



Communication at Hadrian School

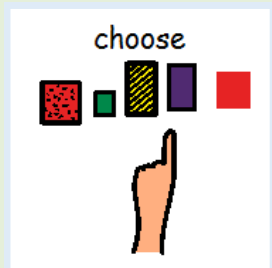
Communication is a core part of everything, all day in the lives of our children and therefore at our school. We look for opportunities to practice and extend communication skills within all activities, within therapeutic sessions, meal times, social times and celebrations. We can have focused sessions on communication as well as practicing the skills throughout



Communication is:

- the way we control our lives
- the way we make friends
- the way we become independent
- the way we make choices
- the way we express our feelings, thoughts and emotions
- two-way.

Communication is valued in whatever form it is - this includes the informal methods of body language, facial expression, gesture and vocalisation alongside the formal methods of speech, sign, symbols and electronically aided speech.



Communication Pathways

We have four pathways - Early Communication Pathway, Speech Pathway, Symbols and VOCA Pathway and Makaton Pathway. All children who are not clear talkers will go onto a pathway when they join our school, as a result of discussions between the class team, Speech and Language Therapy and the child's family. Communication Pathways highlight where a child has been, where they are now and what their next steps might be on their communication journey.

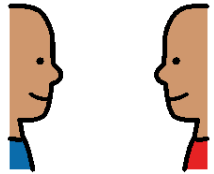


- We listen to our children's voices
- We prioritise developing positive relationships with every child
- Every activity is individual to each child, based on an in depth understanding of each and every child and their learning needs
- We support children's communication and self-expression
- We help children establish positive self-esteem
- We offer choice. Children who are curious about the world around them are able to learn. Motivation grows from experiences, from interaction with people and the environment.
- The curriculum and it's delivery is interesting, inspiring, engaging, motivating, relevant and stimulating
- We use repetition and consistency of approach to support the children to understand their world
- Teaching is delivered in a secure and safe physical and social environment
- The opportunity for the unplanned is allowed to happen
- We recognise and celebrate achievement.

Early Communication Pathway

- for children who are young and joining school and children who are on a Sensory and Therapeutic Curriculum

Intensive Interaction



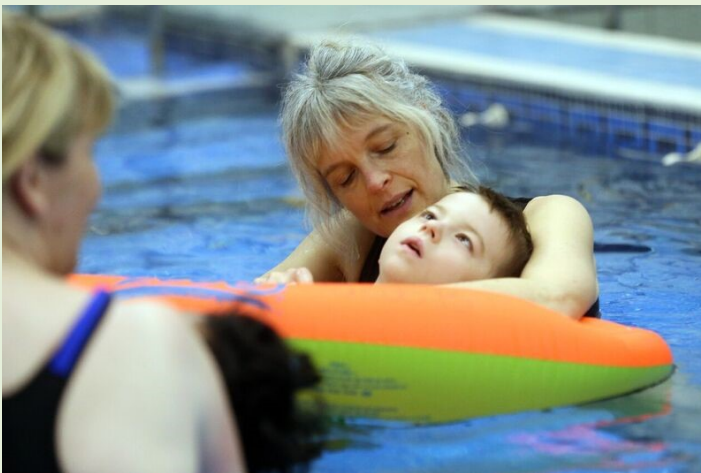
Intensive interaction

Intensive interaction is an approach to teaching the pre-speech fundamentals of communication, such as

- Learning to give brief attention to another person.

- Learning to share attention with another person.
- Learning to extend those attentions, learning to concentrate on another person.
- Developing shared attention into 'activities'.
- Taking turns in exchanges of behaviour.
- Having fun, playing.
- Using and understanding eye contact
- Using and understanding facial expressions.
- Using and understanding non-verbal communication such as gesture and body language.
- Using and understanding physical contacts.
- Using and understanding vocalisations, having vocalisations

become more varied and extensive, then gradually more precise and meaningful.



Early Communication Skills Pathway

Name: _____

Communication Intention

- Gain attention
- Refuse
- Share attention
- Repeat
- Request
- Show preference

Intensive Interaction

- Encounter
- Awareness of partner
- Attend and Respond to partner
- Engage
- Participate
- Involved
- Initiate interaction

Objects of Reference

- Experience
- Actively explore
- Show anticipation

On-body signs

- Experience
- Show awareness and anticipation

Motivating objects or things —Make a choice

- By looking at one they choose
- By reaching out to the one they choose

Early Key Words and Signs

Experience (hear and see) consistent early key words and Makaton signs

Switching Skills

- Experience supported pressing of a switch to have a rewarding experience
- Actively press a switch to receive a motivator
- Choose between a dead switch and active
- Choose between two switches for two experiences

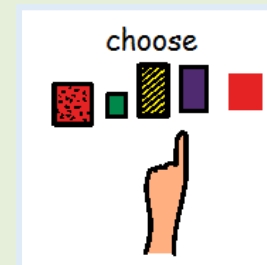
Date	Notes (including whether skills are emerging, developing, secure and SALT involvement)



Early Key Words and Signs
Experience (hear and see)
consistent early key words

Motivating objects or things —Make a choice

- By looking at one they choose
- By reaching out to the one they choose



Early Communication Pathway

- for children who are young and joining school and children who are on a Sensory and Therapeutic Curriculum

On-body signs

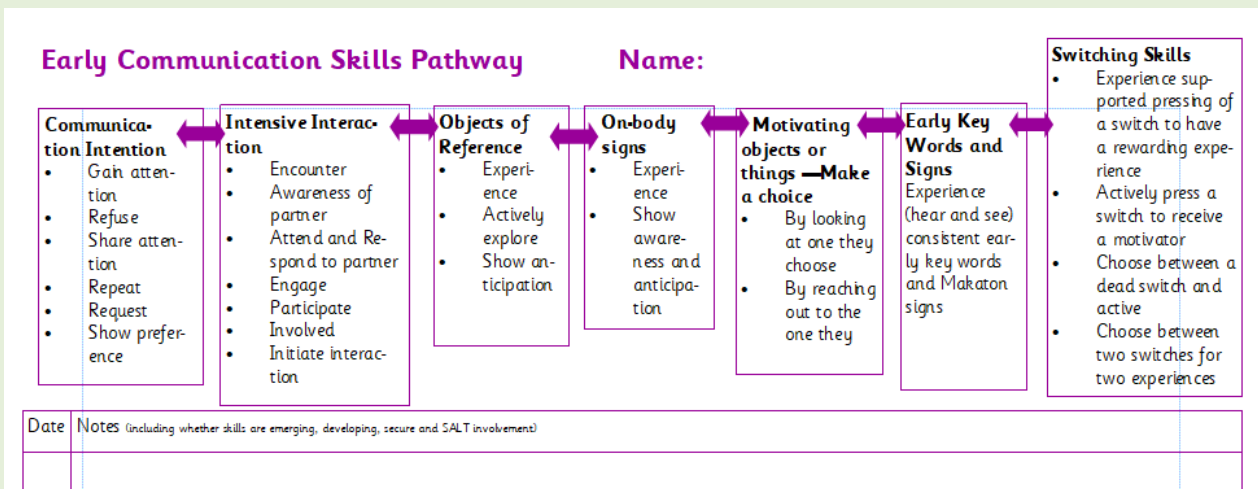
On-body signs are actions that adults carry out on children's bodies to help them understand what is going to happen next. They are used with children with complex needs and children with a visual impairment. They are used immediately before something is about to happen. There are signs for things like coming out of a chair, drink, food, changing position, finished, more.

We have agreed the on-body signs with the Pre-School Service and with Sir Charles Parsons School so that the children are getting a consistent approach from when they are very little until they leave secondary school.



Objects of Reference

Objects of Reference are especially useful for children who have a visual impairment or when they do not yet understand words, photos or symbols alone. The child is encouraged to feel the object whilst hearing the key word(s) immediately prior to moving to an activity. Children can use personalised objects that are natural to their lives, e.g. coat when they are going outside, a pad when they are going to get changed, a spoon when it is a meal time.



Partner Assisted Auditory Scanning (PAAS)

is useful for children who

- have significant physical difficulties which mean that they can't physically choose a photo or symbol or use a communication aid.
- have an understanding of some words
- use their voice or other obvious physical movement reliably so that the adult can clearly read their choice
- can learn the routine of this method

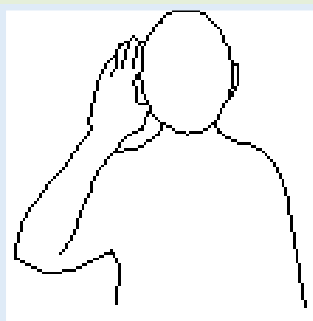
The communication partner (adult) verbally offers choices to the child who wishes to communicate something, and the child then makes their selection. Scanning refers to the process of items presented one after the other, until a choice is made as the desired item is reached.

Speech Pathway

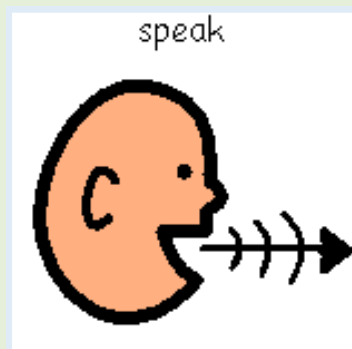


Colourful Semantics

A method of teaching children how to understand and construct sentences, where grammar is modelled, not explicitly taught. It is a therapy technique that uses colour-coded cue cards that 'show' the structure of a sentence. Each card represents a word or part of a sentence.



The speech pathway feeds into and compliments the school's English subject toolkit.



Core Vocabulary

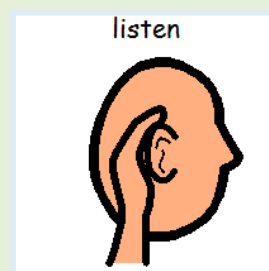
Core vocabulary is a small number of words that make up a lot of what we say throughout our day. These words are useful in many scenarios and can have many meanings.

Core vocabulary is powerful because it allows us to express a wide variety of concepts with a very small number of words.

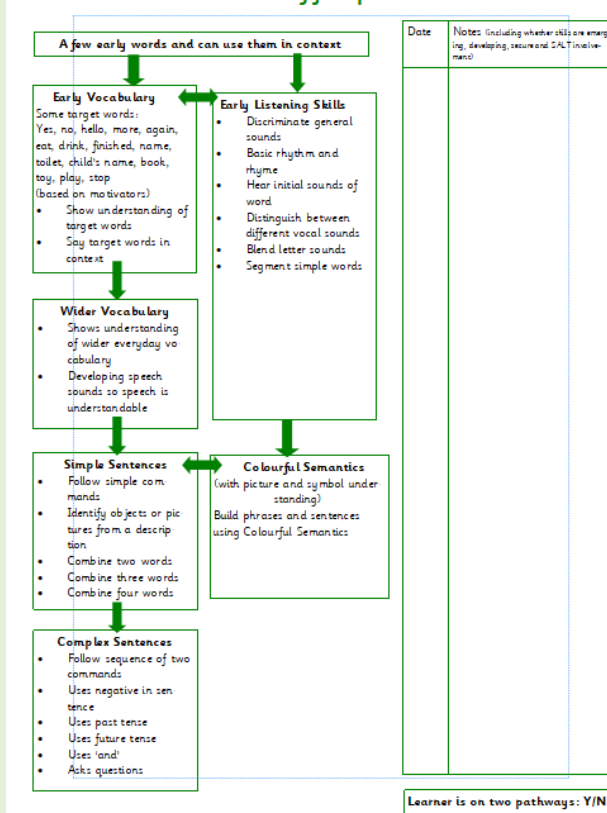
Whenever they can, the adults touch the symbol and say the word to show the child how to do it. These words can be used in so many different ways and, because of that, we get to practice them all the time. They can also be fun and engaging for the child.

Early Listening Skills

- Discriminate general sounds
- Basic rhythm and rhyme
- Hear initial sounds of word
- Distinguish between different vocal sounds
- Blend letter sounds
- Segment simple words



Communication Skills Pathway for Speech - Name:



Symbols and Voice Output Communication Aid (VOCA) Pathway



Symbols

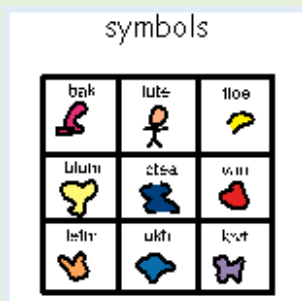
We use picture symbols with children to support their understanding and to help them to communicate. We use them in all activities.

Across the city of Newcastle we have agreed to use the Boardmaker symbol set. There are 900 agreed symbols for common words, but lots more for other words.

Switching Skills

One way of developing an understanding of cause and effect is through the use of switches.

Assistive technology can help our children to have control of their environment, to communicate, to make choices, to play and have fun, to develop sensory awareness and to be involved with cooperative activities with others.



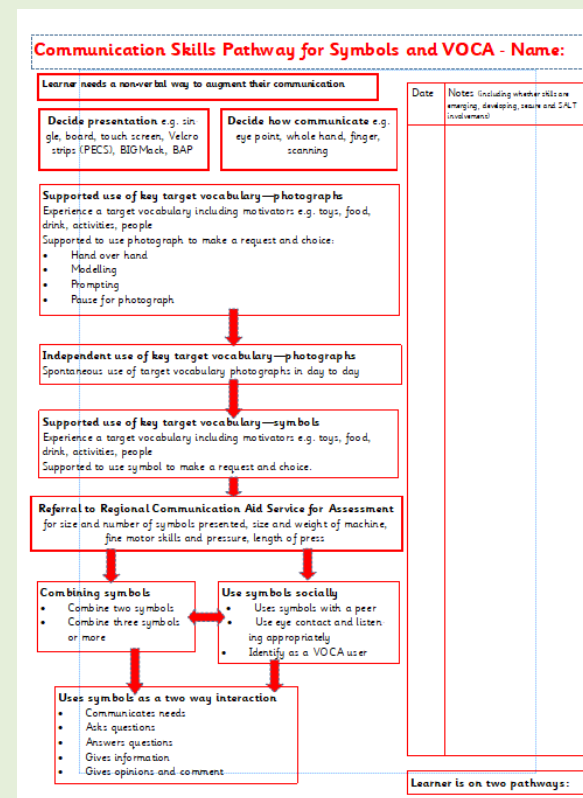
Communicators

We use a variety of voice-output communication aids (VOCAs) around school. They support children to have an audible voice when they may not have their own.

Big Mack - a big button that plays one message and is easy to record new messages

IPads have an app on them called 'Proloquo2go' which can be used as a communication aid with Boardmaker symbols. A child can select a single symbol or build sentences.

For children to be assessed for their own personal communicator, they are referred to Speech and Language Therapy who will refer onto the Regional Communication Aid Service (RCAS) who will do a full assessment and organise loan out equipment.



Makaton Pathway



We have signs of the week at the beginning of every lunchtime. There is a weekly signing club where children learn new signs and are with signing peers. Signing Choir regularly perform to audiences across the city as well as in school. We use Makaton songs in assemblies to increase confidence and the signing vocabulary.

Makaton is a programme of physical signs to support spoken language. Using signs can be useful for children who have no speech or whose speech is unclear. Using signing can help to empower children to say what they want.

Children may move from supported signing with lots of prompts and modelling to independent social signers.

