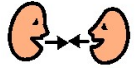




## GOOD PRACTISE GUIDE FOR COMMUNICATION

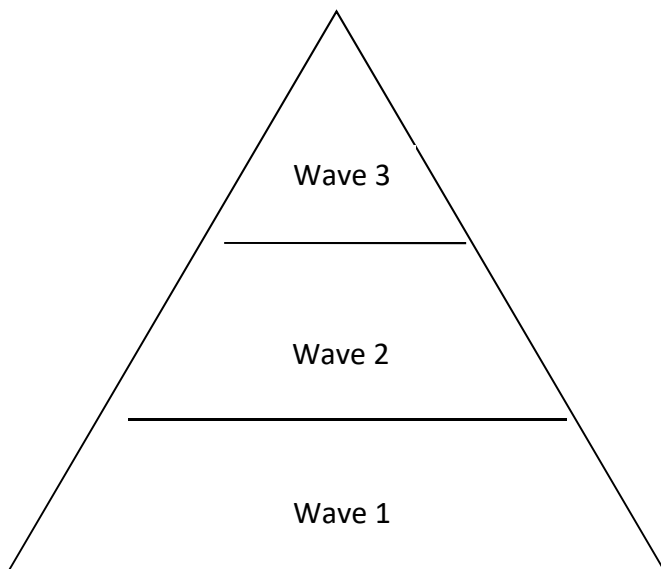


Lancasterian School follows a **TOTAL COMMUNICATION** approach.  
We promote **AIDED LANGUAGE STIMULATION** for language & communication.

This means we recognise the importance of using a range of communication strategies, including: speech, text, voice output, manual signs/gestures, symbols, pictures, tactile references and objects of reference.

Staff & pupils are encouraged to use any combination of these strategies to communicate.

We are **ALL** responsible for promoting **GOOD PRACTISE** for **COMMUNICATION**  
**SALT** input in school is based on the wave of model:



Wave 3:

- Individual assessment
- Individual input
- Joint curriculum planning
- Assessment of new intake (as required)
- Transition planning
- Statutory assessments

Wave 2:

- Training staff to run groups
- Parent workshops
- Staff “drop ins”

Wave 1:

- Total communication
- Training
- Environmental strategies

Specific areas of focus will be agreed termly with the communication team. Please contact SALT or any member of the team for any queries or pupils who may benefit from input at any wave.

### **Wave 1 -ENVIRONMENT**

Pupils should have access to a range of visual strategies throughout school to support communication and learning. We promote **AIDED LANGUAGE STIMULATION** through **TOTAL COMMUNICATION** strategies.

**Universal CORE AAC RESOURCES** should be used across school, to support language & communication.

These should be used to ensure consistency across school in terms of symbolic language representation.

We should always use TEXT + SYMBOL.

All text should be able to be clearly read: suggested font *SIZE 16, Comic Sans*.

It is **CLASS RESPONSIBILITY** that these resources are made available to pupils. They can be enlarged/displayed as required. There may be individual class variation according to the specific needs of pupils in that class.

Recommended **CORE AAC RESOURCES** are on the server:

**Location:** [T:\SchoolStaff\Therapy\EnvironmentResources\\_SaLT](T:\SchoolStaff\Therapy\EnvironmentResources_SaLT)

Recommended **CORE AAC RESOURCES** include:

- **Labelling areas of SCHOOL/CLASSROOM:**

- Key areas of **SCHOOL** will be labelled using written word, symbols, pictures, line drawings for signs, objects of reference and voice output in some areas.
- **CLASSROOM** trays & resource areas should be labelled according to the needs of your pupils.



- **Identifying PEOPLE:** Photos of pupils and staff should be displayed outside the classroom. Photos should have Velcro/Blue Tack on the back, so that they can be easily removed as staff/pupils move around school.

- **Using VISUAL TIMETABLES:** These must be displayed within the classroom.

Use symbols + text – use agreed symbols available on the server:

**Location:** [T:\SchoolStaff\Therapy\EnvironmentResources\\_SaLT](T:\SchoolStaff\Therapy\EnvironmentResources_SaLT)

Symbols are available for PRIMARY & HIGH SCHOOL learning activities.

Staff can choose the layout for their visual timetable and the size of symbols required, but it must be kept up-to-date & used functionally throughout the week.

- **Activity Timelines/Schedules:** use to structure activities and focus attention.



- **Now/Next:** some classes/individual pupils may have specific activity schedules or NOW/THEN timelines to support their learning.

- **Specific language/message prompts:** additional individual language prompts may be available to focus attention, support instructions, promote expressive language:-

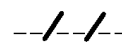
- *Staff lanyard:* to reinforce directional cues, routines, movement around school
- *Active listening cues:* [listen], [look], [wait] etc.
- *Request symbols for tray:* [I need my book], [I've got something to say]
- *Narrative prompts:* [Who?], [What?], [Where?]
- *Conversation starters:* [I want to tell you something], [Something's wrong] etc.

- **Display ROUTINE LANGUAGE:** Language used on a daily basis should be reinforced through visual support. Suggested vocabulary includes: -

☺ *Day of the week*

☺ *Date*

☺ *Weather*

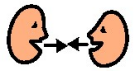


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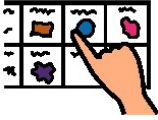
Use symbols & written word to represent language.

Use line drawings to represent key signs.





- **Use of COMMUNICATION BOARDS:** Pupils should have access to a range of communication boards, including: *CHOICEboards*, *TOPICBoards*, *MEALboards*, *COMMENTINGboards*, *PLAYBoards*, *SONGBoards* etc.



These should be used throughout the day for all pupils - verbal and non-verbal pupils to allow pupils to participate in activities.

They will support receptive language needs (understanding) and provide opportunities for pupil's extended expressive language.



**ALL staff/carers in school should follow the TOTAL COMMUNICATION approach outlined. They are responsible for ensuring that pupils have access to their communication systems.**

**We promote AIDED LANGUAGE STIMULATION through TOTAL COMMUNICATION strategies to support receptive (understanding) & expressive language skills.**

**ALL staff should use/develop the following COMMUNICATION PARTNER SKILLS:**



**WE must:**

- ☺ **Provide opportunities for the pupil to develop their communication skills functionally for a range of communication functions**, including:
  - To give information
  - To make requests
  - To ask questions
  - To deny/refuse something
  - To have a conversation with their friends as well as staff
- ☺ **Make sure we give our pupils TIME to process information/respond.**
- ☺ **Avoid TESTING.....think about COMMUNICATION.**
- ☺ **Make sure you are familiar with an individual child's communication system\***  
*\*IF you are unsure, it is your responsibility to speak to a member of Speech & Language Therapy.*
- ☺ **Make sure communication systems are available for pupils at all times.**
- ☺ **Make sure devices are fully charged.**
- ☺ **Make sure associated equipment/resources are available**
  - ie: mounting systems, alternative access devices (switch/joystick etc.)
- ☺ **Report any problems/difficulties with systems to a member of Speech & Language Therapy.**
- ☺ **Pass on any messages from home related to the communication system to your Speech & Language Therapist/Link TA.**



**Basic gesture/Signing\*: signing should ALWAYS be used with speech.**



- Key word signing is recommended for use at Lancasterian School, unless individual pupils are specifically identified for BSL/Sign Supported English.
- Individual variation will be recommended through professional assessment & guidance – ie: Sensory Support/Speech & Language Therapy.

**WE can help our pupils understanding of language by: -**

- ☺ Using their name to gain attention before giving an instruction.
- ☺ Reduce our rate of speech.
- ☺ Using language levels appropriate for the needs of our pupils.
- ☺ Using simple direct language – avoid detailed information.
- ☺ Using visual strategies to support spoken language.
- ☺ Repetition & consistency.
- ☺ Commenting on the pupil's actions to add meaning to their activities.
- ☺ Avoiding use of negatives – use positive phrases
  - EG: “Walk nicely please” - As opposed to: “Don't run”.

**WE can help our pupils with transitions by:-**

- ☺ Using appropriate visuals/ cues relevant to each pupil e.g. count down strips, transition songs, objects of reference, whole class/ individual timelines, now next board

*See Transition Supports- how to guide for more information*

**WE should use appropriate prompting strategies, as follows: -**

- ☺ Refer to *The Prompt Hierarchy*
- ☺ Allow time: use expectant delay – wait for a response.
  - EG: “Where are we going now? We're going to [PAUSE]”..
- ☺ Avoid asking direct questions (“Do you want to paint?”)
  - Use open ended questions: “What do you want to do?”
  - Use forced alternatives: “Do you want to paint or go on the computer?”
- ☺ Follow the child's lead and comment on their actions/language used.
- ☺ Provide choices (where possible).
- ☺ Model target vocabulary/language structures within the context of an activity/communicative situation
- ☺ Respond to our pupil's communication attempts and build upon them.
- ☺ Use specific strategies identified for specific pupils.

**WE should also:**

- ☺ Provide additional topic specific resources to support use of communication system within curriculum activities.
  - Avoid adding unnecessary curriculum specific words to devices.
  - Use additional symbol/picture/word based TOPICboards as required.
- ☺ Identify additional vocabulary needs for communication systems and liaise with Speech & Language Therapy.

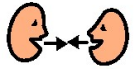
**\*\*PRESUME COMPETENCE\*\***

**\*\*We must be CONSISTENT\*\***

**\*\*We must be PERSISTENT\*\***

**\*\*Learning to communicate must be MEANINGFUL\*\***

**\*\*Learning to communicate must be FUNctional\*\***



## Wave 2

Pupils can be highlighted for group input/ discussion with the communication team to trouble shoot any issues.

If you think some pupils in your class would benefit from some small group input, you can discuss this with the communication team at a staff drop in and support will be given to enable the class team to deliver the most appropriate group input.

If you have a potential referral (for wave 3) but are not sure if it's the right thing, please come along to the staff drop in for a discussion. We can provide some recommendations and strategies for you to try in class ahead of the referral.



## Wave 3

Pupils can be referred for an assessment / review of their speech, language and communication needs. It is an expectation that you are already using the wave 1 environmental strategies and discussed this at a staff drop in (wave 2) before you complete a referral form.

Following assessment from SALT pupils will have a report and a programme detailing their personalised targets and next steps along with resources needed to achieve the targets.

This may include a personalised communication system and/ or onward referral to ACE for further assessment.

If at an EHCP review SALT input is discussed/ requested you must bring this to a staff drop in/ complete a referral.

### Useful references: -

The following documents support the information provided above.

They are stored on the server: T:\SchoolStaff\Therapy\5. Guidelines and Policies

- *Prompt Hierarchy*, Rachel Langley 2015
- *Being a Communication Partner*, Ace Centre
- *Good Prompting Guide*
- *Transition Supports- how to guide*
- *Active Listening Guide*
- *Conversational Skills Guide*