

Communication strategies and approaches are embedded across the school day and planned into all aspects of the curriculum. The Speech and Language Therapists arrange regular meetings with class teachers to discuss progress and plan interventions and strategies, including attending Pupil Progress Meetings. A key aspect of SLIC support is training all staff in communication approaches so that interventions are carried out by members of the class teams once the SLIC Team have demonstrated techniques and strategies. This should enable the pupils to generalise skills and make the most progress. Teachers often work with Speech and Language Therapists to review EHCP outcomes and set new outcomes and short term targets, including any proposed updates to the provision plans. Speech and Language Therapists attend Annual Review meetings when possible. In addition, each pupil has an annual Speech and Language Therapy report written, summarising their progress in communication which is submitted as part of the Annual Review process.

### **Universal interventions available to all pupils at Ifield School and Sixth Form**

- All staff use a Total Communication Approach; staff use reduced language, support spoken and written language with symbols, natural gesture, facial expressions and Makaton signing.
- As part of the induction process, all staff learn a set of Core Vocabulary Makaton signs, as well as weekly Signs of the Week videos which are shared during Friday's teacher briefings and assemblies.
- All teaching staff use Widgit symbols through Communicate in Print 3 to create visual resources to support spoken and written language.
- A symbolised version of each class' timetable is shared at the start of every new academic year.
- Staff have access to photos of all staff, pupils and other standard photos to create personalised visuals for their class.
- Ifield School uses Colourful Semantics to develop comprehension of spoken language and written text by using a consistent scheme of colours, symbols and Makaton signs linked with each question word.
- Cued Articulation can be used to support pupils' access to Little Wandle Phonics and speech sound production, a video of speech sounds and Little Wandle graphemes is available for all staff to watch and use.
- Clicker 7 is installed with widgit symbols on all school laptops and can be used to support written language across the curriculum.
- To support pupils transitioning each academic year, a booklet giving information about new class teacher, teaching assistants, classrooms and any other changes. This information is provided to pupils before the whole school transition visits to ensure pupils are fully prepared and any anxiety is reduced.
- Social Stories are often created for whole school events or activities, such as Christmas dinner in the hall or building work happening within the school.

- Each pupil at Ifield School and Sixth Form receives an End of Year Speech and Language Therapy report which summarises their progress in communication and next steps.

### Targeted interventions and approaches delivered by the SLIC Team or by trained school staff

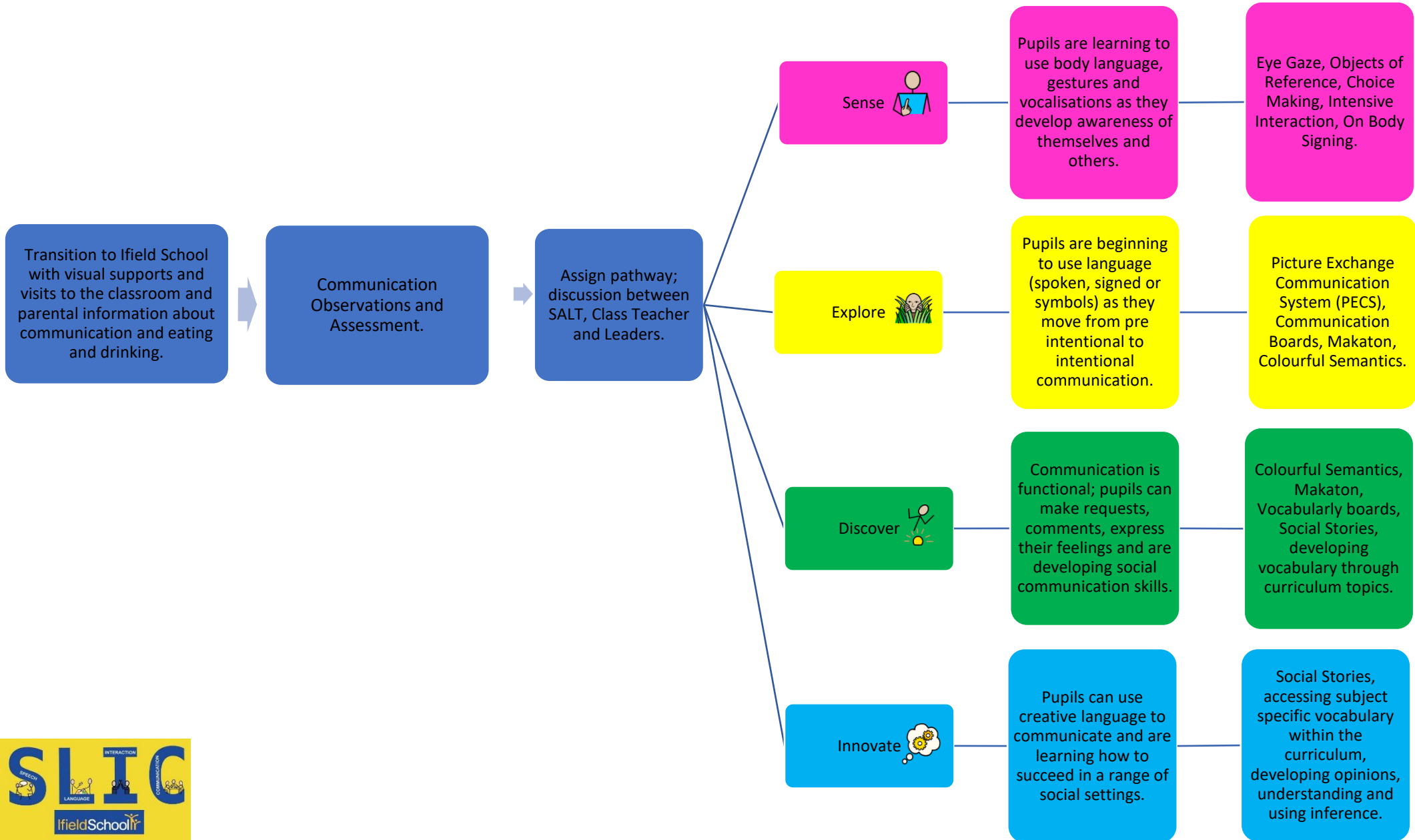
- Pupils who are not accessing Little Wandle Phonics are supported to develop their early communication, language and literacy skills through the Foundations for Literacy. Each pupil has identified areas to work on for their developmental stage and ideas of approaches to support this are provided, including
  - Intensive Interaction
  - Attention Autism
  - Chatterbugs
- Some pupils require more specific visuals to support their transitions throughout the day, these systems are personalised to individual pupils' needs. This can be in the form of Objects of Reference, Now/ Next boards or Micro schedules.
- Many pupils benefit from Social Stories to explain an event that has happened or will happen in the future, these are personalised to the pupil and the situation.
- Pupils are provided with suitable Augmentative and Alternative Communication including, PECS books, VOCAs, Communication Boards, Big Mac switches and Talking Tiles.
- Typically, 20% of staff development days throughout each academic year focus on Speech and Language strategies. In addition there is termly bitesize training with a SLIC focus and a number of afterschool training sessions are delivered throughout the year.
- Visual supports such as task management boards, learning sequences, first/then or working for cards are beneficial for many pupils and can be provided by the SLIC team as required.
- The Speech and Language Therapists support the implementation and reviews for individual Wellbeing Support Plans.
- Contribution to EHCP Annual Review and target setting.
- Pupil accessible questionnaires and letters are created using Communicate in Print 3.

**Specialist interventions led by the Speech and Language Therapist with involvement from school staff and parents/carers to ensure the intervention is generalised and embedded into pupils' wider experience.**

- Dysphagia assessment, management and ongoing support with modified textures of food and drink, positioning and techniques.
- Assessments to ascertain a pupil's symbolic understanding (photos, symbols, objects), formal and informal assessments of language and communication skills and ensuring AAC is in place to ensure pupils are supported to make and understand choices, express feelings and needs, and involve themselves in the world around them.
- Direct work with identified pupils to develop Speech, Language and Communication Needs.
- Ensuring that Speech and Language Therapy is delivered as specified on pupils' EHC Plans.
- All training sessions and workshops are personalised to the target audience, from an understanding of SLCN and resources provided to KCC transport providers to Kitchen staff learning the Makaton signs for the school dinner menu. There are regular training opportunities for parents, Teachers, Teaching Assistants and the Specialist Teaching and Learning Service.



Ifield Journey for Communication



Pupils can move pathways following discussion with Teachers, Speech and Language Therapists and Leaders.

