

**Impact**

Pupils will reach their full communication potential.

Staff will better understand pupil’s communication needs.

Staff will be confident in total communication.

Every pupil will feel comfortable to use their preferred communication method.

Pupils will be happier, with increased independence and more confidence.

Pupils will have more self-awareness of own communication needs.

Pupils will have increased friendships. A social culture will be created. This will enable them to feel valued, accepted and part of their community.

Pupils will have secure skills that are transferable to their next steps. They will have more access to employability and independent living.

Pupils will have a strong access to the curriculum.

They will be empowered to have their voices heard and play an active role in the curriculum.

Regulation will be more successful, leading to improved behaviour.

Our overall aims for Communication & Interaction at Belmont School are:

* To encourage the inclusion of **all** pupils
* For pupils to reach their full communication potential
* For the whole school to be able to communicate together
* For every pupil to have a voice and to be understood

**Intent**

For every pupil to have a voice, to be able to communicate, share views and to be heard.

To have a whole school universal and total communication approach in order to meet individual needs.

For pupils to gain understanding, and take ownership, of their communication.

To develop communication skills which will help throughout life and be transferrable to further education.

To support pupils’ mental health.

For pupils to communicate needs, choices and intentions, in addition to expressing views, emotions and thoughts.

To gain increased independence.

To develop specific areas of expressive/receptive language, as well as social communication skills.

**Implementation**

Whole school approaches used consistently across the school day.

Regular whole school training.

Resources and symbols; AAC and Makaton, to be used consistently. Banks of resources on the system.

Opportunities to encourage communication in real-life settings, e.g., lunchtime clubs, and time dedicated to communication in class. Adults modelling positive communication skills.

Identify and assessing communication needs. Personalised communication passports to outline strengths and difficulties.

Listen to pupil voice, e.g., school council.

Continued interventions; 1:1 and small groups.

Opportunities with unfamiliar adults.

Sharing information with parents/carers to support communication at home.

Approaches differentiated to different needs. Recognising the need for flexibility.



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| Objective- Intent- What? | Actions- Implementation-How? | Success – Impact – Why? |
| Understanding individual needs | Pupils to be assessed by NHS SALT. Identification of communication strengths and needs. Communication I.D’s and passports to share information. | Staff will be aware of SLCN of all pupils in their class. Strengths of pupils will be utilised and difficulties will be supported. No pupils will be overlooked and support can be differentiated. |
| Staff training | Staff to receive regular training to ensure consistency and a whole school approach. Specific training in interventions.Drop-in sessions, time to practice, staff to attend interventions sessions with therapists. | Successful whole school implementation and benefit to children. Total communication approach and environment will be fully embedded. |
| Whole school Makaton | Regular training and practice. All staff to receive basic training. Key staff trained in Levels 1/2. Signs of the Week videos for staff, pupils and parents. Daily opportunities with adults modelling. | Staff confident when using Makaton. Pupils’ receptive language will be more supported. Pupils to feel empowered to use Makaton themselves. Improvement of well-being, using a multi-modal and pupil-centred approach. |
| InPrint 3Communicate in Print approach across the school | InPrint policy for symbol use across the school. Consistent use both in primary and secondary. Training for staff to be able to use effectively. Bespoke and differentiated resources to be used to support individual needs. Bank of resources. | Whole school total communication environment will be more embedded. Pupils will be able to participate more in communication and will be able to access all areas of the curriculum. |
| AAC support across school | Staff training. Key staff to receive more specialist training. Consistent approach with grids and visuals. Purchase of equipment for those who need it. Grid licenses to be rolled out. | All pupils will have a voice. They will be able to express their wants, needs and opinions. Regulation will be more successful. |
| Objective- Intent- What? | **Actions- Implementation-How?** | **Success – Impact – Why?** |
| Improved social communication | Learning walks. More lunch clubs and social communication games. More emphasis on snack time across school. Staff modelling good communication skills within real-life settings. Resources, visuals and guidance to support this. | Successful friendships, improved wellbeing and maintained relationships. Pupils will gain transferable skills which will support them as they transition into adulthood. |
| Whole class activities to support specific skills | Time each week in class to develop specific communication skills, such as vocab naming and auditory memory. Activities provided and overseen by SALT. | Wider education opportunities for all. Targeting specific areas of C&I – dedicated time each week to support development of these skills. |
| Specialist support | Continuation of specialist interventions. Support to class teams to ensure they can implement interventions across the week. Continuous reviews of needs, to adapt interventions accordingly.  | Confidence increased for staff team, parents and individuals. More successful communication development through a consistent approach. |
| Parent training in key communication areas | Coffee mornings, training sessions, Makaton videos sent home, regular opportunities to liaise with Interventions team. | Parents will feel supported and empowered. Everyone is on board with approaches used, the support will be consistent at home and in school. |