'Learning together for a confident future'

Cadishead Primary School

Communication Policy

At Cadishead Primary School all staff believe that communication is central to life and learning. Through communication we: build social relationships and knowledge; make our needs and feelings known; and share ideas with others. Communication involves listening, understanding and responding, and also links to literacy skills.

We believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. It is intended that this policy will help to ensure that we recognise and support those children in our school with their communication skills according to national guidelines and within the context of the school.

DEFINITION OF COMMUNICATION

Good communication is much more than an exchange of information. It involves management of relationships and the need to involve people. Communication is as much about attitude and behaviour as it is about message. We should also remember the importance of listening.

What is communication?

- Attention and listening.
- Turn taking.
- Receptive language (understanding) - The ability to understand words and sentences and being able to respond using appropriate vocabulary and grammar.
- Expressive language (speech) - The ability to combine sounds together to say words. This involves the physical elements of pronunciation.
- Non Verbal Communication – The ability to understand and use gesture, body language, facial expression and tone of voice.

- **Aims:**

⊙ We aim to encourage children to communicate confidently by providing them with purposeful language interactions and experiences

⊙ We aim to encourage children to communicate in a style appropriate to their audience and purpose.

⊙ We aim to provide many situations where children will be able to develop their own communication skills.

⊙ We aim to create opportunities for speaking and listening across all areas of the curriculum which are differentiated to meet the needs of all the children according to the level of need.

⊙ We aim to provide a whole school environment where all forms of communication such as verbal and non-verbal are understood by everyone.

⊙ To ensure that all children leaving Cadishead Primary School will be effective communicators.

Principles

- All teachers have the responsibility for developing the communication skills of children in their class.
- Activities for speaking and listening should reflect inter-relationships between reading and writing and recognise each enriches the development of the other.
- Speech and language activities should be differentiated for children with speech and language and communication needs (SLCN) and for those at the early stages of EAL.
- Communication skills underpin the basis for all future learning and are fundamental for accessing all areas of the curriculum.
- Speaking and listening activities should include real purposes and audiences.
- That background noise is monitored particularly in group situations as this could be a barrier to learning for children with SEN and those at the early stages of acquiring English language.
- The learning environment reflects the communication needs of our pupils such as:

    - Visual timetables
    - Symbol support
    - Clearly labelled areas in classrooms
    - Seating arrangements in group, carpet and table places
    - Role –play areas in the early years and Key Stage 1
    - Use of the interactive whiteboard

Provision

- Speaking and listening activities run throughout the whole curriculum and are not taught separately.
- Activities are differentiated appropriately according to the individual needs of the child. We provide a variety of teaching strategies to promote communication such as:

    - Blank Language Scheme
    - Mind Mapping
    - Word Maps
    - Word Wise Whizz
    - Vocabulary Maps
    - Attribute Webs
    - Spidergrammes
    - Multiple Meaning Trees
    - Venn Diagrams
    - Using Visuals

- Classroom techniques to promote the development of speaking and listening and social communication skills include the following:

    - Talk partners
    - Debates
    - Puppets

- Role-play
- Collective Worship
- Topic presentations
- Guided Reading

❖ The SEAL curriculum (Social and Emotional Aspects of Learning) promotes social communication skills in the classroom.

Planning

Teachers plan for speaking and listening ideally across the whole curriculum where new vocabulary is introduced and specifically taught. In the early years, pre-teaching of vocabulary is sometimes required.

Assessment and Recording

Children in Reception are assessed and grouped for additional language development support. Any causes for concern are identified and monitored. Further support is given to SLCN and they are tracked through school to ensure routines are consistent. Staff will identify additional SLCN needs in their classes and follow school procedure to refer to
SENCO who will then seek support of outside agencies where appropriate.

The criteria for assessing children's achievements in communication are based on the following criteria:

- The effectiveness of their talk including adaptation to purpose, context and audience.
- Contributions that show positive and flexible work in groups.
- Clarity in communicating, including the use of reason and clear sequences of ideas.

We use the Early Years Foundation Stage Ages and Stages descriptors and National Curriculum levels to assess children based on in class observation across a wide range of activities.

Partnership with Parents

On entry to Foundation Stage parents are asked to fill in a questionnaire that includes questions about Speech and Language Development of their child. For any new children joining our school parents are asked to complete a similar questionnaire about their child's communication skills. If any concerns are highlighted this is followed up by the class teacher and if necessary the SENCO. Parents and teachers will work together for the needs of all children including those children with communication and language difficulties.
As with all children with an additional special educational need an Individual Education Plan will be written by the class teacher in conjunction with the child's parents and outside agencies involved in line with the SEN Policy.

Resource Allocation

Extra resources will be allocated in accordance with the school development plan. This aspect of pupil development will receive an annual allocation related to the pupils and their needs.

Professional Development

Professional development of teaching and non-teaching staff will be undertaken with regard to both the need and the cycle of school development planning.

The ELKLAN trained professionals will work with staff in school to ensure that are supported and can confidently implement the strategies that will help the children to progress.

Reviewed by Joanne Thomas and Kathryn Denniss

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