

## ASHBURY MEADOW PRIMARY SCHOOL.

### Key Stage One Communication, Language and Interaction Provision Policy

Date Written: June 2022 L Thomas M Fuller

Reviewed and amended:

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Please note: CLI: Communication, Language and Interaction

**EHCP: education and health care plan**



#### Purpose

To support pupils with an EHCP including a diagnosis or indication of communication, language and interaction (CLI) needs within a resourced provision attached to our mainstream school. We aim to provide pupils with an environment where they feel safe and where they can access social and academic learning opportunities within the mainstream school at times when it is appropriate for them.

We aim to develop their communication, use of language, and social skills by supporting them to make and maintain positive relationships, recognise emotions in themselves and others and learn how to regulate their own emotions.

We aim to develop our pupils' self-awareness and confidence through the teaching of independence and life skills, such as making decisions and assessing dangers.

#### Our Aims

- To develop a nurturing, rights respecting, inclusive provision within school that is accessible, adaptable and has the best interests of the pupil at the core of every discussion and decision made
- To ensure children have a sense of belonging and feel safe within an environment that is structured, positive, low arousal environment that supports learning and communication skills.
- To develop positive working relations with all pupils and their parents or carers, supporting each of our pupils through a bespoke alternative curriculum to engage them in learning and meet the objectives set in their EHCPs.
- To work jointly with other professionals to identify and address pupils' individual needs. This encompasses assessment outcomes from a team comprising of the SENDCO, specialist teaching staff and a Speech and Language therapist.
- In addition to the children's wellbeing, to promote staff mental health and wellbeing using the Nurture Toolkit.
- To provide pupils with every opportunity and support to enable them to move back into mainstream where appropriate

## Our Learning Strategies

- Total communication using a variety of approaches including: PECs (Picture Exchange Communication) and Intensive Interaction.
- 1:1 teaching sessions
- Structured, personalised sensory sessions
- Gross and Fine motor activities
- Visual timetables
- Use of visual prompts and symbols when teaching new vocabulary and concepts
- Tasks that follows small step principles approach:

## What is SLCN?

The term speech, language and communication needs (SLCN) describes difficulties across one or many aspects of communication including:

- ▣ difficulties with producing speech sounds accurately
  - ▣ stammering
  - ▣ vocal problems, such as hoarseness and loss of voice
  - ▣ difficulties with receptive language (understanding; making sense of what people say and how they say it)
- ▣ difficulties using expressive language (communicating their want, needs and opinions. This includes responses to communication from others)
- ▣ difficulties with interaction and social understanding

For example, difficulties understanding the non-verbal rules of good communication or using language in different ways to question, clarify or describe things. Some SLCN are short term and can be addressed through effective early intervention. Others are more permanent and will remain with a person throughout their childhood and adult life. Other needs often found alongside these include sensory processing needs and fixation on particular areas of interest.

## Admission

Children will be considered for admission to the specialist resource if they demonstrate a severity or persistence of language and communication disorder. The child will have an Educational Health Care Plan (EHCP), identifying language and communication disorder as their prime presenting need. All special needs will be clearly identified.

Pupils with an EHCP relating to Communication and Language difficulties can be admitted in either year 1 or 2 of our Key stage 1 provision. They will be admitted on a gradual transition, guided by the needs of the child. Once staff feel a child is secure within their new environment they will be invited to stay for the whole day. The provision day starts at 8.45 am and finishes at 3.15pm. In order to provide pupils with consistency and remove unnecessary transitions at the end of key stage one they will continue in the provision and move up into the key stage 2 class. This class is only for pupils who attended our key stage 1 provision.

## **Roles and responsibilities**

The wellbeing for our pupils is a shared responsibility for all.

Senior leadership oversee, direct and develop our social, emotional and mental health provision for key stage 1 and Key Stage 2.

Each provision has one teacher and two support staff, these are the key adults who implement the support identified to promote emotional wellbeing of our pupils. Governors are responsible for the overarching pupil needs and ensuring that pupils are progressing with their communication, language and wellbeing.

## **Co working**

We also work collaboratively with a range of statutory and non-statutory agencies to improve well-being and have developed strong working relationships. Key working partnerships include (but are not limited to):

- CAMHS
- Educational Psychology Service
- Speech and Language Therapy
- Special Educational Needs Team Manchester
- Looked after children services
- School Nursing/Health Visitors

Key partners hold regular meetings with us to discuss individual cases and we work with key partners to help shape and strengthen our holistic support.

## **Access to the school day:**

Pupils with SLCN benefit from clear structure and routine. As such, the resource provision aims to provide a calm, environment which has a concrete structure that all pupils can access.

Pupils will be met by Resource provision staff on the playground near to the studio.

Pupils are to bring their bag every day – to include the home school diary (this will help where pupils arrive via taxi), a spare change of clothes and a snack, fruit will be provided.

Pupils will enter the provision and complete their daily task e.g. coat off, collect tray with equipment and timetable for the day; attend to their weekly job e.g. helping prepare snack; completing the calendar; having a small amount of choose time before lessons start.

Pupils will, in accordance with their needs and abilities, follow the school curriculum at their developmental stage. However, this may be differentiated and delivered at certain points within the Resource provision with reasonable adjustments made to meet their outcomes as stated in their EHCP.

Resource staff will support pupils to transition to a mainstream class and to enable them to remain there with their peers, once a pupil is confident and able to access that particular lesson. Structured interventions will be incorporated into the school day to help develop pupils' speech, language and social interaction needs.

Pupil's lessons are broken into smaller chunks and pupils can earn 'choose' time throughout the day for completing set tasks and demonstrating appropriate behaviours. Positive social interactions and the modelling of communication with others are continually encouraged throughout the school day.

Visual support systems are consistently used throughout the Resource Provision to promote pupil's independence and concrete understanding of the structure of the school day. We also use a very clear behaviour strategy to support our learners.

### **Capturing pupil voice**

- 'All about me' documents reflect the views and wishes of our pupils and are included within the personalised learning files.
- Some pupils may have 'My Safety Plan' documents that are available to staff and children and reflect the pupil's understanding of safety, how to stay safe and the team around the pupil
- Peer mediation and peer mentoring – pupils working together to solve problems and conflicts
- A variety of structured lunchtime activities to promote social interaction
- Inclusion in nurture group interventions where appropriate.

### **Class activities**

As well as accessing the curriculum at the developmental stage of the pupil, pupils have access to a wider curriculum which supports their needs. For example:

- PSHE; Coram Scarf curriculum, which promotes positive mental health and a growth mindset
- Targeted well-being group work
- Social skills groups, such as 'Therapy with Lego'.
- Sensory Circuits

### **Whole School approach**

We have a positive ethos which promotes pupil success across the setting. We monitor the wellbeing of all pupils and provide a calm and safe environment with a person-centred approach. All staff are vigilant with a listening ear. Social emotional and mental health support forms a core offer of our school support through our Nurture School philosophy.

### **Assessment**

We follow the graduated response process (a cycle of assess, plan, do and review) outlined in the SEND Code of Practice (2015). The plans are reviewed at least half-termly or earlier if required.

All pupils have an annual review of their Education & Health Care Plan, conducted by the SENDCO, with staff and parents and carers invited. On occasion a member of the SEND team for the local authority may also be present.

Pupils are assessed academically according to their attainment levels. For example, pupils accessing the National Curriculum will be assessed against age related expectations. Pupils not accessing the National Curriculum will be assessed using Development Matters or the pre Key-stage assessment framework.

The Boxall profile is used to assess the social, emotional and mental health needs of pupils.

'My Safety Plan' is reviewed termly by the teacher with the child.

### **Assessment**

Whilst pupils will be assessed alongside their peers, sometimes additional forms of assessment may need to take place which are broken down into smaller steps, or will assess different areas of their learning. Assessment tools which may be used are:

- Pre key stage assessment levels
- Sensory profile
- SCERTS
- Autism Education Trust (AET) assessment framework
- B squared
- Assessment as part of our work with partners, such as Speech & Language or Educational Psychology services.

A learning journal is also kept by staff which reflects the pupil's small steps of progress through observations and photographs linked to the above assessment methods.

### **Staff CPD**

We recognise that front line staff require frequent and ongoing support to develop the skills, knowledge and experience to best support our pupils.

Our staff receive training upon commencement of work with us which includes PECs and Intensive Interaction Training as well as training encompassing numerous areas of support. Each member of staff is briefed on how we identify, collate and report on CLI needs. Whilst discussing this, staff are reminded of their duties within the setting in order to follow our policies and protocols which are designed to ensure the safety of the pupil, others and maximise the wellbeing opportunities during the pupil's day at school and extend out to their home life.

Where training needs are identified, we work with other partners such as Speech and Language Therapy to provide quality training in that area.

### **Transition to the provision**

Should a young person need access to the Resource Provision, the following process is followed to ensure that they are familiar with their new setting:

A transition booklet will be provided which should be completed by the young person, their current school and parents.

The family will be shown around the school.

For some children, having several visits to the provision will ease anxiety. For others, visiting is an interruption to their predictable routine and can cause them significant distress. The young people will be invited to take photographs of their new setting so that they can familiarise themselves with the setting.

As such, the Resource provision aims to use a range of different interventions to differentiate and personalise the child's timetable according to their needs (please note that these will be used according to the pupil's individual needs and abilities).

**SCERTS** <http://scerts.com/>

**LEGO THERAPY** <https://www.ucl.ac.uk/educational-psychology/resources/CS1Songara16-19.pdf>

**INTENSIVE INTERACTION** <https://www.intensiveinteraction.org/>

**ATTENTION AUTISM** <http://ginadavies.co.uk/>

**ZONES OF REGULATION** <https://www.zonesofregulation.com/learn-more-about-the-zones.html>

**COLOUR CODING/ BLACK SHEEP PRESS** <https://www.blacksheepress.co.uk/>

**SOCIALLY SPEAKING** <https://www.ldlearning.com/product/social,-emotional-and-mental-health/social-skills/games/socially-speaking/admt00416>

**CONCEPT CAT/ WORD AWARE** <http://thinkingtalking.co.uk/word-aware/>

**PRECISION TEACHING** <http://www.johnandgwyn.co.uk/probe.html> ;  
file:///C:/Users/dohertyn/Downloads/basic\_precision\_teaching\_guide\_2014\_nasen1%20(1).pdf

**ALPHABET ARC** <https://bso.bradford.gov.uk/userfiles/file/LDteam/alphabet%20Arc%20overview.pdf>

**CLICKR 7** <https://www.cricksoft.com/uk/clicker>

**BRIDGES OF SOCIAL COMMUNICATION** <https://bridgessocial.com/>

**THE COMMUNICATION TOOLKIT**

**COSMIC KIDS** <https://www.cosmickids.com/>

**ELKLAN** <https://www.elklan.co.uk/>

**Other related policies:**

**This policy should be read in conjunction with:**

**RRSA behaviour policy**

**Bullying policy**

**Equality policy**

**Safeguarding policy**

**Positive handling policy**