



Sherwood Park School

Inspiring Autonomy and Excellence

COMMUNICATION AND LITERACY POLICY

Policy Name	Communication and Literacy
Date of Issue	V. 3 - 6th March 2024
DFE Guidance (statutory or recommended)	Statutory - Headteacher to determine review frequency
Reviewing Body	Reviewing body - Headteacher Responsibility for review - Communication and literacy subject team
Assigned Reviewing Period	Every 2 years
Date of Next Review	End of Spring Term 2025-2026 <i>(Note: This policy will remain in force until an updated policy has been approved)</i>

Version Number	Review Date	Amendment Details
Version 3	March 2024	Addition of Appendix 1

SHERWOOD PARK SCHOOL

COMMUNICATION AND LITERACY POLICY

Overview

The Communication and Literacy Policy must be published and circulated to all pupils, parents and staff at least biennially. The policy will be simplified and symbolised for the school council pupils to agree, this is incorporated as appendix 1.

This policy should be read in conjunction with the School's Safeguarding Policy, Well-being (Behaviour) Policy, Positive Handling Policy, Anti-bullying Policy, and Staff Code of Conduct Policy.

The policy outlines Sherwood Park School's ethos and approach to communication and literacy in order to support the culture and expectations that we aim to uphold across both campuses. This policy also outlines the collaborative approach that underpins the ethos of our school in regards to transdisciplinary working.

Our Philosophy

We strive for all pupils to be understood, respected, encouraged and extended in their communication and literacy skills. An integral part of our ethos is prioritising pupil voice, self advocacy and autonomy. We will facilitate meaningful engagement and learning across all areas of communication and literacy, supporting progress at an appropriate pace by implementing child centered and evidence based approaches and interventions.

Communication, language and literacy are central to living and learning. Staff acknowledge that pupils at Sherwood Park School attend school with a wide range of attitudes towards, understanding of, and experiences with language and literacy; and also a range of developmental and communication challenges. All students will be supported and challenged to develop their engagement, interaction, communication, attention and listening, reading, writing and thinking skills in a variety of meaningful contexts across all curricular areas. We will work with the pupils and their families to guide each individual towards becoming a communicator, language and literacy user. This will enable them to actively participate in a range of meaningful experiences, developing their autonomy and independence.

We create intrinsic motivation to communicate, act as responsive communication partners and provide a language rich environment. We recognise the importance of

collaborative and transdisciplinary working to achieve best outcomes for our pupils, valuing differences in communication styles. We aim for all learners to develop and maintain strong relationships with school staff and peers as a result of our total communication approach. All forms of communication are equally valued and all communication attempts responded to. Integral to our approach is continuous awareness and understanding of motivation (why), means (how) and mate (with whom).

Pupils will be immersed in a stimulating environment to challenge and support their communication and literacy. These will be specific to individual pupils, consisting of relevant aspects of the following:

- Spoken and written language
- Makaton sign
- Symbols and pictures
- Objects and tactile symbols
- Auditory and touch cues
- Print and reading materials
- Digitalised learning
- Opportunities for writing
- Multi-sensory experiences

Pupils will have opportunities across all areas of the curriculum to present their ideas, experiences and understanding in ways which require a growing awareness of other people, wider audiences and various purposes. Progression will be seen in pupils' increasing engagement with and independence across all areas of communication and literacy skills through their understanding and response to what they feel, see, hear, read and write.

Our Principles

We therefore aim:

- For all forms of communication to be recognised, valued and responded to in a way that acknowledges and respects the pupil's voice.
- For pupils to have knowledgeable and supportive communication partners to scaffold and facilitate them to reach their full potential along their communication journey.
- To embed a total communication approach which will enable all pupils to communicate with the support of individualised and robust augmentative and alternative communication (AAC) systems.
- To provide experiences which will create intrinsic motivation for pupils to communicate and interact with others for a range of purposes.

- Communication strategies to be implemented across all levels of the curriculum and across contexts including home, school and in the community.
- To present pupils with a broad range of age and developmentally sensitive materials that incorporate their interests.
- To develop communication and literacy through cross-curricular, multi-sensory experiences for all pupils.

Roles and Responsibilities

The Governing Body

- To have a current communication and literacy policy and ensure this is updated reflecting current best practice.
- To ensure that the climate of the school encourages prioritising pupil voice and encouraging total communication in all settings. This includes actively providing meaningful opportunities for communication for all learners.
- To ensure appropriate resources are available for the policy to be fully implemented.

School Leadership

- To ensure all school staff read and adhere to the policy.
- To champion and advocate for a culture of total communication and embedded practices.
- To ensure staff have access to appropriate information about the pupils with whom they are working including communication and regulation profiles.
- To identify training and development needs within the school related to communication and literacy, including use of appropriate strategies and communication systems.
- To review progress across curriculum areas relevant to this policy and monitor effectiveness of teaching and learning and interventions used to support whole school pupil progress.
- Have processes and systems in place to ensure students have access to a robust communication system to meet their needs.

Teaching Staff

- To actively promote meaningful communication opportunities throughout the day across all areas of the curriculum.
- To work effectively with the transdisciplinary team to ensure appropriate communication systems are in place.

- To work collaboratively with therapy colleagues to set and review meaningful and aspirational outcomes for all learners.
- Provide broad and balanced literacy and communication lessons for all pupils
- To have a flexible, robust set of assessment materials to baseline and assess a range of learners across both campuses.
- To ensure evidence based practice in communication and literacy is being implemented across the school, in collaboration with therapy staff.
- Ensure that all support staff feel confident to model and use communication systems throughout the day.
- Support fellow teachers through team teaching, coaching and video modeling to promote progress in literacy and communication opportunities within all classes
- Coaching and training for support staff in using appropriate communication and literacy strategies.
- To ensure evidence based practice in communication and literacy is being implemented across the school, in collaboration with therapy staff.
- To contribute to creation and updating of communication profiles alongside therapy staff and this is communicated with the classroom team.
- To contribute to universal, targeted and specialist communication strategies within the child's wellbeing plan where applicable.

Therapy Staff





- To have a flexible, robust set of assessment materials to baseline and assess a range of learners across both campuses.
- To ensure evidence based practice in communication and literacy is being implemented across the school, in collaboration with teaching staff.
- To ensure that all students have access to appropriate and robust communication systems matched to the individual pupil's needs. This includes reviewing and updating as needed.
- To ensure all staff are trained and competent communication partners.
- To work collaboratively with teaching colleagues to set, monitor and review meaningful and aspirational outcomes for all learners.
- To work with and support teaching staff with creation and updating of communication profiles.
- To contribute to universal, targeted and specialist communication strategies within the child's wellbeing plan where applicable.

Support Staff










- To be responsive, trained and competent communication partners in order to facilitate engagement and interaction.
- To ensure strategies and programmes are implemented and supported across the day.

- To ensure students have access to their communication systems at all times.
- To provide appropriate modeling of communication systems to learners across the day.
- To make and maintain everyday resources for literacy and communication under guidance of teaching and therapy staff.










Appendix 1










Communication and literacy policy












 My school will help me to to be a communicator










 and take part in literacy. My staff will help me



 to use my communication system and value this as

 my voice. I have the right to learn to read and

 write. My school will help me be the best

 I can be.