

## Redbridge High School Communication Curriculum



Communication underpins everything that we aim to achieve at Redbridge High School and this area of the curriculum is fundamental to pupil success. Redbridge High School has the development of language and communication skills at the heart of its curriculum.

It is understood that:

- Communication is both verbal and non-verbal.
- Communication expands through development of receptive language (understanding what is heard) and expressive language (speaking)

Every child is an individual. Their needs depend on a whole range of factors, including:

- Specific diagnosis i.e. Autistic spectrum conditions, PMLD-profound learning difficulties, Angelman's syndrome, Down's syndrome.
- The specific areas and the severity of communication difficulties
- Skills and strengths the child has
- Levels of maturity, confidence and self-esteem

Specific language and communication needs can have an impact on a child's learning and behaviour. Difficulties may impact their ability to:

- listen to and understand information and instructions
- make sense of concepts and ideas
- learn new words and use them well
- answer questions and share their ideas with other
- use language to solve problems ask for help or explanations
- read, write and spell
- play, work collaboratively, socialise and interact with others.

At Redbridge High School we meet these individual needs through a range of strategies and approaches, these include:

- Year 7 Speech and Language Therapy screenings
- A rolling programme of communication training for all staff

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- Bespoke Speech and language therapy observations and assessments
- Termly individual communication targets agreed with parents and carers.
- Differentiated groups once per week to teach social communication skills
- A whole communication approach encompassing visual aids and systems
- Makaton signing
- AAC (Augmentative and Alternative Communication) - i.e. Aided language boards, communications device

**Communication**

Informal	Semi-formal	Formal
<b>Intentional behaviour</b> Tracking Expression (e.g. of likes and dislikes) Anticipation Maintaining attention Listening Focussing Operating technology Reflex/withdraw Rejecting/turning away Body movements	Using symbols – writing symbols and reading symbols e.g. PECS Using aided language boards Signing and Makaton Extending vocabulary Recognising and reading community signs and symbols Making choices Turn taking Answer BLANK level 1-3 questions Letter formation / Functional writing Letter & sound recognition / Functional reading skills	Functional writing skills Functional reading skills (including phonics where applicable) Answer BLANK level 2/3/4 questions Following instructions Appropriate interactions and knowing your audience. Justifying opinions Explain your thinking Word processing Makaton Descriptive writing

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	<p>Sequencing          Recalling and comprehension          Using a go strategy          Following instructions</p>	<p>Use of punctuation          Summarising          Organising ideas          Presenting to an audience          Recalling information          Asking questions          Take part in a group discussion          Describe something observed/viewed          Write for a variety of purposes          Researching</p>
<p><b>Links to careers and world of work</b></p>		
<p>Researching jobs          Filling in a form          Writing a CV          Interview skills – answering questions</p>		