

4TS Communication Driver

Opportunities for student led conversations with peers and adults, during social occasions for example break & lunch times. Opportunities for students to build, use & understand language in different contexts for example in the local community. Students are encouraged to generalise communication skills at school, home & in the community.

A low arousal environment limits external distractions, which allows students to focus on communicating. Access to therapy rooms or individual work stations further reduce distractions and allow students to focus on given tasks.

Communication across the department, school and Foundation via daily face to face contact, telephone and email communication. Daily contact with parents is maintained in a range of forms including a home school diary, email or telephone. Regular coffee mornings, newsletters parent visits and phone calls are carried out. Communication on these levels allows information to be shared, which ensures we secure the best outcome for each pupil and approaches are consistent. A weekly blog for parents has been introduced as a further communication option.

Students create class rules, which consist of rules to follow while communicating, how to stay safe in & around school while driving & reminders to keep hydrated throughout the day.

Students are given time to communicate their ideas and feelings in a manner which is best suited to their needs. They have access to communication aids at all times, regular updates are made to ensure vocabulary is relevant to topics being taught. Students delegate a peer to represent them at The Student Council. It is their responsibility to disseminate information to the class.

Positioning of students is regularly assessed to ensure students are in the optimum position for accessing communication aids & equipment. For example arm gaiters, wrist splints. Fine & gross motor skills exercises are carried out as part of our daily routine.

Speech & Language therapy targets are delivered in 1:1, small group and whole class sessions. These are shared with staff & parents to ensure all opportunities are utilized for students to practise & generalise skills learned.

A language rich, topic based curriculum provides pupils with real life learning experiences, opportunities to contextualise learning and generalise knowledge and skills. Opportunities are provided to embed a depth of understanding and application of skills.

Students who use VOCAs participate in City & Guilds Entry Level award external accreditation. Lessons are planned & delivered by Speech & Language Therapists, who gather evidence with support from the class team to show students have successfully achieved unit outcomes.

A Total Communication Approach is embedded throughout the school day in class, therapy and social times. Weekly Social Communication sessions provide students with opportunities to learn social competencies, including turn-taking, body language & projection.

Resources to support communication are updated & relevant to set task, for example Communicate in Print software, symbols, signing.