



Green Meadows Communication Strategy

March 2024

Intent

At Green Meadows, we believe that communication plays a vital role in learning, both in and out of the classroom. It forms the foundation upon which all learning is built. Our school's values-driven and child-centred approach, aims to cater to the needs of every young person. We nurture, support, and guide each of them to reach their fullest potential, this approach strongly influences our Communication Strategy – empowering our young people to express themselves and make choices.

Rationale

Our Communication Strategy centres on five primary priorities:

Connections

- Communication, in all forms, enhances our ability to connect with individuals and the wider world. To be able to communicate across contexts is essential for all other cognitive activities and participation in all aspects of life.

Expression and Creativity

- Communication is a valuable tool for self-expression, fostering creativity, and achieving personal fulfilment. It allows us to understand others' imaginations and express our own creativity.

Problem Solving and Independence

- Being skilled in communication improves problem-solving and independence. It helps us adapt to different situations and enjoy our interactions with others.

Wellbeing

- Effective communication is vital for the mental health of our young people. As it enables them to articulate their emotions, seek assistance, and build supportive relationships, ultimately contributing to their well-being and overall mental health stability.

Learning

- Opportunities for communication and interaction are essential in all stages of education.

Implementation

We incorporate the teaching of communication throughout our curriculum in different ways. This includes group activities, smaller group interventions, and personalised programs. We also organise special events to promote communication in different contexts and to showcase our students' achievements.

We provide various augmented communication methods, such as symbol-supported communication, Makaton signing and various low tech and high tech communication devices. We also encourage the development of early communication through Intensive Interaction and music. Creative teaching strategies such as Attention Autism, musical interaction and modelling play are utilised to gain and build on the attention skills so crucial for the development of communication.

To support communication, we have specialised support from Speech and Language Therapists and our strategy is driven by our dedicated Communication Lead Teacher and Communication and Interaction Leads.

The Senior Leadership Team will:

- Keep up to date with current theory and pedagogy around developing communication skills.
- Lead the school in embedding a whole school communication approach.

- Ensure there is the appropriate training required for the maintenance of high standards of the development of communication skills across school for all pupils.
- Work collaboratively with Speech and Language Therapists to ensure SALT plans are in place.
- Work collaboratively with the Communication Lead (CL) and the Communication and Interaction Leads (CILs) to ensure Speech and Language Plans (SALT) are in place and adhered to.
- Assess, manage, and advise on the budget and provision of communications resources to ensure that the needs of those pupils with communication needs are effectively met.
- Lead the Quality Assurance of communication, ensuring there are high expectations of staff and pupils in the teaching and development of communication.
- Where a pupil is not making expected progress, work with teachers and external professionals to gain further assessments and implement the appropriate intervention.

The Lead for Communication will:

- Monitor pupil data in communication to identify trends and challenges in school.
- Keep up to date with current theory and pedagogy around communication
- Work alongside the Assistant Principals, CILs and SALTs in leading and promoting high quality communication across the school for all learners.
- Lead in the Quality Assurance of the implementation of SALT plans and communication in school.
- Support in identifying and delivering training in the teaching of communication skills.
- Work alongside colleagues to implement interventions when a child is not making expected progress.
- Work collaboratively with the Communication and Interaction Leads to ensure parents and carers have the tools they need to implement communication strategies at home.
- Lead in the Quality Assurance of communication individual learning plan targets ensuring accuracy.
- Deliver training to teachers and Teaching Assistants, under the direction of the Senior Leadership Team.
- Lead the team of Communication Champions across school.

Communication and Interaction Leads will

- Work with the communication lead and SALT towards the Quality Assurance of the implementation of SALT plans and communication in school.
- Support the Communication Lead and SALTs in identifying and delivering training in the teaching of communication skills.
- Work collaboratively with the Communication Lead to ensure parents and carers have the tools they need to implement communication strategies at home.
- Deliver training to parents and carers.
- Deliver training to teachers and teaching assistants.
- Deliver bespoke communication and interaction interventions to targeted pupils.
- To ensure up to date class inventories of communication resources and interactions are in place for communication champions to follow.
- Help lead the team of Communication Champions across school.

Teachers and HLTAs will:

Ensure that the communication provision available for all pupils includes;

- A visual timetable.
- Symbol support for behaviour expectations.
- Symbol support to reinforce learning, for example to support the teaching of key words.
- The Makaton sign of the week is displayed.
- Ensure augmented communications is in place for all pupils who require it.

They will:

- Nominate a Communication Champion for their class.
- Allow the Communication Champion time to ensure all the resources are in place to meet each pupil's SALT plans.
- Where a child in their class is not making expected progress, discuss these concerns with the Communication Lead and implement an appropriate intervention.
- Accurately assess and review progress in communication for all pupils in their class using the school's progress tracker and in accordance with SALT plans.
- Plan and deliver communication strategies and resources that are appropriate for the needs of the pupils, are engaging and ensure progress for each individual.
- Ensure appropriate provision and strategies are in place to support children in their class who have English as an Additional Language (EAL) and their individual learning needs.

- Develop symbols and visual supports in their classroom that are welcoming and engaging for pupils.
- Communicate effectively with parents around how best to support their child in communication.
- Take an interest in children's communication styles.

Communication Champions will

Ensure up to date class inventories of communication resources and interactions are followed.

Work with teachers and HLTAs to ensure that the communication provision available for all pupils includes;

- A visual timetable.
- Symbol support for behaviour expectations.
- Symbol support to reinforce learning, for example to support the teaching of key words.
- The Makaton sign of the week is displayed .
- Ensure augmented communications are in place for all pupils who require it.

Teaching Assistants will:

- Know and understand children's communication targets and the communication strategies used by pupils in their class.
- Engage in training provided by CILs and CL and implement in the classroom.
- Support the teacher and HLTAs in the delivery of communication strategies.
- Deliver communication interventions when appropriate.
- Use Makaton signs to reinforce learning.
- Use symbol support to reinforce learning.
- Ensure there is a visual timetable in their classroom and refer to this display during lessons.
- Engage and model visual timetables.
- Be a role model using clear verbal communication.

Impact

We set clear communication targets on our ILPs targets every term. We ensure our communications goals are achievable and realistic and are in line with individual SALT plans. Targets align with our students' long-term objectives in their Education,



Health, and Care Plans. We evaluate the ILP target progress each term to ensure progress.

We will measure the impact of our communication strategy by completing the following assessments in:

- Termly ILP assessment
- SALT plans assessment
- Individual Progress trackers
- EHCP outcome linked assessments

Draft