

THRASS sessions in the weekly timetable where children develop their understanding of letters, sounds, words and syllables to support their spelling and reading strategies. These skills are reinforced across the curriculum with constant access to resources and application of skill throughout the day.

Give time for pupils to communicate ideas, feelings and understanding whilst taking into account allowance in increased levels of processing time, access to symbols through Communicate In Print.

Evidence for children that their ideas are valued and being acted upon via the school council, and listening and talking during class collective worship.

KS3 Speech and Language Communication Driver

Opportunities for pupil led interactions with peers and adults, during less structured times such as snack, play and minibus transitions.

Give opportunities for children to talk and listen about their own area of interest and that of others by giving presentations to audiences.

Communication resources and style targeted to meet the specific needs of the pupil. For example, chunking of information, speech speed, giving time to process information and communication rules.

Pupils are taught through a subject based curriculum with the aim to provide pupils with real life learning experiences and opportunities to contextualise, apply and generalise learning.

Maintain a low arousal environment thus limiting external distractions which allows each pupil to focus on their communication.

Social Communication sessions taught by Speech and Language Therapist and teacher to support the building of relationships, enable appropriate social interactions and boost self esteem. These sessions are reinforced throughout the school day, where appropriate shared with home and at times are built upon via community access work in conjunction with the Occupational Therapist.

Speech and Language Therapist targets are delivered in 1:1, group and class sessions. Personal targets are also addressed across the curriculum through inter disciplinary approach to enable pupils to generalise skills.

Daily contact is made with parents via home school diary. Communication across the department, and school via face to face contact, telephone and email. Where needed, parents are also contacted by telephone. 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.