivated a pupil will be to deliberately control their immediate environment - will a pupil want to operate a switch toy if they haven't learnt to look, watch and appreciate what the toy will do?

Within school, the pupil population falls within various categories of need i.e. ASC (Autistic Spectrum Condition), SLD (Severe Learning Disability) and PMLD (Profound and Multiple Learning Disability). Within these groups pupils could be described as different types of communicators:

- Pre-verbal pupils communicate in a very basic way, without using formal language skills (e.g. speech, sign, and symbols). Pupils may move through a simple progression of skills, and it is important to recognize the wide spectrum of ability that this group represents – from pupils whose reactions are reflex responses to stimuli and situations e.g. crying when hungry or uncomfortable (pre-intentional) to pupils who clearly want to communicate meaning and are purposeful in their intent to control aspects of their environment e.g. reaching towards cup when thirsty (purposeful).
- Non-verbal pupils show clear intent and motivation to initiate an interaction i.e. they have some form of purposeful or intentional communication*, but due to various reasons (physical impairment, oro-motor issues, echolalic speech, etc.) have a receptive language level in advance of their ability to express themselves. These pupils are likely to require an AAC system in some form or another e.g. objects bag, simple choosing book, photo/symbol book, etc. Pupils at this stage will expect a response to their attempt to communicate.

* Intentional communication can be defined as using vocalization, gestures, facial expression, eye contact, eye pointing, body language, signs or symbols to interact with other people.

- Verbal pupils use speech as their primary means of expressive communication, but will still benefit greatly from being immersed in a Total Communication environment. This will not only support their communication and language development, but will also enhance friendships and relationships through a mutual understanding and use of all communication methods.

7. Delivery & Development of Communication, Language & Literacy

The Glyne Gap curriculum is designed to be both incisively relevant to the needs of individual pupils and ensure an entitlement to curricular breadth and balance. To provide a short hand Glyne Gap School uses the term tier 1 to address the former and tier 2 to address the latter. A full explanation of this is found in the Curriculum at Glyne Gap Policy CG1.

Teaching at Tier 1 is characterised by the Essential Skills for Learning and Life through communication and PSHE and Core skills for building functionality, through literacy, numeracy and ICT.

In order to understand the link between communication and literacy it is important to have clear definitions of both terms.

Communication is 'fundamental to children's development; children need to be able to understand and be understood; it's the foundation of relationships and is essential for learning, play and social interaction.' (Hello Campaign)

At Glyne Gap we define Communication as how we interact with others. Communication incorporates:

- The use of non-verbal methods e.g. listening, looking, facial expression, body language
- how we understand others and the world around us (receptive skills) and
- how we make ourselves understood (expression)

Language at Glyne Gap is defined as the comprehension of a vocabulary (receptive language) and how this vocabulary is used (expressive language).

The New National Curriculum (2014) does not contain a definition of literacy, however the English framework divides 'language and literacy' into three sections: spoken language, reading and writing and vocabulary development.

The Department for Education (DfE) does not maintain a definition of literacy as schools are free to develop their own literacy practice around statutory requirements.

Here at Glyne Gap we define literacy as reading and writing, with a focus on teaching skills for functionality.

There is a complex link between communication and literacy. In this setting, all pupils have difficulties with their Speech, Language and Communication due to the nature of their learning disabilities. The development of formal literacy requires a certain level of language skills. All pupils need to establish the pre requisite skills of communication (Essential Skills for Learning and Life) before progressing to early literacy skills (Core Skills for Functionality). (See Appendix 3- The Glyne Gap Curriculum Model)

Communication is planned and assessed according to individual pupil needs at communication planning meetings. Incisively relevant communication targets will be set for each pupil using the Glyne Gap Assessment for speaking and listening. The skills and knowledge addressed will often impact directly on the quality of pupils' lives now and/or later.

When working with pupils in the area of communication there are some simple but fundamental principles that all should endeavour to employ:

- A Total Communication approach is essential. Communication partners should use a mixture of speech, sign and visual supports (using the appropriate from of representation e.g, objects, photos, symbols, text) to give pupils information and allow them to express themselves using their own method(s)
- consider and respect how the pupil wants to communicate
- the communication partner should try to get on the same face to face level as the pupil they are talking to
- the communication partner should be aware of the age and language level of the pupil and give clear simple messages using a Total Communication approach
- communication partners should respond to pupils' communications, and give them time to respond
- staff working with pupils should have consistently high expectations
- provide a breadth of communication and language experiences throughout the day
- all those working with pupils should understand the importance of the use of language and communication and the primacy of its social function and links with behaviour
- no one working with pupils in Glyne Gap School should ever underestimate the central importance of strong relationships in empowering and facilitating pupils– particularly in this area.

The Communication Charter devised and agreed by all staff is a vitally important part of the school's ethos and values. Its principles are to be followed by all staff, and it is prominently displayed for all staff, students, and visitors to access. See Appendix 2.

8. Tracking, monitoring and evaluating progress

There is a great deal of information and literature on how the normally developing child progresses through language development. This understanding usually focuses on the acquisition and development of verbal skills. In our school context, the Glyne Gap Assessment for speaking and listening provides a clear assessment of the progression of communication skills.

The Speaking assessment has been sub divided into the areas of expressive language, social communication, speech and advocacy. The listening assessment has been sub divided into the areas of comprehension, attention and listening and imaginative play.

There are 8 assessment instruments we use in school to show achievement and can be used to track progress for pupils- see CG 10 Assessment, Recording and Reporting.

For communication the 6 most compelling assessment instruments are:

1. Supergoals written to develop an area of communication for some pupils. Supergoals can be transformational to pupils lives, they are hugely relevant and will set a direction of travel for approximately 18 months to 2 years. They are discussed and with agreed with parents.
2. Pupils IEP's which include communication goals that are written and evaluated on a termly basis and are Glyne Gap Assessment referenced.
3. Pupil Assessment Files- contain a summative assessment of the Glyne Gap Assessment for speaking and listening which are updated at least annually.
4. Annual Review Reports- which provide summative description of communication progress during the past year which is referenced from the Glyne Gap Assessment and goes to parents.
5. Zig Zag Books – which are cumulative pupil records of achievements that describe attainment and progress they are Glyne Gap Assessment referenced and are completed on a termly basis.
6. Liaison Meetings – judgements on communication, attainment and progress are made in terms 1 & 2 liaison meetings using the previous year's PPI data and teacher assessment for every pupil.

Aspects of the Glyne Gap Assessments in ICT and PSHE are also used to assess elements of a pupil's communication skills. Within ICT – the area of communication and information skills could be used to inform a pupil's level of communication. Within PSHE – personal autonomy, self advocacy, relationships, sex education and personal learning strands would all be used to inform a pupil's communication skills.

In addition communication is one of the key areas discussed at the annual data analysis meeting, in terms of whole school progress, key stages, classes and specific groups such as free school meals.

9. Resources

The Communication Team has a large resource bank which is shared with classes across the school. Requests for communication materials and resources can be made at the communication planning meetings and through team meetings. The Resource Assistant makes individualised resources in partnership with class teams which support the development of pupils' communication skills across the school

Appendix 1: A Description of AAC Systems used at Glyne Gap School

This appendix provides information about Alternative and Augmentative forms of Communication (AAC). It is important to note that even when pupils use an AAC System, vocalization and speech are always encouraged. The school aims for all pupils to reach their communicative potential, therefore if pupils are not independent verbal communicators in all situations, forms of AAC may be used to enable pupils to be as independent as possible.

AAC can be used for a variety of communicative functions, for example gaining information, expressing opinions, choice making and commenting. There are many many more! Pupils may use a range of the systems listed below. It may be appropriate for a pupil to use one system in one situation and a different system in another situation. For example, a pupil may use a communication board in the classroom, but if they can't access this whilst in the swimming pool they may need to make choices by auditory scanning. It's important to be creative when using AAC to maximize the potential for communication.

Unaided Systems:

These systems require nothing external to the body. We all use a range of non verbal communication, facial expression, body language, gesture, mime, vocalization, eye contact etc. For pupils with communication difficulties, this type of communication is essential. In school pupils are encouraged to use these methods to enhance the meaning of their expressive communication.

Signing is a more formal type of unaided AAC.

The school uses 2 main signing systems:

- Makaton – The Makaton System was designed specifically for people with a learning disability and is our main signing system in school. Staff are encouraged to sign all the time and provide pupils with good signing models. If Makaton do not have a required sign, Communication Link is used, if no sign can be found there, a BSL sign maybe used. To ensure consistency across school, a list is kept of non Makaton signs used in school by the Specialist Communication Teacher.
- Canaan Barrie On Body Signs – this system was designed for people who have complex sensory needs, i.e. a visual and hearing impairment. The signs can be done on the pupils body, hand under hand with the pupil or near the pupils body. Pupils who use this system are introduced to key signs gradually.

Aided Systems:

Aided systems require something external to the body in order to communicate. In school, aided systems are tailored to the pupils individual needs and wherever possible their personal wishes are taken into account.

Low Tech Systems:

Low Tech Systems can be made with various forms of representation, for example objects, sounds, photographs, symbols and words. The type of representation used very much depends on a pupils preference, level of understanding, physical skills and sensory needs. It is ESSENTIAL to remember that whatever form is used, it must be TAUGHT.

The school uses Widgit Literacy Symbols as a main symbol system. However when Widgit do not have a symbol that is required or it is not clear enough Makaton Symbols are used. The symbol wordlist is updated annually by the ICT Technician and the Specialist Communication Teacher.

Here is a brief description of the types of low tech systems used in school:

- Picture Exchange Communication System (PECS) – PECS can be used with a range of people with communication difficulties. This system is taught in a very specific way. It is used to teach initiation, persistence, discrimination of pictures/symbols, building simple sentences, widening vocabulary to include adjectives, verbs, questions etc, spontaneous communication and commenting.
- Choice Boards/Charts – these can be used with any form of representation, the size of the board/chart, content, number of items and access method (see below) will be determined by the users needs.
- Timetables – all classes have a timetable and, again, objects, photographs and symbols can be used to make them. Some pupils have their own timetable to give them information about what is going to happen.
- Communication Books- for guidance the school bases all communication books on 'Developing a Communication Book' and 'Developing Eye Pointing' both by Clare Latham of The Ace Centre. A core vocabulary is always used so that pupils can develop a variety of communicative functions (expressing an opinion, requesting, commenting…). Each communication book is tailored to individual needs. The books need to be motivating and include vocabulary that is meaningful and fun for the pupil. When collating all the information needed to create a communication book, parents, class teams, relevant others and, when appropriate, pupils are consulted. The content, layout, size and form of representation etc. is decided with input from all those described above. The books are regularly reviewed at communication planning meetings and updated when required.

Access Methods:

Choice Boards/Charts and Communication Books can be accessed by the pupil in a number of ways:

- Directly – by finger or fist pointing
- Eye pointing – pupils may eye point directly to objects/photographs/symbols in their book or on their board, or they may need photographs/symbols removed from the book/board and presented on an e-tran frame in order for them to make a choice.
- Partner Assisted Scanning – if a pupil cannot directly access the book or board or use eye pointing, the adult can scan the objects/photographs/symbols for the pupil. The adult waits for the pupil to say 'yes' (the pupil may say 'yes', use vocalization, sign or movement or a simple voice output communication aid such as a Big Mack) when they see/hear the option they want. There are 2 main ways adults can use this form of scanning:

1. The adult scans the options, verbally labeling them whilst pointing or using a red frame to highlight each option. When the pupil sees the option they want they say 'yes' to make the

choice. If a pupil is scanning a large number of photographs/symbols, the adult may scan the options in a particular order. For example row/column scanning.

2. If the pupil has a visual impairment the adult will read the categories or options in a certain order and at an appropriate pace for the pupil. The content is read from the pupil's auditory scanning chart or book. When the pupil hears the option they require they will say 'yes'.
3. If a pupil has a visual and hearing impairment or requires sensory cues, the adult will label the options whilst either using an on body sign or enabling the pupil to explore an object or tactile cue. When the pupil hears/feels the option they want they will say 'yes'.

Light Tec Communication Aids:

These aids are defined as 'communication systems needing limited technology to operate in practice, often defined as needing simply a battery'. (Ace Centre). In school the most commonly used light tec aids are Big Macks and Step by Steps.

Single Message devices can be used in a variety of ways, for example to gain attention, give news, take a message and controlling games. These devices can promote an understanding of cause and effect, enable a pupil to initiate conversations, control their environment and so on.

Pupils can move on to use step by step devices which extend the skills learned using a single message device. For example, pupils can practice simple turn taking skills, timing skills – activating the device at the appropriate time during a story.

It is important that these aids have the appropriate labelling clearly displayed on them so the pupil knows what they are using them for.

Modern Technology and High Tec Communication Aids:

It is important to make a distinction between using everyday technology e.g. ipads, ipod, mobile phone with no specialist communication apps or such technology with a specialist app and a high tec specialist device containing specialised software when considering using technology to support a pupils receptive and/or expressive communication.

There may be many reasons for using technology or a high tec aid, including:

- To support a pupils receptive language
- To give a pupil a voice who has a considerable gap between their receptive language and what they can express
- To share news and information between settings
- To motivate a pupil who may be working at an earlier stage but is highly motivated to use technology
- To support communication repair
- To demonstrate understanding
- To use a wider variety of communication methods e.g. email, text, social media.

There are many factors to consider when thinking about technology/ high tec AAC for pupils with a severe or profound learning disability. For example, current skills and readiness for an aid, the pupils

preference and level of motivation to communicate and use an technology/aid, how the pupil would access the aid, how language would be organized, portability, who would update the device, funding, training for those around the pupil, the low tech systems already in use or needed in case the device fails, how the aid could be used as part of the pupils Total Communication, future considerations for the pupil…these are just a few.

If a parent/carer or teacher felt their pupil may benefit from using technology without a specialised app they will discuss this with their HoS. If a specialist app is required or to be trialled this would be discussed and agreed with the Communication Team Lead and HoS who would take the above areas into consideration.

Currently the school would seek specialist support if it was felt a pupil may need a high tec aid with specialised software to support their communication. A Multi- Disciplinary Forum would also take place to gather all the required information in readiness for specialist assessment, advice and input. Advice may be sought through local therapy services, CLASS or Chailey Heritage Clinical Services or Specialist AAC Hub.

<u>For AAC Systems to be successful….</u>

Essential skills of a communication partner:

- Motivation – start with activities a pupil likes
- Modelling – point to some of the symbols while you chat
- Pause – see if the pupil points/looks/responds
- Extend – add to what the pupil says
- Use open ended questions
- Take the pressure off – don't test!
- Be super responsive
- Be patient
- Have fun!

The following factors must be considered when using AAC:

- The purpose of a communication system is to arrange language in a space so an individual can say what they wish to say as quickly as possible, and can do this with minimal effort.
- Have the pupil's communication system available at all times
- Use the communication system for a range of functions
- Provide motivating situations in which pupils can develop their language skills using total communication in meaningful, functional and enjoyable ways
- Provide communicative opportunities for pupils both in social and curricular settings
- Make sure the pupil and the communication system are positioned well in all situations
- Give AAC users opportunities to see others using the same methods of communication as themselves
- During times of transition everyone working/involved with the pupil must be aware of and understand the pupil's communication system
- Ensure continuity of provision throughout all classes and departments within the school.

Appendix 2: Glyne Gap School Communication Charter

This charter has been created through discussions with all staff at the Communication Twilight Series 2018. All staff acknowledge and agree that:

- Being able to communicate is the most important skill we need in life.
- Every pupil has a voice and a right to express their thoughts, needs and feelings
- It is everyone's responsibility to use the school's Total Communication Approach
- Total Communication supports both receptive and expressive language
- Communication can take many forms and is both verbal and non-verbal
- Pupils will be given the means, reasons and opportunities to communicate in everyday life.

Appendix 3: Glyne Gap School Curriculum Model

Glyne Gap Nursery Curriculum Model

(Tier 1) Essential Skills (allied to Prime Areas of Learning)

All areas taught according to individual skills need through Topic Plans covering all 7 areas of learning. Assessment arrangements: IEPs, annual reports, Glyne Gap Assessments

Breadth of learning areas (Tier 2)	PSED: Self-confidence and Self-awareness, Self-care, Managing Feelings and Behaviour, Making Relationships, SMSC, Personal Learning	PHYSICAL DEVELOPMENT: Including Moving & Handling, Health & Self Care, Gross and Fine Motor Skills and Essential Physical	Subjects included	COMMUNICATION AND LANGUAGE: Listening and Attention, Understanding, Speaking	Assessment arrangements
LITERACY			• Reading • Writing		IEPs Annual Reports Literacy GGA
MATHEMATICS			• Numbers • Shape, Space and Measures		IEPs Annual Reports Maths GGA
EXPRESSIVE ARTS AND DESIGN			• Exploring and using media and materials • Being Imaginative		IEPs Annual Reports
UNDERSTANDING THE WORLD			• People and Communities • The World • Technology • SMSC		IEPs Annual Reports Science and Functional ICT GGA

All of the above is taught through the Characteristics of Effective Teaching and Learning:

- **Playing and Exploring**
- **Active Learning**
- **Creating and Thinking Critically**

Glyne Gap School Curriculum Model

(Tier 1) Essential skills for learning and life **Core skills building for functionality**

All areas taught according to individual skills need. Assessment arrangements: IEPs, annual reports, Glyne Gap Assessments (GGA)

Breadth of learning areas (Tier 2)	PSHE: Personal Care, Personal Autonomy including SMSC, Personal Learning	ESSENTIAL PHYSICAL SKILLS FOR LEARNING AND LIFE	Subjects included	COMMUNICATION AND LANGUAGE: Speaking and Listening	Medium term curriculum plans (MTCPs)	LITERACY, NUMERACY and ICT: Information and Organisational Skills, Mechanics of Reading and Writing, Early/General Mathematics, Core Vocabulary, Independent Living and Play/Leisure	Assessment arrangements
PHYSICAL DEVELOPMENT			• Swimming • Trampolining • PE / Games • Fitness • *Positioning / Mobility*		GYMNASTICS, OAA, ATHLETICS, GAMES, TEAMWORK, OLYMPIC VALUES		IEPs Annual Reports Sports awards etc
PERSONAL DEVELOPMENT			• Careers • Citizenship • Healthy living • Sex & Relationships • SMSC		MYSELF, MYSELF AND OTHERS, MYSELF AND MY FAMILY, MY COMMUNITY		IEPs Annual Reports GGA PSHE
CREATIVE DEVELOPMENT and understanding the Arts			• Music • Art • Drama • Dance • SMSC		CREATIVE DEVELOPMENT		IEPs Annual Reports
KNOWLEDGE OF THE WORLD and scientific and technological understanding			• Science • Design & Technology • Geography & History • Languages • RE • SMSC		KNOWLEDGE OF THE WORLD		IEPs Annual Reports GGA Science

Glyne Gap School FE Department Curriculum Model

Purpose

To enable students to learn through functional and purposeful application of skills and support each student's wellbeing through the development of: **independence, vocation** and **relationships.**

(Tier 1) **Essential skills for learning and life for all pupils (GGA 1-17)** **Core skills building for functionality for pupils (GGA 7-17)** **Work related skills for work placement and employment for pupils (GGA 11-17)**

All areas taught according to individual skills need. Assessment arrangements: IEPs, annual reports, Glyne Gap School Assessments

Breadth of learning areas (Tier 2)	PSHE/Communication Personal Care, Personal Autonomy (to include communication), Personal Learning	ESSENTIAL PHYSICAL SKILLS FOR LEARNING AND LIFE	Subjects included	FUNCTIONAL LITERACY, NUMERACY and ICT	Medium term curriculum plans (MTCPs)	EMPLOYABILITY- Personal Skills, Professional Work Related Skills and Interpersonal Skills	Assessment arrangements
Personal Development • Relationships and Sex Education • Wellbeing • Independent living			• RSE + SMSC • Personal Safety / Personal Care • Meal preparation • Independent living		Yes		IEPs Annual Reports PSHE GGA
• Responsibility as a family member / friend • Networks of support for friendship • Making a contribution			• Key relationships • Support network • Spirituality • SMSC		No		IEP / IPA Annual Report
Vocational Development • Work • Leisure			Vocation • Work Leisure • Creative Arts • Physical/Sport • Cultural + SMSC		Yes Yes		IEPs Annual Reports
• Involvement in everyday living tasks • Interrogation of leisure / recreation preferences			• Vocation • Leisure		Yes Yes / also IPA		IEPs / IPA Annual Report

Key:

Specific access arrangements for students with extreme complex and PMLD needs.