



# COMMUNICATION PLEDGE RATIONALE



## Communication Pledge at Curnow School.

Through the pledge area's we are fully preparing students for their next steps and into a fulfilling life beyond school.

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

### Intent

- For every student to have an identified voice so that they can express themselves and be heard.
- Ensure that communication methods are shared and explicit, meaning that every adult knows and uses the identified method.
- Have an embedded whole school universal communication offer appropriately supports individuals and reflect the different school pathways.
- To develop communication skills which will support students beyond school.
- For pupils to communicate needs, choices and intentions, in addition to expressing views, emotions and thoughts.
- Work collaboratively with all partners to use expertise and advice throughout the school day
- Work in close partnership with parents and carers to provide the best and most ambitious offer for all.
- To ensure that communication works in tandem with the other pledge areas of independence and sense of self.

### Implementation

- Whole school approaches used consistently across the school day.
- Regular whole school training.
- Resources and symbols to be used consistently.
- Banks of resources on the system.
- Access to appropriate software for modelling and making resources.
- Opportunities to encourage communication in real-life settings, e.g., lunchtime, and time dedicated to communication in class.
- Adults modelling positive communication skills.
- SIT team/SALT support for identified groups and individuals.
- Personalised communication passports/AAC to outline strengths and difficulties.
- Listen to pupil voice, e.g., school council.
- Opportunities with unfamiliar adults.
- Sharing information with parents/carers to support communication at home.
- Approaches differentiated to different needs.
- Recognising the need for flexibility.

### Impact

- Pupils will reach their full communication potential.
- Staff will better understand pupil's communication needs and total communication for the pathway.
- 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 wellbeing and therefore behaviour.



# COMMUNICATION ACROSS THE PATHWAYS



## Engagement

### Resources

- Clutter free environments
- Objects of reference
- Project core symbols (PCS)
- Eye gaze
- Switches
- Timetabled talking time
- Cause and effect activities
- Sound buttons
- GRID enabled iPad and GRID for schools

### Approaches

- Intensive interaction
- Attention buckets
- Switch progression pathway
- Makaton/on body signing
- Sound and song cues

### Considerations

- Vision and hearing needs - adapted materials
- Processing time
- Physical adaptations
- Gestalt language processing/Core word programmes

## Explore

### Resources

- Visually uncluttered environments
- Visual timetable with symbols removed to indicate that activities have finished
- GRID enabled iPad and GRID for schools on screen
- Choice boards
- Curriculum related communication boards
- Communication books - situated in easy reach
- Devices either within reach or materials available to request devices

### Approaches

- GRID modelling (screen and iPad)
- Curiosity programme/RISE/attention buckets
- Makaton
- Song cues/transitional cues such as countdowns
- Core word focus work

### Considerations

- Gestalt language processing/core word programmes
- Vision and hearing needs
- Access to communication books and devices

## Discovery

### Resources

- Visually uncluttered environments
- Communication boards eg feelings/self occupancy
- Easily accessed communication books and devices, promoting independence in students being ready to communicate
- Relevant vocabulary within devices and books - work related vocabulary, vocabulary related to specific activities
- Sequencing strips
- Social stories

### Approaches

- GRID modelling (screen and iPad)
- Makaton
- Teaching social sight vocabulary
- Blanks Level work

### Considerations

- Gestalt language processing/core word programmes
- Vision and hearing needs
- Teach students to have responsibility for communication materials

- This is a general guide and classes and regardless of pathway teachers should look at principles relevant to their individual students.
- All approaches should be delivered through age and stage appropriate resources, eg transitional songs.
- **ALL** students should have either a formal and individualised communication method (to include speech) or a communication passport in place.
- **Modelling, exposure and opportunity will be the key to success for all students, regardless of pathway.**



# COMMUNICATION MATERIALS EXAMPLES



**Communication Passport**

Name: \_\_\_\_\_ Main Method - Auditory Scanning

**Without AAC - I can**  
 Understand alot more than I can say  
 Listen to several options to make a choice  
 Copy vocal intonation to make a choice  
 Reach for one item or hand when making a choice from 2

**Please Model -**  
 Always talk to me in manner that matches my age  
 Offer me choices at every opportunity , listen for my yes / no / choice response  
 Make sure you are in close visual range

**With AAC - I can**  
 Use 2 head switches to make choices for yes no , more finished , stop go. I have an auditory scanning list with lots of options. I am learning the order of this list

**Please model**  
 Model using the buttons with new core words in lots of different contexts eg like / not up/down same/different  
 Model using my Auditory scanning list in motivating times and times of breakdown

**What does my Yes look/sound like?**  
 I will smile  
 Make a lip smack sound  
 Look at the thing that I want  
 I will turn my head to the right to hit my green YES button

**What does my No look/sound like?**  
 I will turn away  
 I will frown  
 I will make frustrated/upset sounds  
 I will knock your hand away  
 I may shout

**I need help with**  
 Make sure my head switch buttons are available and within reach of my head when in my chair - or hold them either side of my head (Yes right -No left) if I am in a different position  
 Make sure you are familiar with my Auditory scanning list  
 I really struggle with waiting, this can make me frustrated and upset then I can't communicate, let me know what is happening all the time.

**Things that help me to understand and communicate**  
 Address any pain or discomfort first  
 Use my auditory scanning list in the correct order  
 Reduce unnecessary language  
 If I am upset , get my attention in a quiet space and let me know you are listening and trying to help

**Communication Passports.**  
 Written to support all adults and settings to interpret communication and to communicate with some of our most complex communicators. This ensures that these students have a voice wherever they are and whoever they choose to communicate with.

**Communication Books.**  
 Each communication book will contain information to guide anyone working with a students on the level that they are currently working comfortable at and the level that adults should be modelling with them. This will ensure that next steps are taught and explicit.

**My name is**  
 \_\_\_\_\_

**This is my communication book**

**I can** **Point to one symbol to choose**

**You Model** **Getting my book** **Turning to the page** **Combining a 2 word phrase**