

Communication and Interaction Curriculum Offer

Communication at Stone Hill School

The ability to communicate is an essential life skill for all children and young people. It is at the core of all social interactions. With effective communication skills, children can engage and thrive. Every child's ability to communicate develops gradually overtime. All children progress through the same communicative stages, but at different rates. At Stone Hill school we endeavour to support every child reach to their full potential by assessing which stage they may be working at and scaffolding their next steps.

This school aim reflects the importance of communication within Stone Hill. Being able to communicate enables pupils to access all other areas of the curriculum, and other life experiences. There are times in the school day, and during subject lessons, dedicated to developing communication skills. In school, pupils may receive personalised communication enrichment that match their needs and abilities. We value pre-intentional communication (interpreting behaviour) and intentional communication such as gestures and body language, in addition to functional speech.

As a staff team, quality first teaching (QFT) is the first intervention for all learners and communication is embedded throughout the curriculum. However, there is a recognition that some pupils may require time-limited support in addition to inclusive QFT in order to secure effective learning and increase their rate of progress. It is at this point our enrichment programs would be considered for our young learners.

As a staff team we are supported by a Speech and Language Therapist, who quality assures all enrichment programs in addition to delivering their own 1:1 or small group intervention support.

Communication is supported at Stone Hill School

It is an expectation that communication is a focus in all aspects of school life following the means, reasons and opportunities method and not just discrete sessions. However, we do use adapted nationally recognised, researched interventions for specific children when required. Children will then work on individualised communication outcomes. All our communication interventions work in conjunction with the school curriculum offer. As part of our curriculum offer, pupils in lower school access structured play and interaction sessions, on a daily basis. One of the most important, but often undervalued ways in which practitioners and parents can help develop children's language skills is through play. During play, children are able to try out language and behaviours in a non-structured social environment. The children learn behaviours and language modelled by adults or more advanced peers. Children's play skills and personal motivators will be assessed and used to plan stimulating activities to extend their development to the next level.

Communicative Opportunities

The following Enrichment Programs are delivered at Stone Hill School. Children will be baselined on a communication tracker which could highlight specific areas of need.

The areas of communication and interaction that pupils could need support with are as follows:

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| 1. Social Interaction |
| 2. Emotional Expression and Understanding |

3. Oral Motor Coordination, Speech Sound Discrimination and Speaking		
4. Receptive Language		
5. Expressive Language		
The enrichment opportunities available to meet the area of need are as follows:		
Name of Enrichment	Overview	Outcome
1. Play 4 Purpose	Develops peer relationships through supportive, modelled outcomes	Pupils are supported to understand the actions of others and communicate appropriately, building potential long term friendships
2. Colourful Semantics	Long term it supports pupils with grammar but is rooted in the meaning of words	Pupils will develop language, vocabulary and grammatical structure skills
3. Motivate to Communicate	Based on the idea that successful communication is dynamic, engaging and joyful	Pupils have an experience worth communicating about. Listening and Attention skills are rewarded with irresistible games and activities
4. Cooperate Squares	Based on the 'Kagen' philosophy of 'Cooperative Learning structures'. Pupils are taught to follow set roles in a group to complete a task	Pupils learn to engage in social communicate with peers, building on turn-taking, imitation and social interaction skills
5. Attention Autism	Designed to engage learners through appealing art, science and musical activities	Pupils work through 4 stages of achievement, building on shifting attention, turn-taking, following simple instructions and independence work
6. An introduction to PECS	Visual scheme, supporting non-verbal pupils to communicate	Targets set and reviewed by SaLT

Impact

Evaluation of the impact of any additional support on learning and social/communication development is tracked. Each pupil attending an enrichment session has their own personalised tracker, building on baselined skills to highlight progress and impact. This informs progress throughout the year. We can produce qualitative and quantitative results from the data capture. The information is shared with the class teacher and supports formative and summative assessment.

Transference of Skills

In order to support long term impact, we will only highlight pupils having achieved set targets if they can independently transfer their taught skills to non-structured situations (display sporadic use of effective social communication during play for example). Therefore, in addition to discrete sessions, we have highly trained staff members scaffolding, tracking and assessing the pupils against their targets during unstructured break times

Steps to Success

Throughout school, pupils work towards formal qualifications which include Princes Trust, ADSAN, Duke of Edinburgh and Sports Leaders. All formal qualifications and in-turn employability skills are rooted in effective communication. Therefore, at Stone Hill School, we understand that effective communication is a benchmarking factor for ensuring growth, future success and contentment within the world of work.

Additional Resources used

We have developed our Communication Offer alongside '[Communicating the Curriculum](#)' and Autism Education Trust (AET) Competency Framework. During 2020/2021 we are using Pupil Premium funding to purchase Word Aware 2 – Teaching vocabulary in the Early Years/SEN Pupils which will be delivered by our Communication Champions.