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1.0 INTRODUCTION

The role of SaLT is crucial to the implementation of this policy.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 THE NATURE OF SPEAKING & LISTENING

The aim of speaking and listening is to develop students' skills so that they are able to communicate appropriately and spontaneously in a variety of different contextual situations. Objects, symbols, photographs, signs, or written words may be used to support the spoken word. It is wholly appropriate for a student who doesn't have verbal utterance to respond to a question by use of one or more of the modes of communication already described.

At Options Kinsale, the use of symbols and signing as a mode of communication is a recognised and accepted means of accessing English. Indeed, it is promoted.

In addition, Options Kinsale recognises that English may not be a student's first language and therefore, close liaison with the family/carer may be necessary for children and young people of ethnic origin. It may be appropriate to employ the services of a bilingual specialists, thus ensuring fair access to the curriculum.

Options Kinsale is in Wales, so the Welsh language is promoted within the classroom and around the building – incorporated into text and used conversationally in a range of settings.

3.0 ENTITLEMENT

The National Curriculum is accessed at each Key Stage appropriate to the age of the student, but, where necessary, materials can be chosen from earlier or later Key Stages to support achievements and demonstrate progression. Motivating and creative use of English in activities can often re-engage students, but the relevant age appropriateness needs to be maintained.

4.0 AIMS

- To develop appropriate skills necessary to communicate and learn in both an educational and home setting;
- To develop communication for life and promote independence towards adulthood;
- To develop appropriate use of social language in a variety of forums;
- To provide opportunities in which students can enjoy, be motivated by and understand the benefits of communicating as part of everyday life.

5.0 IMPLEMENTATION

The Programmes of Study for speaking and listening are taught through a variety of approaches due to the complexity of our students' impairment in the area of language and communication:

- All students will be encouraged to listen, for example, during whole school assemblies, in class groups and 1:1 situations and as group members;
- Life skills and tangible experiences outside the school environment are used as a method of promoting good communication;
- The use of visuals, objects and written cues will support verbal communication;
- Students will be encouraged to communicate with their peers - speaking and listening will form part of work in a variety of structured sessions and less structured access to community venues;
- Speech and language therapy as indicated on the student's statement or as deemed appropriate will be provided. SaLT will work both on 1:1 basis with students and consultatively with teaching staff, learning support assistants and Children's Home key workers to provide communication profiles and offer support on approaches, including the use of PECs;
- Individual and group work will take place as appropriate;
- Speaking and listening will be taught through multi-sensory curriculum;
- Listening skills are developed through the use of music;
- A variety of activities will be available to help students succeed in enjoyable interactions with others, including dance, drama, recreational and physical activities.

6.0 GROUPINGS

Students are usually grouped according to key stages and ability levels. In exceptional circumstances, however, students may be grouped across the key stages if they are developmentally able to benefit from the curriculum provided.

Students are taught both in small groups and individually, dependent on what is being taught and the student's level of ability and/or need.

7.0 TEACHING OF SPEAKING & LISTENING

At Key Stages 2, 3 and 4, students are taught by their class teacher. This is done in both communication sessions held at the beginning of the day and within plenaries, prior to transitioning to the Children's Home, as well as during formal English lessons. The class teacher is supported by the Subject Lead for English and the Speech and Language Therapist (SaLT).

The planning of speaking and listening, as identified in the individual needs of the students, is the responsibility of the class teacher and SaLT. Communication profiles and advice sheets written by the SaLT are to be implemented consistently across school and the Children's Home