South Downs Community Special School Communication Policy & Guidelines:

Supporting the development of Communication & Language:

The Bridge to Literacy

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Author: Sarah Tidmarsh D:\Andrew\Andrew Temp\Communication PolicySDS.doc October 2013
1. Introduction- The Bridge to Literacy

Literacy and particularly reading and writing is rightly at the very centre of education, both in curriculum and accountability terms. “Communication and Language” (along with personal and social development) is at the very centre of SLD/PMLD education.

It should not be seen as a separate subject but as an integral pre-cursor to "literacy”. The revised National Literacy Strategy Framework makes explicit: “……the centrality of speaking and listening”. The Framework goes on to say “speaking and listening is not only a communication skill in its own right, but the bedrock of literacy development”. Therefore for all those pupils in the school working pre level 1 their work in communication is the early stages of development for all their future literacy skills.

Speaking and listening, communication and language is fundamental to children’s development. It is central for them to be able to meet their basic needs and to progress nearly all other learning. It is vital to children so they are able to progress their social, emotional and cognitive development. Particularly in the SLD/PMLD school context, the ability to communicate, as effectively as an individual’s disability will allow, is the fundamental human right.

2. Philosophy, Beliefs and Values

The South Downs Community Special School caters for a wide range of pupils who have significant communication needs. Communication is vital for pupils’ social and academic development; it is a significant part of our daily experiences and an essential element of learning.

At South Downs we adopt a Total Communication Approach:-

‘Total Communication is a communication philosophy – not a communication method…Total communication is an approach to create a successful and equal communication between human beings with different language perceptions and/or production…To use Total Communication amounts to a willingness to use all available means in order to understand and be understood.’ (Hansen)

At South Downs, our children and their learning is the centre of everything we do and every child is seen as an individual and is to be respected, valued, nurtured and listened to. We believe it is every child’s right to have a voice and express their thoughts, needs and feelings. It is our duty to enable each child to communicate to the best of their ability. We recognise that communication can...
take many forms and is both verbal and non-verbal and seek to support every aspect of communication. Through the development of pupil’s communication, we aim to support them in their ability to make choices, become confident and independent and prepare them for their future lives.

3. Policy Aims

i. To increase understanding of how communication and language develop and ensure it is central to the school aims for all pupils.

ii. To ensure a total communication approach is adopted and applied to support the development of communication and language, encouraging and empowering all staff to use a range of communication strategies and understand that these should not be used in isolation……a pupil may use several methods/strategies to communicate and so should we.

iii. To ensure all staff are skilled (therefore trained) in supporting pupils to communicate.

iv. To consolidate and improve our whole school approach to supporting the development of communication and language using low, light and high tech forms of AAC (Alternative and Augmentative Communication).

v. To promote a strong and productive interdisciplinary approach involving parents/carers, SALTs, OTs, physios and all school staff to support pupils in developing their skills of communicating. This is essential, with the pupils ‘voice’ being at the heart of this work and the Class Teacher being the co-ordinator of this.

vi. To ensure that every pupil reaches their full potential as fundamental to building relationships, finding happiness and living fulfilled lives.

4. Communication structures at South Downs

i) Communication Team

Communication at South Downs is led by the school’s Communication manager whose role it is to oversee policy and the teaching of communication across the school and provide training, advice and support for all staff. The Communication Manager works closely with the schools Speech & Language therapists and therapy assistants to identify and support whole school communication needs.
Working alongside the communication manager, a Communication HLTA works across the school to provide direct input for pupils identified as at risk for underachievement and on Pupil Premium. It is her responsibility to plan and deliver specific communication targets to support these pupils in their communication development. She is also responsible for supporting the development of the total communication approach across the school.

Communication, teacher/therapist meetings are held once per term which comprises of the Head of School, Communication manager,

In addition the school have a Communication working party comprising of specialist teachers, Speech and Language therapists (SALT), Occupational therapists (OT), Physiotherapists, therapy assistants (SALTA) and specialist teaching assistants. These meetings are led by the communication manager and their core purpose is to develop whole school approach with a particular focus on joint working between multi-agencies.

ii) School systems & referrals

Pupils who start school at South Downs will automatically be placed under the provision of the SALT team. Therapists will carry out an assessment on arrival to identify the needs of the pupil. Class teachers meet with the school SALT team 3 times per year where they will review and write new targets for each pupil in their class including at least 2 communication targets and one social interaction target. In these meetings class teachers identify the necessary the type of input needed for pupils (assessment/ intervention/ 1:1 or group work) and agree who will deliver this (Class team/ SALT/ SALTA). Parents have the opportunity to discuss and have input into these targets at the parent consultations. Some pupils will be on a closed case load where by they do not have direct input from SALT. If there are any changes in the pupils communication needs, the class teacher is responsible to raise this with the SALT team to re-commence input.

Teachers can make referrals for additional support from OT/ Physio etc to support sensory processing, positioning, access etc which are essential when thinking about communication. Non-verbal pupils functioning above P4 will have an Alternative Augmentative Communication (AAC) assessment in liaison with SALT, the class teacher and parents. If felt necessary by the SALT team and class teacher, a pupil will be referred by the SALT team to the East Sussex AAC service for an additional assessment or the trailing of equipment. It is through this service that pupils will also be referred, if necessary, for further assessment from the SCAMP clinic or ACE centre.

The school hold a central bank of Communication equipment held on the west site, which is loaned to classes as needed. (See communication guidance

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folder). Any requests for additional equipment identified through AAC assessments will be taken by SALT to the Teacher/Therapists meetings to be agreed by SLT.

**iii) Staff Development**

Class teachers are responsible for supporting the development of the communication skills within their team. Each class team have weekly meetings in which ways to support pupils and their communication strategies are discussed.

Every classroom holds a ‘Communication Guidance’ folder for staff reference, which provides comprehensive information and support strategies for facilitating pupils’ communication. It includes descriptions of how to implement teaching systems used to support communication, resources such as a master timetable, key fob symbols and talking mats, guidance for the use of communication software and support materials for setting communication targets. A copy of this can also be found in the central Communication/Autism resource library. Staff can access resources from this Communication/Autism library to develop their understanding of pupil’s communication needs as part of their continued professional development.

Questionnaires are sent out to staff about their personal training needs. Additional training needs are identified by the Communication team, by Speech and Language therapists or through Communication learning walks or lesson observations conducted by the Communication manager or SLT.

Areas identified are taken to SLT to prioritise and agree how it will be delivered. Training can be delivered in house by the Communication team through twilight meetings or full inset days and if necessary expert trainers will be bought in by the school.

**5. Pupils**

*Pupils at South Downs*

Pupils at South Downs range from age 4 – 11, (and also a nursery with pupils starting for sessions at age 3). Within the school the pupil population falls within various categories including Autism, Profound and Multiple Learning disabilities (PMLD) and Severe Learning disabilities (SLD), and work within a wide range of abilities from P levels 1, up to National Curriculum level 4. Within these groups pupils could be described as different types of communicators:

- **Pre-verbal** pupils communicate in a very basic way, without using formal language skills (speech, sign, and symbols). Pupils may move through a simple progression of skills, and it is important to recognize the wide
spectrum of ability that this group represents – from pupils whose reactions are reflex responses to stimuli and situations e.g. crying when hungry or uncomfortable (pre-intentional) to pupils who clearly want to communicate meaning and are purposeful in their intent to control aspects of their environment e.g. reaching towards cup when thirsty (purposeful).

- **Non-verbal** pupils show clear intent and motivation to initiate an interaction i.e. they have some form of purposeful or intentional communication*, but due to various reasons (physical impairment, oral-motor issues, echolalic speech, etc.) have a receptive language level in advance of their ability to express themselves. These pupils are likely to require a symbol system in some form or another e.g. objects bag, simple choosing book, photo/symbol book, etc. Pupils at this stage will expect a response to their attempt to communicate. (* Intentional communication can be defined as using vocalization, gestures, facial expression, eye contact, eye pointing, body language, signs or symbols to interact with other people).

- **Verbal pupils** use speech as their primary means of communication, but will still benefit greatly from being immersed in a Total Communication environment. This will not only support their communication and language development, but will also enhance friendships and relationships through a mutual understanding and use of all communication methods.

**Pupil Voice**

It is essential that we support every child in expressing their ‘voice’ and allowing them to express choices and feelings. Through this we aim to enable our pupils to become happy and confident and as independent as possible for their future lives.

At South Downs we understand that we need to provide pupils with a reason to communicate and that they need to be motivated to do so. Staff use pupils' interests to encourage them to want to communicate and understand the reason for it. The degree of alertness and curiosity determines in large part how motivated a pupil will be to deliberately control his immediate environment. If a pupil becomes curious, his level of motivation will increase and therefore so will their intent to communicate. It is therefore essential that we start with pupils’ interest to develop their communication.

At South Downs, we understand the importance to consider & respect how pupil wants to communicate and allow each child to take their own lead in this. A range
of communication systems are offered with opportunities to watch their peers using these to learn to communicate spontaneously and with each other.

All staff understand that there is a greater reason to communicate that simply to request and that there are many functions of communication. It is important not to forget the greatest function of language is to comment and engage with others about our experiences. Surveys of adults with learning disabilities clearly show us that friendships and opportunities to have meaningful relationships is, by far, those adults’ most serious concerns. Our teaching at South Downs aims to address particularly the interactive process and the awareness of others and self. At the earliest stages of development, staff will seek to build relationships through intensive interaction to develop eye contact, listening, turn taking, body language and intonation. At the later stages it may include meeting people making and receiving requests, expressing feelings and opinions, handling criticism and compliments, compromising and being assertive.

We as a school understand the importance of giving pupils the opportunity to ‘speak’ for themselves and express their own opinions and feelings. In order to support this every pupil will:-

- Be assessed by the class team and SALT in their expressive and receptive language development at the start of school to identify their communication needs and develop a communication system that enables the individual to express themselves in the most effective way.

- Have the opportunity to express their opinions about their progress in school for their annual reviews through Pupil Voice using talking mats (see communication guidance folder), emotions boards and through the use of pupils’ individual Virtual Learning Platform (VLP) site.

- Pupils who are more able will have the opportunity to be involved in discussing their targets for their ILP’s and have input into their behaviour plans.

- Pupils on the key stage 2 site will be given the opportunity to stand for election on the school council or vote for their class representative to express their opinions about the school, having input into how their school can be developed.

- If required or requested, the SALT team in conjunction with the class teams and parents, will create a communication passport for any pupil who is in need of one. Communication passports outline the pupil’s basic needs, likes and dislikes and how to support their communication. A pupil may require a communication passport if; they are coming into contact with many carers;
they require frequent visits to medical centres etc; they are transitioning around the community independently.

The **Communication Charter** was devised and agreed by all staff is a vitally important part of the schools’ ethos and values. Its principles are to be followed by all staff, and it is prominently displayed in every classroom for all staff, students and visitors to access. (See Appendix)

### 6. Delivery

i) **The Curriculum**

At South Downs we recognise the importance of developing the whole child and therefore place equal weighting on the academic curriculum as we do for the personal development of each individual child. The curriculum is designed to be both incisively relevant to the needs of individual pupils and ensure an entitlement to curricular breadth and balance.

We provide teaching for the Essential Skills for Learning and Life through communication and PSHE (personal learning) and Core skills for building functionality, through the academic national curriculum subject areas (academic learning).

There is a complex link between communication and literacy.

- **Communication** is ‘fundamental to children’s development; children need to be able to understand and be understood; it’s the foundation of relationships and is essential for learning, play and social interaction.’ (Hello Campaign)

- **Literacy** is ‘explicitly defined as the 4 areas of language – reading, writing, speaking and listening’ (Rose Report)

In this setting, all pupils have difficulties with their Speech, Language and Communication due to the nature of their learning disabilities. The development of formal literacy requires a certain level of language skills. Children must be able to attend, make meaning from information and have effective means of expressing themselves before moving they can. If this is not the case, the foundations of learning are not in place to build upon, therefore any further concepts will be meaningless. All pupils need to establish the pre requisite skills of communication (Essential Skills for Learning and Life) before progressing to early literacy skills.
Through the different curriculum subject areas, we provide a breadth of communication and language experiences, which pupils will use as models for their own language development. There is also a great weighting on supporting pupil social development and social communication. Pupils are provided with opportunities throughout the day in lessons and at playtimes, to develop their peer to peer communication through discussions, games and in their play. In essence, all their time at school is learning and an opportunity to develop their skills of communication.

ii) The Adult’s role

Staff plan for and provide opportunities for pupil to communicate for a range of functions and that all communication opportunities are motivating, meaningful, functional and enjoyable for the child.

Staff act as communication role models, understanding that the most significant language development will come from the conversations they have daily with each child.

When working with pupils in the area of communication there are some simple but fundamental principles that all should endeavour to employ:

- A Total Communication approach is essential. Communication partners should use a mixture of speech, sign, symbols, photos and objects of reference to give pupils information and allow them to express themselves using their own method(s)
- Consider and respect how the pupil wants to communicate
- The communication partner should try to get on the same face to face level as the pupil they are talking to
- The communication partner should be aware of the age and language level of the pupil and give clear simple messages using a Total Communication approach
- Communication partners should respond to pupils’ communications, and give them time to respond
- Staff working with pupils should have consistently high expectations, knowing that it is important to not accept a child’s limited effort if they are capable of more in their communication, however also understanding the appropriate level of challenge which will be different for each child.
- Provide a breadth of communication and language experiences
- Encourage pupils to become more independent in their communication and extend their opportunities to communicate. (planned sabotage etc.)

- all those working with pupils should understand the importance of the use of language and communication and the primacy of its social function and links with behaviour

- No one working with pupils in South Downs School should ever underestimate the central importance of strong relationships in empowering and facilitating pupils—particularly in this area.

ii) Planning & Individual Learning Plans

Subject co-ordinators are responsible for writing the schemes of work for their subject for each year group, which can be found on the school’s network. Teacher use these plans to create their Short Term plan (STP) for their class. Within these and the weekly plans, staff outline how they will support communication within each subject area through the questioning or resources needed recognising that communication is not taught discretely, but is included in everything we do. All curriculum areas will be differentiated to meet their individual needs. Differentiation will be identified in STP, ILP & lesson plans.

In addition to the termly planning, staff write individual learning plans (ILPs) for each child, three times per year which focus specifically on each child’s communication needs. These are written in conjunction with the Speech and language therapists, and where required, OTs, physiotherapists, and other agencies, with staff being aware of the importance positioning, access and sensory processing all have on a child’s ability to communicate. These goals are taught in 1:1 or group sessions in class or by the therapy teams, but most importantly are practiced throughout the day in class and in all other areas of the curriculum.

Teachers also plan for opportunities to develop peer-peer communication, recognising that this does not always come instinctively for our pupils but will need opportunities to practice these skills.

We also recognise the importance of the learning that occurs in play and lunch times creating opportunities for pupils to make choices and develop their social skills. Pupil’s targets are reflective of this, with every time in the day seen as a learning opportunity. We also feel that some of the greatest learning for our pupils will take place outside the classroom, when pupils have the opportunity to practice and transfer these skills into the community, preparing them for their future lives.
iv) Communication Methods & Teaching systems

At South Downs, staff are confident in using a range of systems and teaching methods to support pupils in their communication. We recognise that in order for pupils to take on new information and understanding, they must first be in an environment which supports their communication and so enables them to feel safe and in control, ready to learn. Staff understand that one system should not be used in isolation but that pupils may use several strategies to communicate and therefore so should we.

The agreed signing system used by the school is Makaton signing. A weekly sign is taught to staff and displayed in classrooms and around the school and key signs are taught as part of the weekly staff meetings. Refresher training is provided on a regular basis as well as training for new staff. Workshops are also provided to support parents.

Communication systems that will be found in every classroom as part of our whole school approach include:-

- A class visual timetable outlining the day’s activities
- A clear structured learning environments including work stations
- Key visual to support behaviour/ concept development (these will vary depending on the ability of the class)
- Key fobs with significant symbols & traffic light cards worn by every staff member

Every classroom has visual (or multi-sensory) support appropriate to the needs of the pupils. Environments are well structured with clear areas and visual support throughout, and where appropriate, pupils have access to TEACCH structures to support them in their learning. Equipment and communication systems are positioned well to ensure suitable access for the pupils.

Teachers will establish their own systems for their class type or specific groups of pupils within their class according to the need. In addition specific communication systems will be set up by the class teacher or with support from the SALT or communication team, for individual pupils according to their need. They may require an Alternative and Augmentative Communication system (AAC) (See communication guidance folder), for which pupils will receive an AAC assessment (See Referrals (above) & AAC – progression guidance subsidiary policy - Appendix).
v) Challenging Behaviour

All those working with pupils should understand the importance of the use of language and communication and the primacy of its social function and links with behaviour. Staff at South Downs we understand that challenging behaviour fundamentally linked to communication and by supporting pupils to communicate, you are able to alleviate much of their frustration and anxiety thus supporting their behaviour.

Research has shown that a structured approach has a positive effect on children with Autism who exhibit challenging behaviour. Literature also highlights that when a child who has challenging behaviour, is given an effective means of communicating their needs and with others, there is a positive effect on behaviour. The number of incidence of the child exhibiting challenging behaviour will dramatically decrease.

All pupils who display challenging behaviour have behaviour management plans written by the teacher and shared with class team and parents. These include a communication profile, how best to communicate with the child at a time of crisis, what the behaviour could be trying to communicate and what communication systems should be used to support. Pupils who do not have behaviour plans (for example PMLD pupils) will still have a communication profile to outline the important information to support the child.

Each child is a unique individual and will require different strategies to support them. It is through strong relationships, that staff are able to understand what is being communicated and how to turn the communication into a positive form.

All staff are trained in Team Teach, which emphasises the importance of communication to deescalate challenging behaviour.

7. Identifying progress, assessing and monitoring

Assessment is the key to whatever approach or approaches that are finally decided as most appropriate for the individual child. It is through assessment that a starting point or baseline is set and it could also be used for indicators of progression. If we know about the child’s strengths, weaknesses, what is odd or unusual about their communication, then we can plan accordingly.
In its simplest form three questions may form the basis of an assessment: -

- How is the child communicating spontaneously e.g. what systems are they using i.e. symbols, objects, signs etc.

- What is the function of his communication e.g. asking, rejecting, expressing, etc

- Where is communication taking place most frequently e.g. snack times, playtime, during social routines.

Through identifying and answering key questions such as these, teachers are able to critically assess the skills of a child’s communication and identify the areas for development in order to plan for the next steps.

We adopt a range of assessment systems to monitor progress of all pupils individually.

- Teachers meet with the Speech & Language therapist 3 times per year to evaluate the ILPs, identify the current level of the child in their communication and identify the next steps for the child’s new targets.

- Teachers will complete their own teacher assessment on a day to day basis, used to inform each child’s P-levels in their expressive and receptive language development. (The data is then entered onto CASPA three times per year for whole school monitoring and moderation).

- Teachers are observed in lessons 3 times per year. Each pupil is graded for the level of progress they made in the lesson in both their subject based or activities and their personal learning and communication.

- Teachers meet with the head of school three times per year to conduct pupil progress meetings. Term 2, is used to set targets for the year based on the progress from the previous year. It is also used to identify any potential barriers to learning and set a plan to support these. Meetings in term 4 and 6 are used to monitor progress against the target set. Each child is discussed and their progress is monitored against the P-scale attainment, ILP targets, behaviour, stake holders opinions, child’s opinions and also specifically for communication. Where necessary, referrals can be made from this to additional services that may be needed to support, including support for families so that the learning can continue at home.

Communication across the school is monitored across the school through learning walks, photographic evidence and through staff training and evaluations. All staff complete set targets in their performance management one of which

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must be about developing their skill in supporting communication and is monitored by the class teacher and SLT.

The Communication Manager completes an analysis of the CASPA data for the areas of expressive and receptive language development and also from the progress data from pupil progress meetings to identify groups of pupils who may be excelling or lagging in communication and identify why this may be the case. This acts as a starting point for sharing good practice to support each other throughout the school, and identifying training needs for supporting Communication in specific areas to ensure all pupils make good or outstanding progress.
Appendix

Appendix 1:

South Downs Community School Communication Charter:

◆ I might not speak but I will communicate with you.
◆ Take time to recognise and understand the methods or signals I use to communicate.
◆ Have patience and allow me plenty of time to respond – it may take me a while to listen, think and respond to you.
◆ It’s good to communicate face to face.
◆ Learn the methods I need you to use to help me understand what you’re telling me.
◆ I will learn from you. Model what you want me to learn.
◆ I may need lots of opportunities to practice my new communication skills.
◆ Communicate with me in a dignified manner, with respect and in a way that is appropriate to my age.
◆ Include me in social interactions and provide me with the means to participate.
◆ Please don’t take away my means of communication.
Appendix 2:

Alternative Augmentative Communication (AAC) - Progression Guidance Moving from a Low tech communication system to a high tech.

Alternative and Augmentative communication refers to any approach designed to support, enhance or augment (increase) the communication of individuals who are not independent verbal communicators in all situations.

(Beukelman, Yorkstone & Dowden, 1985 as quoted by the ACE centre)

This is divided further into 3 main categories:

Low tech = No technology involved – paper based e.g. PECS/ communication books.

Light tech = The use of simple voice output technology e.g. big macs/ step by step communicators – these require programming but no software.

High tech = Communication software programmes on voice output devices e.g. Proloquo to go on iPads, eye gaze etc.

With High tech communication equipment becoming more and more accessible, the means to develop and extend pupils communication are increasing and enabling far greater opportunities for our children.

However, in order to successfully use a high tech aid, practitioners must ensure that the children they work with have the pre-requisite skills needed to access the device and use it successfully, without the pupil becoming frustrated or confused (causing them to disengage with the device or be put off communicating).

In order to successfully access a high tech communication aid, pupils must first develop skills in communicative understanding in order to recognise the purpose and use of the device, as well as the physical skills required to control the device.

For a child to be deemed appropriate to move to using a high tech device, they must first:

- Successfully demonstrate the ability to seek and gain attention in order to communicate. (This may need to be taught in a different way using a high tech aid).
- Demonstrates understanding of the reciprocity of communication.
- Demonstrate a clear yes and no response to stimuli.
- Demonstrate understanding of the cause and effect nature of a switch/ voice output to communicate meaning e.g. to request an item/ for more.

- Show an interest in technology

- Show understanding that photos/pictures/ symbols correspond to and represent objects and be able to discriminate pictures.

- Demonstrate the ability to categorise objects into groups (i.e. for an iPad where pupils will be expected to scan and select the group they require to find the item)

- Be able to control their physical movements in some way in order to access and control the device (e.g. eye pointing, touch, chin switch etc)

- Currently be using a low/light tech system functionally and consistently and across a range of environments with a range of communication partners. (This is essential as pupils will need a system to fall back on if the technology breaks/ needs updating/ run out of battery etc).

- For PECS users, Pyramid recommend that pupils should also:-
  - Be able to discriminate at least 20 pictures
  - Be working at least at phase 4 of PECS

It would also be useful if they were taught to –

- Isolate 1 finger when reading back the strip to prepare for button pressing

- Place their symbols back in the book in the correct place to learn the need to clear the display on a screen and categorise correctly.

If a pupil is displaying these skills and parents, class teachers, Speech & Language, Occupational and Physiotherapists have met to discuss the child’s needs and agreed that the child is a candidate for moving on, the communication team will support in the accessing of a trial of the new device or if appropriate, a referral will be made to the East Sussex AAC service, which would then refer if necessary to the SCAMP clinic or ACE centre.

The referral is likely to be declined if:

- The child is not demonstrating consistently the skills listed above.

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- the child shows little or no interest in technology
- the referral is not relating to a communication need
- there is a high risk of damage to the device, to the child or others
- there is a likelihood the technology will be a distraction to communication (this may be a problem for pupils with Autism)
Appendix 3:

Definitions

SALT – Speech & Language Therapist

SALTA – Speech & Language Therapy Assistant

OT – Occupational Therapist

SLT – Senior Leadership Team

STP – Short Term Plans

ILP – Individual Learning Plans

P-LEVELS – Pre-National Curriculum assessment levels

B2 – P level assessment system used by the school

CASPA – Comparison & Analysis of Special Pupil Attainment

VLP – Virtual Learning Platform

AAC – Alternative & Augmentative Communication - refers to any approach designed to support, enhance or augment (increase) the communication of individuals who are not independent verbal communicators in all situations. (See Communication Guidance folder)

Autism - A lifelong developmental disability that affects how a person communicates with, and relates to, other people. It also affects how they make sense of the world around them. (See Autism Policy)

PMLD – Profound & Multiple Learning Disabilities

(A diagnosis of profound and multiple learning disability is used when a child has more than one disability, with the most significant being a learning disability. Most people with PMLD will have significant physical and sensory impairments and often Epilepsy. They may have hearing and sight problems and will communicate non-verbally. Often children with PMLD will also have complex health and medical needs).

SLD – Severe Learning Disabilities

(Children with SLD will have significant difficulty in understanding new or complex information, learning new skills, coping independently and communicating).
This policy was adopted by the Teaching and Learning Committee on behalf of the Full Governing Body on 27th February 2014.

Signed: ....................................... (Chair of Governors)
Date.............................................

Signed: ........................................ (Chair of Teaching and Learning Committee)
Date.............................................

Signed: ..................................(Executive Head Teacher)
Date.............................................