

# MARLBOROUGH ROAD ACADEMY

## COMMUNICATION POLICY

### OUR BELIEF

At Marlborough Road Academy communication is a priority. 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 and 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 THE SCHOOL RULES

- **Be Safe-** children and adults should be able to understand, express and talk about their needs in order to keep safe in and around school.
- **Choose Kind-** Behaviour and communication is important to make everyone feel happy with themselves and others.
- **Work Hard-** everyone is expected to work hard, therefore being able to access and process information is essential.

### AIMS

Our aim is to improve the communication skills of all children and adults.

- 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 using TALC x2 year in EYFS and for children who need it across the school. This is completed by the bought in SALT.
- 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.
- EYFS children to be 'WellComm' screened with x1 WellComm session each week at a level appropriate for their age

### SCHOOL ENVIRONMENT

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

The environment includes the following:

Interaction and BLANK\* level question posters and prompts

- BLANK level questions and prompts are used by all staff, including lunchtime supervisors.
- Subject specific vocabulary is displayed on working walls.
- Conscious Discipline strategies are used to promote and exemplify good listening
- Kagan structures are used to facilitate engagement and interaction and full participation
- Visual timetables used consistently across the school and are appropriate to pupil age and stage.

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



### **CURRENT PRACTICE EYFS:**

- Staff are trained in communication in EYFS (ELKLAN)
- All children are screened on arrival and again at the end of the school year.
- All staff are aware of appropriate levels of questioning to use with different children in the continuous provision. (BLANK)
- Bought in Speech & Language Therapist works with targeted children once a week. EYFS staff model language through parallel play.
- Pupil Voice is clearly seen on a variety of attainment boards.

### **KS1 & KS2:**

- From year 1 to year 6, children still needing ELKLAN support are supported in class and/or placed in appropriate interventions.
- All staff using appropriate strategies to match the needs of individual children.
- Termly meeting between SENCO and Salford SALT are held 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 so that all children have the necessary provision in school.
- Pre teaching of vocabulary is delivered where necessary.

### **Across the school:**

- All staff have attended the ELKLAN in-house training delivered by accredited staff.
- Staff observations include communication and interaction.
- Play plans and IEP's to include any communication targets.
- Communication induction given to all new staff by ELKLAN trained staff (ECT's have training as part of their induction programme).
- A nurture space is available for children with a high level of speech and language needs where targeted support is in place to develop early language and expressing emotions. A similar provision is available for pupils with a lower degree of need

### **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 are implemented.

## **SPEECH AND LANGUAGE PROFESSIONALS AT MARLBOROUGH**

### **School Based:**

- SENCO: Cath Clarke
- Lead Teacher in Communication: Claire Brookes
- ELKLAN trained staff: Lorraine Edwards, Tracey Taylor, Claire Brookes, Helen Anderson and Cath Clarke
- NELI trained staff: Tracey Taylor

### **Clinic Based:**

- Salford: Abbie Paton
- Buy in: Tania Phillips



**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 termly/half termly (for pupils with EHCPs)

*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.*

**DOCUMENT STATUS**

<b>Version</b>	<b>Date</b>	<b>Action</b>
1	May 2014	First Issued (CF/CC/CW)
2	May 2015	Reviewed (CC/CW)
3	November 2016	Reviewed (CB)
4	November 2019	Amended (CB)
5	September 2022	Amended ( CB)

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

