



# Nancealverne School Communication Offer and Rationale

NOVEMBER 17 2024

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Nancealverne School



Special  
Partnership  
Trust

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# Nancealverne School

## Communication

### Introduction/Rationale

At Nancealverne School we provide a specialist - high quality, relevant and balanced education for young people aged 3-19, throughout West Cornwall. The young people who attend our schools will have an EHCP in place that supports their individual needs.

We are committed to celebrating all achievements and providing a wide range of rich, meaningful and varied opportunities; preparing our pupils well for adulthood and life beyond school. We aim to foster a love of learning, regardless of need, developing independence through inclusive and accessible learning.

We recognise that the development of communication skills is crucial to the development of our young people and the belief that 'Every child deserve a voice' is at the heart of everything we do. The communication offer aims to provide the young people at Nancealverne with the skills, resources and opportunities to communicate to the fullest of their potential. Communication is therefore woven through each of our school values and is central in all that we do. Communication builds the foundation on which healthy relationships can be fostered, in turn underpinning all areas of learning, ensuring our pupils are able to achieve their full potential to positively contribute to the wider world.

We recognise that through an enhanced communication offer we are able to enhance the quality of education. Communication will be embedded within our full curriculum offer, ensuring strategies and resources equip all learners to both access information at the appropriate receptive level and be able to communicate their understanding using strategies that reflect their current preferred communication methods. This will ensure an inclusive, progressive and ambitious curriculum where all pupils are able to contribute and thrive.

We recognise that reading, writing, speaking and listening are of fundamental importance to communication, and we therefore intend to implement a robust Literacy offer that embeds a love of reading and writing, that in turn provides each learner with the tools and confidence needed to communicate effectively.

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Communication will offer further opportunities to instil a culture of positive relationships, behaviours and attitudes. Our recognition that behaviour is a form of communication is a fundamental belief within the school and ensures that pupils feel safe to grow and develop in the absence of judgement, supported by adults with whom strong, respectful and trusting relationships can be nurtured. The further development of communication skills within this culture will foster the confidence and understanding of expectations in which to feel secure to learn and express pride in their achievements.

We recognise that visual and verbal structures support an understanding of expectations and foster a resilience to learn. The essential receptive communication skills required to access and interpret this information is closely linked to the skilled teaching of early language and literacy skills.

Communication underpins all aspects of personal development and intend to provide our pupils with the skills and tools to communicate in a way that ensures that their voices can be heard, and they are in turn able to make choices that directly influences the direction of their learning, enabling them to discover and explore interests and talents. We recognise the significance of sensory responses as a pupil's communication of an awareness of the world around them, from which, through skilled observations and interpretations we can identify and build on interests, supporting the formation of choice making, curiosity and investigative skills. At each stage of education strengths, interests and aspirations communicated will be used to inform and enhance personal learning goals.

Nancealverne School will offer inclusive environments that meets the communication needs of our learners within our specialist teaching provision. We will also work closely with external professionals and services in order to meet any additional complex communication needs that require a specialist input. These may include: Occupational Therapy Services, Speech and Language therapists, Cornwall Children's AAC Assessment Team (CAACAT), Vision Impairment Services, Teachers for the deaf, Autistic Spectrum Team (AST), CAMHS and Social Care.

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# Nancealverne School

## Communication

### Intent

At Nancealverne our intent is to ensure all learners are given the opportunity to develop the communication skills to reach their full potential.

- We will provide our learners with an **environment** in which communication skills can thrive.
- We will provide **teaching and learning strategies and resources** that fulfil individual communication needs.
- We will ensure that **staff are skilled** and inclusive, able to communicate effectively with all learners and build on individual communication strengths.
- We will ensure a **multi-disciplinary approach** to meeting communication needs. This includes a tiered approach to provision based on individual needs, linking to the Specialist Intervention Therapy Team and external specialist providers.
- We will work with **families** to ensure that communication strategies can be embedded across home, school and community settings.
- We will ensure that communication needs are **identified and reviewed** regularly and planned for throughout a young person's journey through Nancealverne School.
- We will ensure that our young people have the communication skills to **transition** effectively into **adulthood**, whether **work, education** or **community** based.

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# Implementation

## Universal Offer – Pathway 1

### Environment – Access to an environment where communication can thrive

- Nancealverne will provide a total communication environment and approach to learning, where a combination of communication methods are used to enhance understanding and communication opportunities throughout the school day. This includes the use of:

Carefully structured days, where visual, verbal, auditory and tactile prompts, support understanding, routine and security.

Organised environments where access to communication opportunities are planned for, available throughout the school day and modelled by staff, including symbol exchange, core-boards, communication books and high tech AAC communication devices.

Information shared is done so using a range of communication strategies ensuring all communication needs are considered e.g. verbal information is supported by Makaton, photo/symbol/object, a sensory representation.

### Communication strategies and resources embedded in everyday practice

- Nancealverne will embed strategies and resources to ensure the communication needs of all learners can be met. This is linked to the tiered approach to teaching and learning and consideration of needs while individual also considers the wider groups of: Learning to learn, Bridging to Learn and Ready to learn. The strategies and resources for these groups are outlined below:

#### Learning to Learn/Engagement

- The hanging out Programme – underpinning practice and ensuring that communication is central in the practice for this group
- Intensive Interaction
- On the body signing
- Object, photo and symbol use
- A specialist multi-sensory approach
- The engagement model embedded
- Use of Low-tech and high tech AAC including Eye Gaze
- Daily early visual, auditory and phonics sessions

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## **Bridging to Learn/Discovery**

- Attention Autism
- Intensive Interaction
- Makaton
- Elklan strategies embedded, including careful consideration of word level and blank level understanding
- Object, photo and symbol use
- A specialist multi-sensory approach
- The engagement model embedded
- Use of Low-tech and high tech AAC including communication Apps
- Social communication strategies embedded
- Robust early reading and phonics strategy (Twinkl Phonics)
- Early writing strategies embedded, including colourful semantics
- Accreditation/Functional Skills pathways in place from Key Stage 3

## **Ready to Learn/Exploration**

- Attention Autism
- Intensive Interaction
- Makaton
- Elklan strategies embedded, including careful consideration of word level and blank level understanding
- Object, photo and symbol use
- Use of Low-tech and high tech AAC including communication Apps
- Social communication strategies embedded
- TIS ethos embedded
- Skills Builder approach embedded
- Robust early reading and phonics strategy (Twinkl Phonics)
- Early writing strategies embedded, including colourful semantics
- Functional skills pathways in place from Key Stage 3

## **Skilled Staff**

- Ongoing training will be available to ensure the highest standards and expertise in maintained in whole school practice. Training will include:

Elklan – Language Builders

Makaton / BSL

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Intensive Interaction  
Hanging out Programme  
Attention Autism  
TIS  
Picture/Symbol Exchange  
AAC Modelling and managing

### **Identifying and reviewing of communication needs**

- All young people attending will have an Education health Care Plan (EHCP) in place.
- Initial assessment will identify communication strengths and needs. All EHCPs will include a communication outcomes within their areas of need and resourcing to meet these needs.
- Individual Communication Passports will be developed and reviewed regularly.
- Communication needs will be assessed and reviewed as part of the annual review process, which includes amending outcomes and setting annual targets.
- Termly communication targets will be set for all learners. Evidence collected and progress towards this target reviewed on a half termly basis.

### **Families**

- Strategies developed in school will be shared with home, including any physical resources needed.
- Regular training will be provided to parents including: Makaton, AAC skills and using symbols based communication systems.
- A family liaison team is available to support parents with ongoing needs.
- Daily communication between school and home.

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## Implementation

### In School Specialist Intervention Offer – Pathway 2

**Pathway 2** learners will be identified by the schools as having additional therapeutic needs above and beyond the resourcing levels offered within the school's holistic approach outlined for Pathway 1 learners. At the stage the schools will refer individual learners to the Specialist Intervention and Therapeutic Support Team. This Team will be made up of the following specialists across the SPT:

- A Speech and Language Therapist (employed by the SPT 0.6)
- An Occupational Therapist (employed by the SPT 0.6)
- A Specialist Intervention Lead in each school
- A Specialist Intervention Assistant employed full time in each school

Once a referral has been made to the Specialist Intervention and Therapeutic Support Team, the following provisions will be available to support the needs of the individual learners:

- An assessment of need to be completed by the SPT SALT/OT
- An intervention plan to be developed by the SPT SALT/OT
- SALT/OT to share intervention plans with the school's Specialist Intervention Lead and Assistant
- Support package to be developed and coordinated with the class teacher (timetabled intervention, both in class or on a 1:1 basis)
- Resources ordered/developed and shared
- Evidence gathered and shared (using EFL)
- Evidenced used to inform referral to external support agencies

The support offered within Pathway 2 is designed as short term interventions that will lead towards one of two outcomes; the intervention will meet the learner's short term needs and they will return to Pathway 1; or the intervention will collect evidence to support a referral for additional support from external agencies and the learner will progress to Pathway 3.

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## Implementation

**Pathway 3** learners will have access to external professional support as indicated in their EHCP. Some students may remain on Pathway 3, due the nature of their ongoing needs, while others will access the Pathway as needs change and developments are made. The Specialist Intervention and Therapeutic Support Team will enhance the provisions and support designed by the external agencies. Learners accessing Pathway 3 will receive the following support to meet their individual needs.

- A therapy assessment and plan completed by external professional e.g. SALT
- Allocated sessions with the external professional
- Regular reporting from the external professional
- External professional to share intervention plans with the SPT's SALT/OT (where appropriate) and school's Specialist Intervention Lead and Assistant
- Support package to be developed and coordinated with the class teacher (timetabled intervention, both in class or on a 1:1 basis)
- Resources ordered/developed and shared
- Evidence gathered and shared (using EFL)
- Evidenced shared with external professional to ensure progress and to inform report writing and next step planning

The enhanced levels of support offered by the SPT's Specialist Intervention and Therapeutic Support Team, will ensure a consistent and cohesive approach to the individual support needed. Regular communication and robust evidence will both ensure progress and ensure a rapid response to any changes of need.

The support offered within Pathway 3 is often ongoing and learners may remain on this pathway throughout their school life. However, for some pathway 3 may offer an intervention to meet the learner's short term needs and they will return to Pathway 2. Changes and development may then be made within Pathway 2 requiring a further referral for external support, where learners will again access Pathway 3.

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# Special Partnership Trust

## Communication

### Impact

The impact of the Communication Offer should be felt across all aspect of school life. Learners communication needs will be met, ensuring that they will feel more comfortable and ready to learn. Progress will be seen in both communication skills and across the wider curriculum.

The learner's voice will be heard, as their confidence to communicate needs and share ideas is carefully planned for.

Environments will show a consistent approach ensuring that communication strategies can be applied as students progress and transition throughout school. Staff and students alike will feel confident in the use of communication systems.

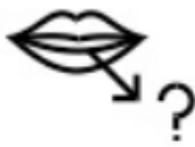
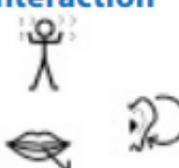
Resources will be in place and used to enhance the learner's communication skills.

Families and external professionals will engage in and play an active role in the development of communication skills.

Communication skills will be applied beyond school and into the community and future settings.

This impact will be evidenced across the following areas:

- Learners making clear and measurable progress towards their individual communication outcomes/PLGs.
- Pupils will make consistent progress within all areas of Literacy including phonics
- Links between school, the SIT team and external professional agencies will be effective and optimise opportunities to meet the needs of learners and develop practice
- Schools will have in place a professional development programme linked to specialist intervention needs
- Regular monitoring of school environments will demonstrate the effective use of therapeutic systems and total communication strategies

<p><b>To be given real choices</b></p> 	<p><b>To say no, refuse and reject choices</b></p> 	<p><b>To ask for what I want</b></p> 	<p><b>To share my feelings</b></p> 	<p><b>To be heard and responded to (even if the answer is no)</b></p> 
<p><b>To ask for and get attention and interaction</b></p> 	<p style="text-align: center;"><b>I have the right to communicate</b></p>			<p><b>To have and use my speech system at all times</b></p> 
<p><b>To ask and know about my schedule and my world</b></p> 				<p><b>To be taught how to communicate</b></p> 
<p><b>To have my speech system in working order and to have a back up</b></p> 	<p><b>To be a full and equal member of my community</b></p> 	<p><b>To be treated with dignity and respect</b></p> 	<p><b>To be spoken with, and not about</b></p> 	<p><b>To be communicated with in a sensitive manner</b></p> 

