

2026

Communication Policy



**Woolgrove School,
Special Needs Academy**

Live, Laugh and Learn
Together

Owner: Headteacher
Authored by:
Deputy Head/SaLT/Subject Lead
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WP0064

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Intent

To provide all pupils with the basic skill of communicating and an effective means of communicating so that they can:

- Succeed in the community.
- Communicate effectively with their peers, who may use a different method of communication to the one that they use.
- Choose their own means of communication and respect different methods of communication.
- Adjust their communication according to the needs of the situation.

The method of communication used may be:

- spoken language
- spoken language supported by signing
- signing – Sign-along is the method used at Woolgrove and is based on British Sign Language (BLS) and Makaton
- symbol books (symbols, core vocab book or boards, gestalt phrase book)
- symbols, photographs, objects
- written communication
- physical communication such as leading an adult to the object they want

Pupils' communication modes

Pupils will often have a dominant means of communicating. This could be signing, speaking, using a talker or using symbols. We will therefore provide for all of these communication modes:

- Spoken dominant communication.
- Signing dominant communication.
- Non-verbal pupils who have not acquired signing skills will be provided with symbols, objects, photos, communication book or talker dominant communication.

Pupils will therefore communicate in different ways:

- Spoken dominant pupils will communicate in English and will learn signing taking into account their academic abilities.
- Signing dominant pupils will communicate in sign and learn English taking into account their academic abilities.
- Object, Photo, Symbol communication book or talker dominant pupils will communicate using these methods and be taught signing, to intonate words and possibly English taking into account their academic abilities.

Pupils' abilities in speaking and listening using their individual communication method will be assessed on entry to school and annually as part of the annual review process or more regularly, should there be a need. Pupils' communication preference will be recorded on the class overview.

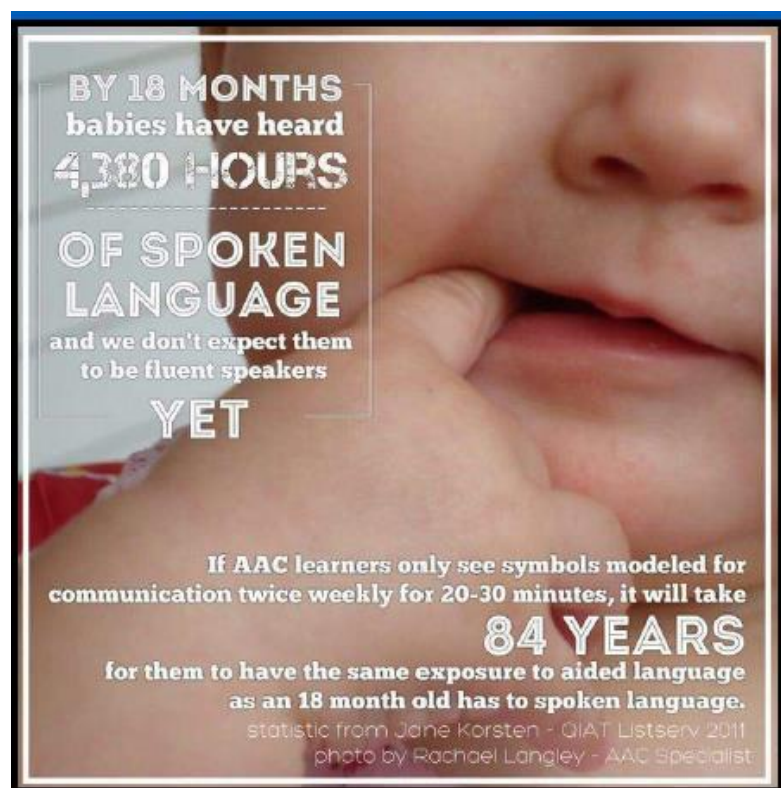
Implementation - Communication in practice

Teachers should identify the modes of communication that pupils use within their class and will modify their mode of communication to cater for individual pupil's needs. Communication methods used at Woolgrove include:

- Intensive Interaction
- Gestalt Language strategies / Analytical Language Strategies - using a Gestalt phrase communication book
- Signing
- Core boards
- Object cues
- Photographs
- Symbols
- Communication books
- Communication aids such as switches, apps or a personalised communication device.
- Using a whiteboard to write down what we want a child to do

All staff will model the use of the communication methods used within their class and support their pupils to use and develop their communication skills using their preferred method of communication.

Modelling is one of the most important things to do when developing communication skills.



Some pupils' preferred method may not be the most effective for communicating for these children so they may use 2 methods, such as signing and symbols.

Teachers should also consider whether the child has pre-intentional or intentional communication and what stage of communication a child is working at.

Pre-intentional - saying or doing things without intending to affect those around them. This type of communication can be used by someone to calm themselves, focus themselves or as a reaction to an upsetting/fun experience.

Intentional - saying or doing things with the purpose of sending a message to another person. This type of communication can be used to protest about something or to make requests.

The four stages as defined by the Hanon programme are:

1. **The own agenda stage.** The person appears uninterested in others and tends to play or do activities alone. Their communication will be mainly pre-intentional.
2. **The requester stage.** The person has begun to realise that their actions have an effect on others. They are likely to communicate their wants and what they enjoy by pulling you towards objects, areas or games.
3. **The early communicator stage.** Interactions will begin to increase in length and become more intentional. The person may begin to echo some of the things that they hear to communicate their needs. Gradually, they will begin to point to things that they want to show you and begin to shift their gaze, beginning to engage in a two-way interaction.
4. **The partner stage.** The person will be using speech and will be able to carry out a simple conversation. While they may appear confident and capable when using communication in familiar settings (eg at home), they may struggle when they enter an unfamiliar environment (eg a new school). In these places, they may use memorised phrases and appear to be ignoring their communication partner, speaking over them and ignoring the rules of turn-taking.

There are various strategies that can be used to support each child at their stage of communication. It is also important that the child is “ready to learn.” Some children may benefit from having sensory input before engaging in a communication session.

Floor time

The DIR (Developmental, Individual differences, and Relationship-based) approach puts sensory and emotional regulation at its heart, stating that a child must be regulated before a child can engage with the world around them. Some children may benefit from doing physical activity before engaging with an adult. Resources in the sensory circuit room such as the trampoline, peanut ball, large spinning bowl, swing, and other equipment can be used with the children to help them receive sensory input before expecting them to engage with an adult. Weighted blankets and jackets can also be helpful in supporting children.

Intensive Interaction

Intensive interaction is a play-based approach to helping children develop early, pre-speech communication and interaction skills like eye contact, facial expressions, the ability to copy sounds and shared attention. It also aims to reduce repetitive and self-injurious behaviour. Intensive interaction was developed by Dave

Hewitt in the 1980s. It is a form of communication, usually between two people. Intensive interaction teaches the fundamentals of communication.

It involves an interaction partner copying and mirroring the child's facial expressions, actions or vocalisations. It can be used with people of all ages with a wide range of needs. It allows for a two-way communication- the other person may end up looking at and copying the interaction partner.

Classes will use intensive interaction with individuals working at the own agenda stage, as and when needed.

Gestalt Language and Analytical Language

Gestalt language processors (GLP) are "whole to part" thinkers and acquire language in chunks. These chunks of language, sometimes called "echolalia", "scripts" or "gestalts", are a vital component of gestalt language development. Echolalia is the repetition of chunks of language, repeated exactly how it has been heard. Echolalia can be in be a single word, sentence, part of a song, or a whole book. They can be immediate – the phrase is repeated straight away or delayed; the language is repeated after a delay. The delay could be weeks or even months later.

With the right language environment and support, these gestalts will become more flexible over time. The child will be able to mix and match portions of the gestalts (mitigating) and later free single words from these gestalts. These single words will allow the child to generate original, self-generated language. We need to embrace the child's echolalia (gestalts) in order to support the child through the Stages of Natural Language Acquisition (NLA).

To support the Gestalt Language Processors staff will;

- Understand that Ecolalia is communication. Don't try to eliminate or extinguish the script (gestalt).
- Acknowledge their script and accept it as communication. Smile, head nod, repeat it back to them.
- Try to eliminate questioning as a form of connection and interaction. Try declarative language instead. Comment, narrate and pause. Most GLPs aren't ready to answer questions until they are self-generating language (NLA Stages 3-4+).
- Don't take scripts literally. Most aren't literal.
- Try to find the meaning behind the script. Most are linked to a dramatic or emotional experience for the child that made the script "stick."

Stages of Gestalt Language

Stage 1: Delayed Echolalia

At this stage, children are scripting whole gestalts, using single word gestalts and/or using intonationally defined strings of language that may or may not be intelligible and hold a larger meaning. These scripts typically come from people, media or books.

Stage 2: Mix and Match Stage or "Trimming down" (Partial Gestalts)

At this stage, children are mitigating larger Stage 1 gestalts into smaller chunks. They are also mixing and matching parts/chunks of gestalts into semi-unique utterances. This is also the stage where a child may "trim down" a longer gestalt. Example: "There's a monster at the end of this book!" to "There's a monster at the

end!" (*mixing of two partial gestalts*): Child: "There's a monster + under there" = There's a monster under there or Child: "There's a monster"

Stage 3: Single Words and Two-Word Combinations

At this stage, children are now breaking down scripts into single word units and/or making new noun combinations. This is when children are finally able to identify words as single units of meaning and begin using self-generated language. We're not concerned about grammar or word order at this stage.

Example: Child: "Monster" (single noun), "Scary monster" (adjective + noun combination), "Monster bed" (noun + noun combination)

Stages 4-6: New Original Phrases or Sentences with Beginning Grammar, More Advanced and Complex Grammar

At these stages, children are now putting individual word units together to make their own novel phrases or sentences. At Stage 4, children are using beginning grammar, Stage 4 is when we can begin to support grammar development. At stages 5-6, children begin using advanced and complex grammar. *Examples:* "The monster goed under" (Stage 4) "The monster can't get out" (Stage 5), "Shouldn't he have come out from under the bed by now?" (Stage 6).

Analytical Language Processors

They start with learning a single word and then build on this.

To support Analytical Language processors staff will;

- Try declarative language instead. Comment, narrate and pause.
- Expand children's communication, for example if a child says "car" adult could say "red car"

Signing

All classes have been provided with a copy of the Woolgrove Sign-along book and additional copies are available to be purchased. At Woolgrove we will use the signs in the book apart from the signs for home, finished and number where alternative signs will be used. Any signs not in the Woolgrove Sign-along book can be found in the Sign-along books which are available in the Working Staffroom.

All staff will (according to their ability), when necessary, sign the keywords in a spoken sentence to support the development of speech and to aid understanding. This enables pupils to receive two clues about what the teacher is saying, a verbal clue and a visual clue.

All staff (according to their ability) are expected to use sign-along signs when communicating with pupils in communal areas including the playground, dining room and hall.

Some staff will sign the songs that are being sung in assembly.

Every class will teach children to sign key words related to their topic during their weekly signing session. Semi-Formal and Formal pathways will also introduce signing phrases that can be used to communicate during play, role-play / drama and have conversations with other children

The British Sign Language (BSL) alphabet will be used to sign the initial sound of names of places and people. Some teachers may wish to add an attribute associated with the pupil to the letter, for example for a pupil who is always dancing, a teacher may sign the initial sound of their name followed by the sign for dancing. Alternatively, a teacher may just wish to add a boy or girl sign after the sign for the initial sound of the pupil's name.

Cued articulation will be used to support pupils' articulation and some teachers may use this method when teaching phonic sessions.

All teachers will, if necessary, produce and provide appropriate pictures, symbols, communication books or talker overlays to enable a non verbal, non signing pupil to communicate or to enhance the communication of verbal or signing pupils.

Widgit symbols (Communicate in print app) or pictures will be used to support pupils' understanding. Symbols should be used on displays and as a teaching aid. The lunchtime menu will be produced using symbols and displayed for pupils to read. Hymns and songs will be produced using symbols and will be displayed during assemblies and singing practices. Social stories and calendars sent home to show holiday days at home and when school returns will also be provided in this visual format.

Object Cues

Object cues are used in classes to support understanding and communication when necessary.

Communication boards / Woolgrove Core board

Core boards are a board of symbols which can be used in multiple events or situations. The advantages of using a core board are that;

- they are flexible when they can be used,
- they are good for teaching sentence structure.
- can be used to teach functional social communication
- can be part of a communication system or be used as a classroom tool.

Core boards contain Non-specific words we use constantly. Being non-specific means they're actually more useful

- *I want to go there*
- *I want that one*
- *That was not good*
- *That was funny*

Every word is core and re-used regularly. If you know a core word, you can use it in lots of situations to get your message across.

Fringe words are very specific words that can give communication context, such as juice, wotsits, car, ball, tiger etc. Frequently with fringe words the context the user is currently in is often enough. If they use core to say "I want that one" and there are snacks available to point to, you already know what they mean. Fringe is important, especially fringe about the user's interests, which can also be used to support children to communicate.

Core boards can be used to support children to communicate generic and context based core, for example:

- “Let me do it” vs. “Let me stir the brownie mix”
- “Get the stuff” vs. “Get the brownie mix, eggs, oil”
- “Use the little one” Vs. “Use the teaspoon measure”
- Little words that hold the meaning words together
- “Some of that”
- “Go with you”
- Social words
- “Hello you”

Core boards are in all classrooms, playgrounds and individual core boards are available. Fringe boards known as communication boards can be created for individuals and activities.

Woolgrove, Object, Symbol Communication

Any child who needs to learn to:

- Communicate clearly (cannot be understood by adults or is non-verbal)
- Initiate communication
- Extend communication to include commenting as well as requesting

May benefit from being provided with an alternative method of communication such as object, photo, symbol communication or signing. Once a child has learnt to initiate or extended their vocabulary, they can be provided with a communication book or iPad app such as sound board maker/Grid Player 2.

The Woolgrove Object, Photo, Symbol communication is based on SCERTs principles and symbol exchange. Real objects, objects or reference, photographs of objects or symbols can be used depending on the child’s level of understanding.

Adults should decide which stage to start a child at and what method to use, objects, photos or symbols. Each stage should be introduced and the success criteria met before moving to the next stage. When an adult is supporting a child’s communication, they should physically prompt the child without talking if needed to work towards independence. Ideally 2 adults, one supporting and one receiving communication, should be available but this system can be completed with one adult.

All adults working with the child need to build opportunities for the child to communicate; this can be done by the supporting adult ensuring the child is given time to communicate and recognising all attempts to communicate.

Stage	How it works	Gesture	Using photos or symbols	Communication board	Signing	Voca/switches	Gestalt language	Success criteria
1	Have one or two desirable objects. Show children objects and name them	Wait for child to reach for object and then name object and give to child	Have 2 symbols, photos. Point to each symbol and name it. Encourage child to pick up and hand to indicate choice or to indicate by looking / touching the symbol	Communication board with 2 symbols to represent 2 choices. Point to each symbol and name it. Encourage child to point to indicate choice (may require physical prompt to do so)	Introduce sign for each object. Encourage child to sign to make a choice	Use switches or iPad using soundboard maker with picture. on it for child to press to request item.	Wait for child to reach for object and then say appropriate phrase I want or Lets Look .. It's a ... / It's	Child can make a choice between 2 objects using one of the strategies
2		If still using objects and gesture begin matching objects to					If still using objects and gesture begin matching objects to photographs	Child has at least 10 objects they are able to request independently
3	Increase choices of objects / activities on offer. Increase symbols and include symbols that are not available	photographs or symbols and then exchange / indicate a photo or symbol	Child has selection of symbols on a folder. Makes a choice and removes symbol. Adult waits for child to remove symbol before holding out hand	Communication board with several symbols/photos. Child can point to symbol to request		Use 4 switches or soundboard maker with 4 symbols	or symbols and then work on pointing and saying appropriate phrase. I want or Lets I want or Lets Look .. It's a ... / It's	Child can: Choose between 4 objects using one of the communication methods Accept if an object is not available and make an alternative choice with support
4	Finding symbols or communication board in a folder or making a choice from a range of objects/symbols.		If child is still using photos begin to match photos to symbols. Symbols are in folder – adult models opening folder to find symbol	Communication board in a folder or several boards connected by rings. Model opening the folder and pointing to symbols to request		Increase switches/options on an ipad.		Child can choose from a range of objects using a range of symbols. Use gestalt language or signs to choose Respond to adult saying what do you

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	Adult introduces saying What do you want?							want?
5	Encouraging child to move to an adult request, child may need a physical prompt at first Extension – adult does not respond or has back turned. Child may need physical prompt to learn how to gain attention	Child stands and walks to adult who has objects and gestures to request Extension – model touching adults arm to gain attention	Child stands and walks with folder/symbol to adult who has objects and gives or indicates symbols or leads adult to place to indicate Extension – model touching adults arm to gain attention	Child stands and walks with folder/board to adult who has objects and points to symbol or leads adult to place to indicate Extension – model touching adults arm to gain attention	Child stands and walks to adult who has objects and signs Extension – model touching adults arm to gain attention	Child stands and walks with voca/switch and touches this to request or leads adult to place to indicate on voca Extension – model adding adults name before requesting	Child stands and walks to adult who has objects and says phrase or points and adult models phrase Extension – model phrase adding adults name before phrase	Child can move to adult to request Gain adult's attention to initiate an interaction if adult is not looking at them independently. (Can be by vocalising, touching adult's arm, moving in front of the adult)
6	Folder with child's name or photo on it to identify it in an accessible place in the classroom	NA	Child is physically prompted to collect folder / communication board and take to snack/dinner/work. Gradually remove the prompt so the child does this by themselves.		NA	Child collects their own voca and takes to places in the classroom or is able to locate voca and lead adult to it	NA	Collect their own folder and take it to Snack Dinner Work Child can use sentences independently to request
7	Folder with symbols and colour coded sentence strip orange, yellow, and 2 white sections. 'I want' and		Sentence strip with 'I want' and 'please' placed on it. When child gets symbol physically prompt them to place in the gap on	Core vocabulary added to communication board – see Woolgrove communication book. Model pointing to core vocab e.g. I want	Teach child signs I want Extension – Add please	Use communication book on Widget – model how to select core vocabulary and then symbol to request	Encourage appropriate phrase to request Extension – Add please	Independently place symbol on the sentence strip and then hand to an adult and point to the symbols while an adult reads or point to

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	'please' symbol		the sentence strip, remove the sentence and hand it to the adult. Support child to touch each symbol while the adult reads the sentence and then hand the object to the child. Extension – Child moves I want / please onto the strip	and then symbol Extension – Add please		Extension – Add please		symbols/use gestalt phrase / signs
8	Add vocabulary – open, like, don't like, no, thank you	If still using gestures recognise and respond to child rejecting an item – modelling language I don't like Or No thank you.	Adults need to look for opportunities for children to express if they like or don't like Sentence strip Symbols on front of folder: adults' names, I, like, don't like Child moves symbols onto strip (physically prompted if necessary) In the beginning this is best done with food or toys the child likes and doesn't like (ask parents if you're not sure)	Model pointing to core vocab to say if they like / don't like something	Teach signs like / don't like	Use communication book on Widget – model how to select core vocabulary to say if they like or don't like something	Encourage / model using phrase I like, I don't like and No thank you.	Can communicate to request something to be opened and to say if they like/don't like an object, activity, toy etc independently

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9	Build opportunities for child to request a colour, amount, size or portion of an object. Activities matching amounts to numbers and measurement activities can support this stage. Extension – add questions, what is that? How many? Etc		Build opportunities for child to request a colour, amount, size or portion of an object. Activities matching amounts to numbers and measurement activities can support this stage.	Add descriptive vocabulary and model requesting adding in vocab	Teach signs for colours, size, number, portion	Use communication book on Widget – model how to select descriptive vocabulary	Encourage / model using phrases I want Lets Adding in colours, size and number e.g. ~let's do 10 jumps"	Child can: Match number to amounts Use some descriptive vocabulary to request
10	Add vocabulary I can see, I can hear, I have, I counted		Adults need to look for opportunities for children to answer 'what's that?' 'How many?' Sentence strip Symbols on front of folder: I, see, hear, counted, have and objects. Child moves symbols onto strip. (Physically prompted if necessary).	Add phrase and model requesting adding in vocab. See symbol section	Teach signs for see, hear, have, counted	Use communication book on Widget – model how to select I have, counted, can see, can hear vocabulary	Encourage / model using phrases I can I have I counted	Child can communicate 'I can see' sentence 'I can hear' sentence 'I have' sentence 'I counted' sentence

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11	Add people places and actions	During free time child is asked a question (at blank level stage 1, what's that?) that requires their communication folder. Child is physically prompted to collect folder and find symbol to answer question Can also be practised during group sessions such as big book.	During free time child is asked a question (at blank level stage 1, what's that?) that requires their communication folder. Child is physically prompted to collect folder and find symbol to answer question Can also be practised during group sessions such as big book.	Teach more object, people, actions and places signs	Use communication book on Widget – model how to select it is or object symbol	Encourage / model using phrases using “It is” “is” e.g. Sam is jumping	Child can: Communicate using sentences to answer 'what's that?'
12		As other questions, who is that? What are they doing? Where are they? This can be completed during big book, reading	As other questions, who is that? What are they doing? Where are they? This can be completed during big book, reading and when looking at photos of previous activities.				Child can : Answer blank level 2 questions.

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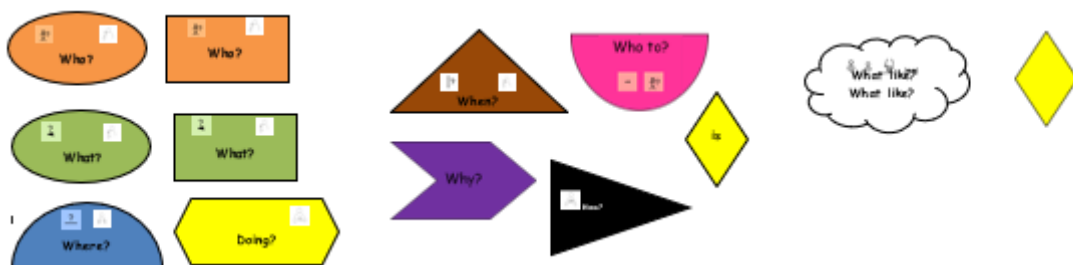
		and when looking at photos of previous activities.					
13	Continue to increase symbols / signs / phrases to answer Blank Level 3 questions and to engage in communication with others						

Communication books

Woolgrove communication books are set up with a core vocabulary section to the left of each page and topic vocabulary to the right. Every class has a class communication book that the class teacher can use to model communication to the children within their class, or children can use to answer questions. Class teachers can create new pages of communication boards to use in specific lessons.

Integrated Visual Coding (IVC)

Visual Coding is a system to support spoken and written language learning across the curriculum. It can support children in using more varied sentences, understanding sentences, asking questions, learning the grammar of English and learning new words. Spoken language is said and gone so Visual Coding helps to make language visible so the child can hold onto the words and sentences for longer while they process them. Children with language difficulties benefit from things being visual and using Visual Coding reduces the need for the child to rely on their listening skills and auditory memory. The shapes and colours to support making sentences are:



Pupils who can initiate, effectively use symbols to create sentences and have a wide range of vocabulary should be provided with their own communication book to extend their abilities and range of communication.

Communication aids

Pupils who can effectively use a communication book or symbols to communicate may be introduced to using a talker app, such as Soundboard maker, Let me talk or Grid player 2.

The class teacher will plan for activities that can be taught to develop the use of a communication app on their class iPad.

If children are able to use this method of communication effectively a discussion between the class teacher and Speech and Language Therapist (SALT) will take place to discuss the possibility of accessing funding for a personalised communication device. If a child is lent a school device this must be returned to the school when the child leaves the school. If the application for funding for a device is successful, this then becomes the child's device for them to take with them when they leave the school.

Speech and Language Therapy

All children with an Hertfordshire EHCP are seen as a matter of course by the Speech and Language Therapy Service (SALT) if they have S.L.T. in their Education Health Care Plan (EHCP). Many of the children will already be known to this service and their case notes will be transferred if they were seen in Hertfordshire. If they have not been seen in Hertfordshire but they are identified as having difficulties with communication, they

can be referred for assessment and following that, if appropriate, ongoing therapy and strategies will be offered. Children who have an EHCP from a Local Authority that is not Hertfordshire will need to be referred to the appropriate Local Authority services.

The SALT department has two S.L.T.s and an SLT Assistant. They are employed by the Hertfordshire NHS Trust and work at other locations, as well as Woolgrove, as part of their professional contract.

A member of the team is at Woolgrove on some weekdays and available for either personal or telephone contact. The Hertfordshire speech and language team can be contacted on salt@woolgrove.herts.sch.uk

The children at Woolgrove may have difficulties in various areas of their communication.

These can be divided into:

Comprehension/Receptive Language

This refers to how much a child can understand. Difficulties may affect:

- Vocabulary knowledge
- Ability to follow instructions
- Ability to follow longer pieces of information such as stories and lessons
- Understanding of grammar such as tenses and plurals
- Verbal reasoning such as being able to predict or infer information

Expression

This refers to how well a child can express themselves. There may be difficulties such as:

- Ability to recall words
- Ability to construct sentences
- Difficulties in sequencing logically

Some children will have great difficulty in expressing themselves verbally and the use of a signing system such as Sign a Long will be encouraged or the use of an alternative/augmentative system such as Picture Exchange Communication Scheme (SYMBOL EXCHANGE) or an alternative method such as an electronic aid.

Speech

This is the ability to produce speech sounds clearly.

Dysfluency

Some children have difficulty producing fluent speech and may repeat the sounds or syllables in words.

Pragmatics

Children with pragmatic difficulties may have difficulties with the social use of language which may affect their play and friendships.

Children may be assessed using formal standardised assessments. The Communication Framework is also used which is an informal assessment of a child's functional communication skills. This is done in conjunction with the class teacher. Following this, targets are set jointly with the teacher to ensure that the child's communication targets run through the curriculum and encourage the generalisation of new skills.

Targets need to have:

- Small steps

- Be measurable
- Progressive

Staff and Parent training

The Senior Leadership Team will be responsible for ensuring that the following training takes place. Annual signing training sessions will take place for teaching and non teaching staff, including Teaching Assistants, Midday supervisors, Kitchen staff, Office staff and any other adult who may need to communicate with pupils in the school.

Annual signing training sessions for parents will take place. Any parent attending at least 3 of the sessions will be provided with a Woolgrove Sign-along book free of charge.

Outreach signing sessions will take place, these may take place in house with schools attending on site or Woolgrove staff may offer training at a school that has requested information about signing. Woolgrove staff who wish to increase their skills may also attend.

Cued articulation training will take place and be updated regularly.

Woolgrove Object, Photo, Symbol communication training will take place for teaching and non-teaching staff and will be updated regularly.

Training on making and using communication books will take place for teaching and non-teaching staff and will be updated regularly.

Training on talkers will take place and be updated regularly.

Training on using the Communicate In Print will be updated regularly.

Staff will be given opportunities to share good practice.

The SALT Dept will attend at least one coffee morning per year to give information to parents about the SALT service.

Training will also be offered to staff from the SALT department as necessary.

All staff will be provided with opportunities to receive the necessary training and resources to be able to:

- Read the Woolgrove Sign-along book to effectively sign some of the signs from the book.
- Read the pictures for cued articulation to use this to teach phonics or support the articulation of sounds.
- To teach or support pupils who use the Woolgrove Object, Photo, Symbol communication
- To teach or support pupils who use communication books.
- To teach or support pupils who use switches or talkers.
- To make symbol resources using Widgit software or Board Maker software.
- To make communication books or pages to insert into the book using Widgit or Board Maker software.
- To make super talker overlays using the Board Maker software.
- To programme a switch or talker.

- To use sound board maker to create communication aids for pupils
- To effectively use communication apps such as Grid Player 2, Sound board maker and Let me talk to model communication and support children to communicate.

Staff can request additional training to the sessions that have been provided. Additional training may be provided by the SALT dept or The Senior Leadership Team.

Terminology

At Woolgrove School we use the sign-along version of signing. Sign-along is based on British Sign Language (BSL) and the Makaton version of signing. It is a signing system that has been developed for use with people with special educational needs. It is a visual language with its own structure and grammar.

Sign supported English is a signing system that signs or fingerspells all of the words that would be spoken.

Augmentative communication is a method that non verbal pupils can use to communicate using pictures or a talker.

Talkers are electronic devices that can be programmed to enable a person to press a picture or symbol on the talker to produce the spoken word. At Woolgrove School we currently have a selection of switches and talkers that can be used by non verbal pupils.

Symbol exchange is a method of communicating, by selecting photographs, pictures or symbols on a sentence strip and handing it to a person, to communicate. At Woolgrove digital photographs, widgit symbols or colour pictures are used.

Communication books are books that contain symbols and are designed for individual pupils to enable them to point to the symbols to communicate with others.

Cued articulation is a method of visually signing a sound to support articulation.

Widgit Symbols or Board Maker pictures are produced using the widgit computer programme or Board maker programme on a computer.

English includes:

- Speaking and Listening, including attentive listening skills, comprehension and deduction skills.
- Spoken English, in all its forms, questioning, answering, giving and following instructions, listening and responding to others, communicating own ideas and experiences, explaining ideas, understanding and expressing different view points and using a variety of expressions.
- Reading.
- Writing.
- Signs to support spoken English.

Impact

Through providing a communication rich environment with a variety of communication methods and opportunities being provided, children will be:

- Confident to communicate with others using their preferred communication method.
- Resilient and be able to persist so that they can communicate with people who may not know, use or understand their communication method in the wider community.
- Able to communicate effectively with their peers, who may use a different method of communication to the one that they use.
- Tolerant of others who use a different communication method to the one they use.