



Oasis Academy Henderson Avenue

Communication and Interaction Policy

Mission Statement

Learn more... Do more... Be more!

Vision

Oasis Academy Henderson Avenue is driven by a powerful ethos which aspires to treat everyone inclusively and recognises the importance of a holistic approach to education. As well as continuing to build a strong school and deliver a first-class education, it is also our desire to build an interconnected community, recognising that educational needs do not exist in isolation from the needs of the whole person.

Overview

Oasis Academy Henderson Avenue is situated to the north of Scunthorpe town centre. The original school was built in 1913 and is a traditional Victorian school building. It has a long and illustrious history with the actress Joan Plowright, the golfer Tony Jacklin and the England football manager Graham Taylor being some of the old boys and girls who started their schooling here.

Oasis Academy Henderson Avenue is an inclusive Academy for children aged between 4 and 11, committing to delivering first-class education and playing an active role in the local community. The largest primary school in the town, Oasis Academy Henderson Avenue has places for over 600 pupils.

Introduction

This policy reflects the ethos of Oasis Academy Henderson Avenue and the importance it gives to communication and interaction throughout the whole school and its wider community. The policy should be read in conjunction with all curricular policies, the SEND, Behaviour, Equal Opportunites, Inclusion, Safeguarding and Child Protection and Teaching and Learning.

We understand that speech, language and communication skills are crucial, at the heart of every social interaction and vital to children's successful development. At Oasis Academy Henderson Avenue, we believe that communication underpins and is the key to all learning. Therefore we are committed to promoting speech and language skills for all.

Aims

1. For children and staff to be confident communicators.
2. For children and staff to be able to form strong and positive relationships
3. For children to develop the basic skills required for the next stage of their education and life.
4. For children to make progress and to achieve their potential.
5. For children and staff to be able to show respect for others and to be able to respect themselves.

6. For children and staff to develop their confidence in dealing with the wider locality and the world.
7. For the school to support our parents in developing positive attitudes towards education.
8. For the school to adopt a total communication approach throughout, where pupils have access to their own means of communication throughout the day.
9. For the school to develop means of communication appropriate to each child's individual need.
10. For the school to create opportunities for communication throughout the curriculum to enable each child to communicate to the best of their ability.

Equal Opportunities

At Oasis Academy Henderson Avenue all pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities, have an entitlement to access all areas of learning.

Access, Entry, Transition

Oasis Academy Henderson Avenue offers entry to the Academy regardless of a child's speech, language or communication needs.

It is in Early Years that the foundations of speech, language and communication skills develop, therefore early identification and intervention is essential to maximise each child's chance of overcoming any communication need and succeeding. Oasis Academy Henderson Avenue makes every effort to give parents the guidance that they need to support their child's development, identifying difficulties early and providing appropriate support are particularly important. This is in addition to the school's general monitoring of Speech, Language and Communications Needs (SLCN).

All staff have been trained to identify children who may have SLCN and on how to access and work with specialist support to build an effective environment to develop speech, language and communication skills.

At the different stages of transition every effort is made to ensure that pupils with SLCN transition successfully and their needs are met in their new class and or phase of learning.

Strategies

- Home visits where potential speech, language and communication difficulties are discussed with parents as part of the transition process into the Nursery/Academy.
- Links with Speech and Language therapist for children already known to them
- Transition meetings with the Children's Centre Nursery
- Transition meetings between current and future staff to aid movement into the next year group/ phase where needs are discussed
- SLCN support tracked and recorded on year group provision maps passed on to the next year group/phase to support transition.
- Transition plans set up well in advance for vulnerable children with specific communication needs, this includes links to secondary schools.

Staffing and Resources

All teaching and learning staff have an awareness of the different speech, language and communication needs that pupils may have and this allows them to identify and where necessary refer children for additional support.

All staff appreciate the importance of speech, language and communication and are aware of how they can support the development of this in all children, initially using the Speech and Language Toolkit and the expertise of the specialist Speech and Language Therapy Teaching Assistant.

The Assistant Principal Inclusion oversees Communication and Interaction support and resources within the Academy. We also have an on-site specialist Speech and Language Therapy Teaching Assistant (TA) who co-ordinates all speech, language and communication interventions in liaison with the Speech Therapists that are attached to the Academy. Support staff attached to year groups are allocated time to implement speech, language and communication programmes and have been trained accordingly. The Academy also has a large Pastoral Team available to support pupils with communication and interaction difficulties.

A number of outside agencies are accessed to advise the school on the provision for speech, language, communication and interaction i.e. Speech and Language Therapists, Autistic Spectrum Education Team (ASET), St Lukes Outreach Teacher, Educational Psychologist, School Nurse, Children's Centre staff, Ethnic Minority and Traveller and Education Service (EMTAS).

Individualised resources are available from the Speech and Language TA3, she holds copies of all resources and they are maintained, updated and stored by her.

Meetings with Support staff and lunchtime staff (led by Assistant Principal for Inclusion (API and the Speech and Language TA3) take place, where they have the opportunity to discuss any Speech, Language and Communication issues.

Information sharing

Joint working is critical and every effort is made at the Academy to provide effective support for any child and their families. The following take place to ensure information is shared effectively:

- Communication and interaction targets are tracked, evaluated, reviewed and shared with appropriate leaders and agencies
- Parents are involved in this process when children have specific speech therapy programmes and Pathway Plan targets
- Regular meetings between outside agencies/professionals and relevant staff/parents/carers are held where cases and next steps are discussed
- Reports are made to Academy Councillors and Senior Leadership Team
- Virtual Learning Platform is used to disseminate information
- School website, brochure, prospectus and home/school agreement are used to inform parents/carers
- Parent texting service, notice boards and the school newsletter are used to keep parents up to date
- Annual Reviews are used as information sharing platforms
- Parents/carers are invited to attend speech therapy sessions for communication and training purposes

- Annual report to parents/carers keep parents informed

Teaching and Learning styles

At the Academy, we try to ensure that teaching and learning styles are personalised to meet the needs of pupils. The curriculum is differentiated and adapted according to the ability, need and/or gender/culture of the children.

The needs of children at Academy are identified and assessed quickly, and matched to appropriate provision. Staff identify children in need of intervention and place into relevant groups/1:1 with trained staff and high quality resources. These interventions are closely monitored and assessed for impact and are delivered in a manner that supports the ethos of improving and developing communication and interaction.

Promoting speech, language, communication and interaction

The Academy endeavours to promote the development of speech, language, communication and interaction where ever possible in both the curriculum and non curriculum activities of the school. Below are examples of how the Academy does this.

Communication Environment:

- Visual timetables are used as a whole school approach.
- Use of Makaton signage and symbols throughout the school.
- Use of other language signage where needed.
- Positioning of pupils with hearing difficulties in class
- Consideration of pupils with hearing difficulties in music lessons
- Use of other language materials in class and soft start
- Provision of other language books in the library
- Translator on the school website
- Use of interpreters for parents with other languages
- Use of newsletters, homelink books, school website, school reading diaries, parent text service, stay and play sessions and parent meetings to communicate with parents/carers and the community

Communication Support Strategies:

- Makaton
- Makaton signage around the Academy
- Objects of reference
- Pupil profiles

Communication Interventions: approaches and strategies:

- EALIP
- Language Link
- 1:1 speech and language sessions with TA or Therapist
- Talking Partners
- Nurture Sessions
- 1:1 Learning Mentor sessions
- Talking and Drawing sessions
- Use of Speech and Language Toolkit
- Pathway Plans for individual targets
- Referral Forms for pupils of concern

- Chatter packs – as part of the ECAT programme
- Brain Booster Homework
- Story sacks
- Stay and play/read/count
- Termly data monitoring speaking and listening
- SEALs
- Peer reading programmes
- Buddies and Play Leaders
- Circle time in class and Nurture groups

Communication Links:

Interventions, resources, training and support from outside agencies for groups or individual pupils and staff:

- ASET
- Hearing Support Service
- Primary Behaviour Support Team
- EMTAS
- St Lukes Outreach Teacher

Participation and User Voice

At the Academy we adopt an ethos of open communication and the views children and their parents/carers are taken into account in the provision and services offered within the learning environment for speech, language and communication using a variety of strategies:

- Parent/pupil questionnaires
- Parents meetings
- Regular review meetings with parents regarding speech therapy programmes
- Speech, language and communication targets are included on Pathway Plans and where appropriate/possible achievement and next steps are discussed with children and parents/carers.
- Academy Council
- Student Council
- Inclusion on annual report of significant events including those relating to communication
- Assemblies
- Meetings with outside agencies supporting the Academy

Professional Development

Professional development of staff is undertaken in the following ways:

- Literacy Leaders/Maths Leaders/SLT identify whole school issues arising from data analysis.
- Staff are responsible for identifying their own training needs in their Performance Management interviews.
- Training for individuals or groups of staff is delivered using in house experts or outside agencies.
- The Academy accesses specialist training for individual staff via outside agencies
- New staff and students are provided with induction training which includes SLCN of pupils.

- Parents access training via sessions provided by outside agencies in and out of the Academy.

Monitoring and evaluation

The importance of monitoring and evaluating pupil's progress is central to their development. Class teachers evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary on at least a half term basis.

Class teachers continually monitor and evaluate the progress of targeted pupils in the area of speech language and communication using pupil Pathway Plans. Support staff monitor and evaluate the progress of their intervention groups and feedback to teaching staff, the API and the Speech and Language TA3, whenever appropriate. In addition the Speech and Language TA3 meets with staff delivering speech and language programmes on a rolling programme.

The outcomes and effectiveness of this policy are evaluated by regular communication meetings, observations of teaching and learning, staff observations, feedback, pupil progress meetings, reports to the Academy Council, reports to SLT, transition meetings, Annual Reviews, parents meetings and Pathway Plan reviews

Assistant Principal Inclusion
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