Opportunities for child led interactions with peers and adults, during less structured times such as snack times and play times. Chance for children to talk about areas of share common interest and generalising out the skills they have worked on in more structured settings.

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, designated times when children are encouraged to share their views (e.g. PSHCE) and less structured times (e.g. snack times etc)

Evidence for children that their ideas are valued and being acted upon. For example via the school council.

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.

Communication Challenge: As this week in World Book Week, children will be given the challenge of sharing information with a partner, differentiated by level of support (such as symbols, story boxes or task plans.)

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.

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 and phone calls meetings as needed. Communication with stakeholders and other professionals who are involved with each child. Communication on these levels allow information sharing to ensure we secure the best outcome for each pupil and our approaches are consistent and joined up.

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

KS1&2

Speech and Language Communication Driver

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. THRASS sessions with dedicated slots in the weekly timetable where children develop their understanding of letters, sounds 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.

Explicit targeted Social Communication sessions to support the building onfrelationships, enable social interactions and boost self esteem. These sessions are reinforced throughout the school day, where appropriate shared with home and at times are build upon via community access work in conjunction with OT.

Total communication approach when spoken vocabulary is accompanied by signs, and symbols.

This embedded throughout the school day in class, therapy and social times.

Communication resource cific needs of the child.

speech speed, signs, sym

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