



English and Communication

This policy reflects the value and philosophy of Bleasdale School in relation to the teaching and learning of English and Communication.

It outlines a framework within which the teaching and non-teaching staff can operate and provides guidance on planning, teaching and assessment.

It is intended to support staff in the provision of the necessary range of skills, knowledge and understanding for all pupils in this area of learning. It also aims to enable staff to work in a complementary and integral manner across the whole school in a range of appropriate activities. Learning Outcomes are adapted in order to effectively meet the complex needs of pupils at Bleasdale School.

Intent

Communication underpins everything we do and therefore is used within each area of the school curriculum as a means of teaching, reinforcing learning, enhancing and extending learning opportunities for all.

At Bleasdale School we aim to:

- To develop pupils' understanding and interpretation of the environment.
- To provide a variety of experiences and opportunities for all pupils to react to and interact with their environment.
- To develop listening skills and attention span.
- To develop pupils' abilities to build relationships.
- To provide opportunities for pupils to make choices.
- To develop pupils' abilities to communicate as effectively as possible.
- To provide a variety of opportunities for pupils to develop their tactile, auditory and visual perception skills.
- To develop gross motor/ fine motor skills and hand eye co-ordination.
- To provide opportunities for pupils to access and develop their understanding of English and Communication through AAC at an appropriate level.
- To give pupils the opportunities to develop awareness of themselves as individuals and members of a community (Citizenship).
- To develop pupils' understanding that the written word carries meaning.

These aims comply with our school philosophy and take into account the LA and school Curriculum Policy the National Framework for English and Towards English document at Key Stages 1 – 4 and within Knowledge and Understanding of the World and Development Matters documentation at Early Years.

At Bleasdale school the intent is to teach English skills to all students although due to the nature of the formal, semi formal and pre formal learners the implementation looks different for each student and the specific pathway they are following.

Implementation of English and Communication

The National curriculum is divided into three main sections: speaking and listening communication at Bleasdale, reading: referred to as tracking at Bleasdale school and writing:

referred to as motor skills at Bleasdale. At Bleasdale School, we deliver this through sensory stories, communication sessions at the beginning and end of the day and functional skills sessions that focus on motor skills. Each English session will begin with appropriate phonic starter, see the phonics document. Students cover all elements of English within a week.

At Bleasdale School communication and language is a key. It therefore present in each lesson through the use of objects or reference, signing, symbols, eye pointing, vocalisations or use of communication aids and spoken word. Each teacher is responsible for his or her contribution to the Whole School Curriculum. Good communication and language is a key factor in raising standards across all subjects. Skills will be fostered across all curriculum areas and skills transferred from one lesson to another. All teachers will have consistent expectations when promoting functional skills.

The implementation of English depends on the students pathway and if they are a formal, semi formal or preformal learner. For semi formal learners those students working above a step 11, they will have phonics, towards reading and writing sessions with elements of role play. The pre formal learners will experience, sounds, sensory texts and stories with motor skills and communication sessions.

The subject leader maps out and monitors the coverage of texts at each key stage to ensure pupils are being experiencing a range of genres throughout the year by the evaluation of medium term planning and classroom observations. Texts are presented in a sensory manner with the use of specialist technology such as the sensory suite. The monitoring and evaluating of curricular strengths and weaknesses takes place to ensure and maintain high standards in the quality of teaching and learning in Communication is a vital part of curriculum development. It is the responsibility of all staff but should be led in each subject by the subject leader.

Subject Planning, Evaluation, Monitoring and Time Allocation

Each pupil has an I.E.P that has been written by the class teacher. This serves to identify the subject content covered in that particular term with specific learning outcomes identified and a statement related target against which an individual pupil's performance can be related.

The targets are agreed in termly multi-disciplinary meetings and can be addressed in class lessons and other activity areas linked to the Residential Curriculum.

Communication teaching in class sessions is planned so that enough time is allocated for the delivery of the Scheme of Work recommendations that are appropriate to our pupils. Teachers may select outcomes from the progress documents, (Towards English, Development Matters, singing, phonics, pre key stage1 standards, or key word documents) to reflect what is considered appropriate to a particular pupil group thus acknowledging the developmentally young nature of all pupils at Bleasdale School, the content will be delivered at an age appropriate level. This allows for differentiation in subject matter materials chosen and delivery of breath of text.

Assessment, Recording and Reporting

Assessment is used to inform future planning and to give information about each pupil during their time at school. Teachers use their professional judgement which is the most appropriate tool taking into account their current pathway, assessments we use include: Routes for Learning, Bsquared: engagement steps, progression steps, signing and phonic check sheets, reading book records. All pupils within the EYFS are assessed using the EYFS profile and students in 16 – 19 use Steps for life.

Assessment techniques ensure that EHCP outcomes and IEP targets are met and individual needs are covered within the subject area.

These are managed by:

- Standard recording sheets throughout the school
- Photographic / video evidence of pupils participating in appropriate activities.
- Teacher's observation of individual pupils. (case studies)

Assessment will fulfill statutory requirements for all pupils. Teacher assessment is the main focus for statutory assessment of the current pupils at our school.

Record keeping enables planning of a pupil's future learning as well as offering a full curricular record of activities undertaken by individual pupils. Records of Achievement and a summary of information gained from a pupil's recording schedules inform parents of their child's individual performance. This is reported to parents annually at the pupil's annual review and the annual school report.

Impact of English and Curriculum.

- Preparing, developing and regularly reviewing a subject policy (annually)
- Planning work collaboratively with colleagues.
- Assisting, reviewing and discussing teacher planning.
- Monitoring the subject across the key stages and offering teacher support.
- Attending all relevant in-service training in this subject area and disseminating information to colleagues.
- Ensuring appropriate and versatile resources provided across the school
- Providing annual subject plan (School Development Plan) for budget/resources etc.
- Monitoring and maintaining the availability and condition of equipment and resources.
- The subject leader may manage some staff development and in-service training re: English. Relevant aspects may be highlighted in the annual School Development Plan.

Equal Opportunities

All pupils at Bleasdale School have access to a relevant curriculum designed to meet their individual needs. The curriculum will offer a breadth of experience and balance of subject areas and activities so as to achieve individual stated targets. Activities and materials used reflect the multi-cultural society in which we live and are not subject to race or gender stereo typed.

The Communication policy will be renewed on an annual basis.

Members of the Governing Body of the School and Curriculum Committee may also observe sessions and activities in their monitoring role capacity and contribute to further developments in this subject area.

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