

Beccles Primary Academy Communication Policy

Aims

- To provide a whole school environment where all forms of communication, such as verbal and non-verbal, are valued, used and understood by all members of the school community.
- To integrate ELKLAN principles and methodologies throughout all aspects of school life.
- To identify children with Speech, Language and Communication Needs (SLCN) as early as possible and to provide appropriate support and intervention as necessary.
- To ensure that Speech, Language and Communication is given a high profile through regular training and inclusion on staff meeting agendas.
- To ensure that children leaving Beccles Primary Academy are effective communicators.
- To annually review the School Communication Plan and monitor its implementation across the whole school.

What is communication?

At Beccles Primary, we use the following definitions:

- **LANGUAGE** – the ability to understand words and sentences and organise thought to be able to respond using appropriate vocabulary and grammar
- **SPEECH** – the ability to combine sounds together to say words. This involves the physical elements of pronunciation.
- **NON-VERBAL COMMUNICATION (NVC)** – the ability to understand and use gesture, body language and facial expression to communicate your message.

These strands occur in all areas of school life; attention, listening, play, negotiating and are fundamental to the progress a child makes. The ELKLAN training has formed the basis of our speech, language and communication plan, incorporating a range of strategies to develop children's language skills, irrespective of any difficulties they face.

A Communication Friendly School

At Beccles Primary Academy we feel that pupil voice is an important strand of education, which involves:

- Listening to young people.
- Giving young people the language to understand and express their views and feelings.
- Encouraging children to recognise and vocalise the support they need and find useful.

We provide a communication friendly environment where children are encouraged to speak out and voice their opinions in order to:

- Take ownership and responsibility for their achievements and challenges.
- Make informed choices.
- Better engage in the learning process and become an active rather than passive learner.
- Access support that they may need.

Strategies deployed to promote communication include:

- Providing regular and frequent opportunities for children to speak and listen to each other, interact in a group and participate in role play, throughout their time in school.
- Interaction – Stop, Listen, Respond...

- Thinking about the vocabulary used in questioning – Blank strategy
- Extending vocabulary – making information and directions visual
- Encouraging children to ‘Speak Out’ when they are unsure
- Display school rules visually
- Use visual timetables/time lines to support children with SLCN or where appropriate
- Intervention such as Socially Speaking and Time to Talk
- Whole school ELKLAN training in Communication Counts, including ‘top-up’ training annually and training for new staff as part of induction.

Communication will link closely with all areas of the curriculum and form a vital part of learning across the school. As such, this policy will be supported by work in Phonics, other intervention programmes and input from outside agencies such as speech therapy. Children receiving additional support for a SLCN will be highlighted on their Learning Plan and targets will reflect what they are working on. These will be shared with parents as well to incorporate a uniformed approach to ensure children progress.

SEND Children – Communication with other schools and outside agencies

When children have special educational needs, or if they are making less than the expected progress, we find it helpful to meet with parents more regularly to form an individualised Learning Plan.

We recognise that children have diverse needs and we are supported by various agencies and groups of professionals who keep us informed on better ways to meet these needs, so that children may participate more fully. Support comes from medical services (such as speech and language therapy, occupational therapy and physiotherapy), from Educational Psychologists, from health professionals and specialists.

Prior to pupils joining our Early Years and Foundation Stage, children are invited to visit the school to enable us to gain further information about them in order to support their transition to Beccles Primary School.

On initial entry, children are assessed and any causes for concern are identified and monitored. Further support is given to children with SLCN and they are tracked through the school to ensure routines are consistent.

Staff will identify additional SLCN needs in their classes and follow the school procedure to refer to the SENDCO who will then seek support of outside agencies where appropriate.

The SENDCO meets with the local Speech and Language Therapist at the start of each term to review children currently receiving Speech and Language input, gain advice for children presenting with difficulties and plan any referrals/work for the term.

Monitoring and Review

The policy and plan will be reviewed at the start of each academic year and monitored throughout the year by the SENDCO, who will report progress to the Governing Body.