



**Bridgelea Pupil Referral Unit
Bridgelea Road
Withington
Manchester
M20 3FB**

COMMUNICATION POLICY

Implemented	September 2017
Presented by	Kelly Eyre
Ratified by Governors	Autumn 1 2017
Review Date	September 2019

Communication Policy

Our Values:

- We value **SUCCESS**. Children achieve academic as well as social and emotional growth.
- We value **COMMUNICATION**. We believe that all behaviour is communication. We listen to children – and those who care for them.
- We value **SAFETY**. We care for each other and keep each other safe.
- We value **BELONGING**. We work to create a strong sense of belonging as this is what leads to growth.
- We value **DIFFERENCE and DIVERSITY**. We celebrate each other as unique individuals with rights and responsibilities.
- We value **INDEPENDENCE**. We work towards being able to achieve things on our own.
- We value **RESILENCY**. We keep on going when things are tough. We keep trying to find solutions.
- We value **HEALTH and WELLBEING**. We have a holistic approach to wellbeing across the school.

Speech, Language and Communication (SLC) are essential elements of our daily lives and relationships. It is well documented that approximately 75% of children with social, emotional and behavioural difficulties have associated speech, language and communication needs – most of which are undetected. Language levels directly impact on self-regulation skills and therefore on behaviour.

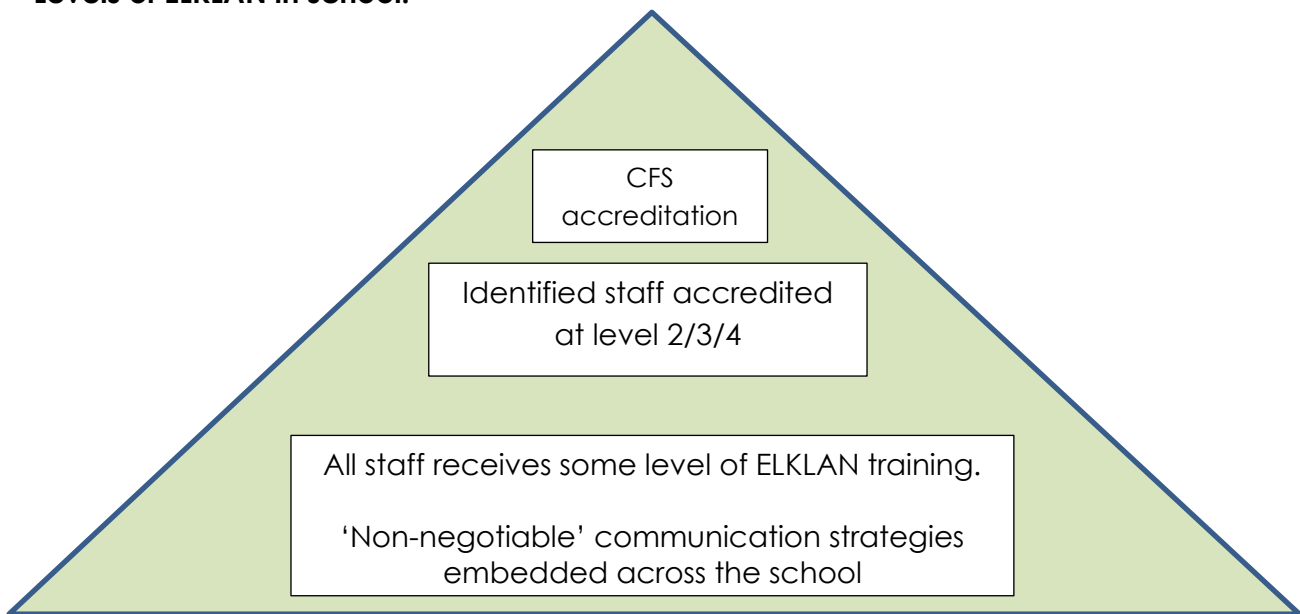
Aims:

Bridgelea Pupil Referral Unit aims to maintain the Communication Friendly Setting (CFS) accreditation. Key to this is valuing each child's speech, language and communication needs and ensuring they are identified and accommodated for by all staff. This will be achieved by maintaining an ongoing and rigorous ELKLAN training and audit. We need to ensure that communication is given a high profile throughout all aspects of our curriculum and that through differentiation we will meet the specific Speech, Language and Communication (SLC) needs of all the children.

We will achieve this by:

- Having a detailed description of how best to communicate with our children
- Creating opportunities, relationships and environments that make our children want to communicate.
- Training all staff to use the best approaches to communication, competently with each child.
- Identifying staff with specialist skills and knowledge in the area of SLCN
- Ensuring that all teachers have the responsibility for developing the communication skills of children in their class.

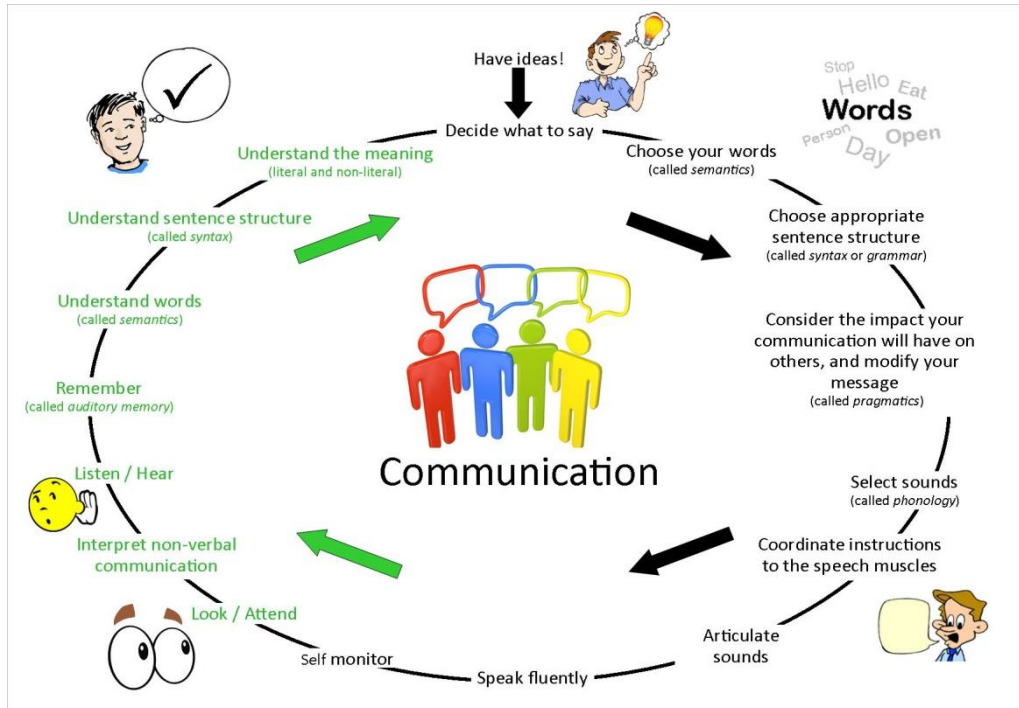
Levels of ELKLAN in school:



What is communication?

Communication appears in many forms and it is important that our pupils are taught and have the opportunity to experience all of these areas.

Communication is:



Strong language skills and good communication are key to good outcomes for all children and young people...

Of all the skills we develop at school, the ability to communicate effectively is the one that has the most profound and potentially positive impact on our lives.

Communication is at the core of what we do: at home, in work, at school and socially. At Bridgelea we recognise that strong language skills and good communication are key to whole school improvement, progression and attainment, and supporting children and young people to develop these skills is vital.

Ensuring high quality language teaching and learning should reduce the numbers of children and young people who require specialist language support. Conversations between adults and children characterised by high quality language learning interactions really make a difference. High quality classroom talk is a key factor in improving pupil engagement and outcomes.

Through our planning, teaching and daily interactions with our children and their families, we will endeavour to create the best environment where communication will flourish.

National Curriculum: Teaching Spoken Language

The national curriculum for English 2014 reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Measuring impact in school

Impact and change will be monitored regularly by looking at each child's Boxall profile and engagement with the speaking elements of the 2014 curriculum.

Staff skills will be monitored at appraisal/CPD, with ELKLAN accreditation being offered where available.

Staff responsible

The senior leadership team will set the strategic plan for communication in Bridgelea. The SENCo (Jessica Cunliffe) and the Speech and Language Therapist (Karen Bailey), and Elklan Lead (Angela Hughes) will oversee its implementation with all teaching staff and teaching assistants. Teaching and support staff will implement specific communication strategies in their daily practice.

Table of how aims will be achieved

Aim	How will this be achieved?	By whom?
Having a detailed description of how best to communicate with our children.	<ul style="list-style-type: none"> All new children will be screened at admission to identify any underlying needs 	By qualified Speech and Language Therapist (SLT)
Creating opportunities, relationships and environments that make our children want to communicate.	<ul style="list-style-type: none"> By establishing a secure knowledge of SLCN in the team through a programme of training. Planning will target areas of SLC The school will maintain the recognised communication friendly status through Elklan 	All

Aim	How will this be achieved?	By whom?
Training all staff to use the best approaches to communication, competently with each child.	<ul style="list-style-type: none"> All staff will attend training, (awareness and/or accredited), and complete related classroom activities to embed the skills 	SLT/SENCo/L4 Eklan accredited teachers
Identifying staff with specialist skills and knowledge in the area of SLCN	<ul style="list-style-type: none"> Identified staff will achieve accredited ELKLAN training at levels 2/3/4 	Eklan tutor
Maintenance of speaking, listening and communication focus in the curriculum	<ul style="list-style-type: none"> 2 staff meetings per year allocated to training or discussion 	SENCo, classteacher L4, SLT
Ensuring that all teachers have the responsibility for developing the communication skills of children in their class.	<ul style="list-style-type: none"> Teaching staff and Speech and Language Therapist (SLT) will meet regularly to share information about pupils. Teaching staff will cascade relevant SLCN information with their team Speaking and listening targets will be set and monitored. 	Class teachers, TAs, SLT

Monitoring and Evaluation of the Policy

To ensure this policy is effective it will be regularly monitored by the Management Group. School practice will be monitored via learning walks, observations and regular coaching with staff.

“There’s more to talking than just words”

Humphrey Bogart