



PRESFIELD  
HIGH SCHOOL

## Speech, Language & Communication Policy

Date Ratified: 15/03/17 .....

Date for review: SPRING 2020 .....

Signed:  .....

Chair of Governors

## **Speech, Language and Communication Policy**

Speech, language and communication are a major part of our everyday lives. Communication is made up of several strands: use of language, comprehension, social interaction and expression. We therefore ensure our provision embeds and enriches children's speech language and communication needs, supporting both parents and children using a wide range of strategies.

Speech and language therapy is integrated into our SEND Offer, and co-ordinates its provision alongside our other therapists including OT and well being.

### **School Mission Statement**

We have 3 aspirational goals:

1. To promote and develop communication and social interaction skills, enabling full social inclusion in all aspects of the local community and the wider world.
2. To maximise independence in learning and in life skills, enabling students to make a positive contribution to the world in which they live and achieving their full potential.
3. To enable students to maximise their self-management skills, to be prepared for the world of work, with self-organisational skills and the ability to think through problems flexibly.

Caroline Carney is the full time specialist speech and language therapist in school

The schools commitment is to ensure the facilitation of effective communication skills for all of the students to reach their communicative potential. This is achieved through joint working with the school staff to promote active listening skills, self and other people awareness skills, independent thinking skills and self reflective skills.

Each pupil's speech, language and communication are assessed annually with the information shared with school staff and parent/carers at pupil's yearly reviews regarding progress in the core areas.

As well as assessment the therapist works within school providing a range of input including training and advice to staff and parent/carers to implement individual and class strategies. She also provides programmes for individuals to work on at home and school if required.

The therapist works with year groups alongside the class teacher to implement social communication lessons with a focus on helping students develop their interaction skills and to carry over the skills learnt within a wider context. An example of intervention includes Lego Therapy, which is a popular social interaction strategy. Students practice their communication skills with peers while constructing a model together.

The speech and language therapist is happy to be contacted by parent/carers to discuss their child if they have any particular concerns or need advice regarding their child's communication.

### **Whole School Strategies**

- A wide range of strategies to communicate meaning to pupils – signs, symbols, text and verbal instructions.
- A shared understanding across our staff of the children's needs
- Give children time to process information (thinking time)
- Listen to the child
- Check for shared meaning of vocabulary
- Encourage children to ask for clarification
- Make the focus of the lesson explicit and explain the expectations
- Check the speed of delivery – am I talking too fast?
- Explain concepts and vocabulary
- Use word banks and vocabulary sheets
- Pre-teach vocabulary (where required)
- Generate discussion
- Provide opportunities to engage in speaking and listening tasks
- Use talking partners to encourage conversation
- Repeat instructions before rephrasing
- Use displays
- Use non-verbal cues (hand signals and body language)
- Use word games and listening activities
- Use mind maps to extend vocabulary
- encourage children to expand on their answers and comments

Due to our daily interaction with the children and consistent assessment and monitoring of progress we aim to ensure that all pupils who are experiencing difficulties with aspects of speech, language and communication are identified and receive the appropriate support. Areas of difficulty are highlighted and an appropriate intervention programme is developed by the Speech and Language Therapist. The Speech and language therapist is present at all annual reviews and is contactable at all times for advice and guidance.

Therapies and approaches available:

- Social stories and comic strip conversations: To aid understanding and reduce anxiety in social situations.
- Use a structured approach to the implementation of social communication rules. With a focus in active listening skills, self reflection and awareness of others.
- Lego Therapy
- Input to whole class Social communication curriculum.
- Formal and informal assessment tools used for annual reassessment.
- Individual input for specific speech and language development where necessary.
- Staff training, dissemination, advice and guidance.