

Opportunities for social interactions with peers and adults during less structured times such as snack times and play times. Students provided with the opportunity to select an activity to participate in with peers and facilitated in a way which encourages participation and independence within own scope of ability.

Children given time to communicate their ideas and feelings in a manner which is best suited to their needs. This includes allowing increased levels of processing time, access to symbols and object referencing and access to preferred objects/recourses during less structured times (e.g. snack times etc)

Students also participate in regular sensory sessions where they get the opportunity to interact and engage with different environments, objects, music and materials. They also benefit from the opportunity of 1:1 intensive interaction sessions

Total communication approach when spoken vocabulary is accompanied by signs, and symbols. This embedded throughout the school day in class, therapy and social times.

To access the local library to listen to stories and select reading books to take home. Students to also access a local café to order a snack or drink of choice and socialise with peers and staff in a more unfamiliar setting.

SaLT targets delivered in 1:1, group and class sessions. Personal targets are also addressed across the curriculum due to the interdisciplinary approach to enable pupils to generalise skills. Social Communication group sessions with SaLT support the building on relationships, enable social interactions and boost self esteem as well as working on core communication targets

Low arousal environment limits external distractions and allows each child to focus on their communication through the means best suited to them. Access to therapy rooms or individual work stations further reduce distractions and allow focus.

### Complex Learners: Communication Driver

Language rich, topic based multi-sensory curriculum providing pupils with real life learning experiences, opportunities to contextualise learning and generalise skills. The multi-sensory and engagement approach provide deeper understanding and application of skills and improves participation and independence.

Communication across the department, school and Foundation via daily face to face contact, telephone and email communication. Daily contact with parents via home school diary or whatever means parents request alongside termly coffee mornings, parent visits, phone calls and meetings. Communication with stakeholders and other professionals who are involved with each child. Communication on these levels allows information sharing to ensure we secure the best outcome for each pupil and approaches are consistent and joined up. Regular team meetings to share information and discuss improvements to the daily timetable/routine and access to curriculum.

Tailored communication targets and rules which the whole team are aware of to enable a consistent approach for the children.

Regular opportunities during Structured sessions where students are supported to interact with Peers completing paired work and small group games. Students are also working on interacting and greeting others and are supported during morning routine to greet and respond to peers

Access to a small group, quiet learning environment which offers a wide variety of stimulating activities within the engagement curriculum. This Helps develop skills and increase ability to engage with activities, enhancing learning experiences. Regular access to therapy input facilitates access to the curriculum, to promote interaction with the environment, objects and people/peers.

Communication resources and style tailored to meet the specific needs of the child. Regular used recourses are access to object referencing, Symbols/images and use of Big Mack's.