

MARLBOROUGH ROAD ACADEMY

COMMUNICATION POLICY

OUR BELIEF

At Marlborough Road Academy our aim is to ensure that communication is a priority through all members of school staff, children, parents and the wider community. Through effective and targeted communication, information is shared; understanding is developed; trust is built and learning is accessible to all.

WHAT IS COMMUNICATION?

Communication is the ability to say the right thing, at the right time in the right way.

Communication is more than just the exchange of words. It involves giving and receiving messages, taking turns and reading non-verbal signs. Effective communication includes both the development of language (the ability to understand and use words and sentences) and speech (the ability to combine sounds to make words.)

COMMUNICATION AND MARLBOROUGH ROAD ACADEMY VALUES

- **Friendship:** good language will develop positive friendships and improve children's social skills.
- **Responsibility:** children will be responsible for their own actions and behaviours. Children will feel more confident to 'speak out' and take responsibility for their own learning.
- **Knowing yourself:** children will know what they need to do to develop their communication skills.
- **Making good choices:** children will be able to learn new words and use them appropriately.
- **Trying your best:** children will be willing to constantly strive to improve their vocabulary and take a more active part in their learning.
- **Pride:** children will be proud of their achievements and be able to express to others their pride in their language.
- **Aspirations:** children will aspire to improve their vocabulary and communicate effectively with others.
- **Caring:** children will consider the impact communication will have on others and its appropriateness.
- **Thankfulness:** children will have an appreciation of the language choices people are making and the time and opportunity to promote their communication skills.

AIMS

Our aim is improve the communication skills of all children.

- To ensure through specialist and in-house training that all staff have the strategies, knowledge and confidence to continually develop speech and language in all aspects of school life.
- To screen all children on entry continually monitor the progress (termly in EYFS and twice a year in KS1 and KS2 for children still needing S&L intervention.)
- To provide specific interventions, in addition to quality first teaching, for pupil's identified with specific speech, language and communication needs.
- To ensure the school uses skills cascaded through the Communication friendly accreditation in all aspects of teaching and learning.
- All staff are aware of the importance of sharing good practice with other members of staff and parents.

SCHOOL ENVIRONMENT

We ensure that the learning environment reflects and supports our aims to continually develop speech and language at Marlborough Road.

The environment includes the following:

Interaction and BLANK* level question posters and prompts displayed and used in all teaching spaces and shared areas.

- BLANK level questions and prompts are visually linked to our behaviour policy and used by all staff, including welfare.
- Every opportunity used to develop everyday and subject specific vocabulary is displayed on working walls.
- Skills for good listening are displayed in all classrooms.
- Visual timetables used consistently across the school (differentiated across the school according to age and stage.)

*"levels of questioning" were developed by Blank, Rose and Berlin (1978).

CURRENT PRACTICE

EYFS-

- All staff are trained in Communication (ELKLAN)
- All children screened on arrival and again each term.
- Teaching is differentiated according to ELKLAN groups.
- All staff are aware of appropriate levels of questioning with children in the continuous provision. (BLANK)
- Bought in Speech & Language Therapist works with targeted children once a week. Daily interventions for 2 children led by 1 TA in Reception
- Children's Voice is clearly seen on a variety of attainment boards.

KS1 & KS2-

- From year 1 to year 6, children still needing ELKLAN support are placed in appropriate interventions, using ELKLAN trained teaching assistants.
- All staff using appropriate strategies to match the needs of individual children.
- Termly meeting between SENCO and Salford SALT to deliver specialist input for children who have been referred to clinic.
- As Manchester SALT do not visit Salford schools, the SENCO liaises with them by telephone to endeavour that all children have the necessary provision in school.
- Pre teaching of vocabulary where necessary.

Across the school:

- All staff have attended the ELKLAN in-house training delivered by C Clarke and C Brookes.
- Welfare staff use visual key chains and visual board to support communication and behaviour at lunch time.
- Staff observations focus on communication and interaction.
- Play plans and IEP's to include any communication targets.
- Communication induction given to all new staff by ELKLAN trained staff (NQT's have training as part of their induction programme.)

Referral Pathway:

- Staff inform SENCO and parents of any specific concerns.
- Staff and SENCO complete the referral to S&L therapy, with parental consent.
- SENCO discusses outcome of the referral with relevant staff.
- Any programmes recommended by the S&L therapist implemented by ELKLAN trained teaching assistants.

SPEECH AND LANGUAGE PROFESSIONALS AT MARLBOROUGH

School Based:

- ✓ SENCO: Cath Clarke
- ✓ Lead Teacher in Communication: Claire Brookes
- ✓ ELKLAN trained staff: Lisa Burke, Lorraine Edwards, Tracey Taylor, Samia Ali, Claire Brookes and Cath Clarke

Clinic Based:

- ✓ Salford: Sue Bowers (SALT)
- ✓ Buy in: Dora Chan (SALT)
- ✓ Manchester: Janet Kaye (SALT)

ASSESSMENT AND RECORDING ARRANGEMENTS

- Teacher and SENCO observations of Speech, language and Communication needs.
- Standardised screening and assessment tools (TALC, Renfrew action picture test and the BPVS, YARC.)
- Assessments by outside agencies, including Educational Psychology, Speech Therapy and Learning Support Service.
- Play Plan and IEP's have specific, achievable targets and are reviewed frequently, in line with our assessment cycle. (every 10 weeks.)

This policy will be reviewed and updated regularly.

Action planning, liaisons with outside agencies and continual professional development for all staff will ensure that communication remains a focus of Marlborough Road Academy.

Action Plan:

- ✚ To agree and develop consistent visual timetable.
- ✚ To make the school rules visual and linked to the school values.
- ✚ To encourage more involvement of parent's through more parent meetings and drop in sessions as well as handouts to support reading and questioning at home.
- ✚ Develop Speech and language learning spaces and resources- cue questions and books etc.
- ✚ Continual staff meetings and training of new staff.
- ✚ Sharing and modelling good practice, based on observations.

DOCUMENT STATUS

Version	Date	Action	Ratified by Governing Body	
			Signature	Date
1	May 2014	First Issued (CF/CC/CW)		
2	May 2015	Reviewed (CC/CW)		
3	November 2016	Reviewed (CB)		

This Policy has been impact assessed to ensure that it does not have an adverse effect on race, gender or disability equality