

## Communication

### Intent

*“The most important thing in communication is to hear what isn’t being said”*

At Priory Woods School, communication is an integral aspect of our curriculum and is highly valued in whatever form it is, this may include facial expression, gesture, body language, vocalisation alongside symbols, sign, speech, and electronically aided speech. Forming relationships between staff and pupils is vital to begin to understand the way our pupils communicate. We listen, observe and encourage their ‘voice’ to understand and develop forms of communication individual to themselves. Pupils are exposed to many opportunities to develop interaction and listening skills. Being an effective communicator allows pupils to express their needs, likes and dislikes, make choices, to develop relationships and their independence, within school and beyond.

# Priory Woods School Curriculum

Enhancing life through exploration, experiences and opportunities

## Implementation

The skills, knowledge and experiences we want our children to acquire.

Informal	Routes for Learning	Intensive Interaction	Canaan Barrie	Objects of reference	AAC / ICT	Sensory stories Listening to stories
Semi-Formal	Signing / Mark making	Turn taking activities	Role play	Speech and language	AAC / ICT	Story Telling Reading
Formal	Communication in the community	ICT	Building vocabulary and comprehension	Listen and respond	AAC	Reading Writing
Assessment	Routes for Learning	The Engagement Model	MAPP Milestones	ASDAN, and AQA Entry level	Reading tests	PIVATS

\*Please make reference to the Communication Curriculum Audit for a more detailed document addressing implementation\*

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## **Impact**

### **Informal**

Students can

- Making simple choices.
- Making wants and needs known.
- Successfully use and recognise objects of reference, pictures of reference and symbols.
- Self-regulate and there have been improvements in behaviour because students know what is happening next.
- Use the tools and skills they have had exposure to, which enables communication to the best of their ability.
- Show high levels of engagement (shown on the Evidence for Learning engagement scale).
- Have a voice.

### **Semi-formal**

Students can

- Communicate their needs and wants effectively.
- Make independent choices in class, around school and within the community.

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- Use their communication skills to socialise appropriately and effectively with peers and adults.
- Share their view, news, opinions and feelings.
- Learn the skills to utilise symbols and signs to understand their environment.

## Formal

Students can

- Communicate effectively and confidently to familiar and unfamiliar people.
- Make independent choices, in school, home and the community.
- Share their views and feelings.
- Socialise appropriately and possibly independently.