

2IE Communication Driver

Children given time to communicate their ideas and feelings in a manner which is best suited to their needs. Pupils' VOCAs/symbol books are set up ready for use and they are encouraged to alert staff to problems and they are encouraged to use them at all times.

We have a low arousal environment which limits external distractions and allows each child to focus on their communication, pupils are allowed increased time to process and formulate messages. Staff are trained to facilitate AAC.

Tailored communication targets that the whole team are aware of. Pupils have dedicated time to work on these targets and they are also integrated into the curriculum.

Evidence for children that their ideas are valued and being acted upon. For example via the school council or class votes from equipment when funding from PTA.

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 alongside termly coffee mornings, parent visits and phone call meetings as needed. 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 our approaches are consistent and joined up.

Pupils have individual SALT sessions and small group sessions to work on their own individual targets and social communication skills. SALT works in literacy lessons to ensure continuity and an interdisciplinary approach.

Language rich, topic based curriculum to provide pupils with real life learning experiences, opportunities to contextualise learning and generalise out to provide depth of understanding and application of skills.

Phonological Awareness and Synthetic Phonics taught as part of the curriculum which helps pupil develop their reading and spelling skills.

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

Communication resources and style tailored to meet the specific needs of the child. For example, chunking of information, speech speed and symbols.