Ysgol Tŷ Monmouth Policy

Languages, Literacy, & Communication

POLICY STATEMENT

- At Ysgol Tŷ Monmouth we will equip each of our Pupils with the skills necessary to ensure they are able to express themselves with confidence and succeed in the world around them.
- We place a high level of importance on providing a sensory and visual approach to all areas of our curriculum. This supports the development of Pupils' ability to communicate and engage with language and the world around them. Pupils are encouraged to enjoy literacy and develop a positive attitude towards it.
- Through the Language, Literacy and Communication area of learning experience we develop Pupils' ability to listen, speak, write, read and understand. This is integral to Pupils ability to self-advocate, express boundaries and share opinions safely.
- Article 12 of the United Nations Convention on the Rights of the Child states that Pupils have a right to be listened to and taken seriously.

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1. Scope

1.1 Introduction

1.1.1 Language, literacy, and communication are fundamental to all areas of learning and life and addresses fundamental aspects of communication. It aims to support learning across the whole curriculum and to develop the full potential of each Pupil throughout the whole range of literacy skills.

1.1.2 Curriculum teaching and learning opportunities are broad and balanced, whilst remaining specific to the individual needs of the Pupils within each class.

1.1.3 Individualised interventions support and enhance teaching and learning opportunities, which in turn consider the statements of what matters, as set out in the Curriculum for Wales:

- Languages connect us,
- Understanding languages is key to understanding the world around us,
- Expressing ourselves through languages is key to communication,
- Literature fires imagination and inspires creativity.



1.1.4 The statements of what matters are reflected in the curriculum maps. Curriculum maps form the long-term overview for planning and assessment, whilst providing opportunities for Pupils to deepen their knowledge and skills through set stages (attend, engage, explore, consolidate and apply).

1.1.5 Each pupil's starting point is identified accurately at the start of their placement and is reviewed each term. Progression is planned through secure, individual steps and may include:

- Attention and shared engagement to intentional communication.
- Objects, gestures and symbols to speech, signs or assistive communication.
- Mark-making to conventional writing.
- Recognition and recall to comprehension, inference and independent reading.
- Supported participation to greater independence and self-advocacy.

1.2 Aims

1.2.1 We have high expectations of all our Pupils and recognise that Pupil progression will occur within appropriate stages of individual development. To support progression effectively, we aim to:

- develop and embed pupils' communication, language, reading, writing, speaking and listening skills across the curriculum.
- ensure every Pupil can participate meaningfully in learning, relationships and daily routines.
- remove barriers to communication, literacy and expression through adapted teaching, resources and environments.
- promote reading, writing and language for real purposes and authentic audiences.
- support progression from each Pupil's starting point through small, secure and measurable steps.
- use an individualised communication approach where appropriate, including speech, signs, symbols, objects, visual supports, assistive technology and augmentative and alternative communication.
- promote enjoyment, curiosity, creativity, well-being and a sense of belonging.
- maintain high expectations while matching provision to developmental stage, communication profile and individual need.
- work in partnership with families and professionals to secure consistent support and improved outcomes.

1.3 Planning for Opportunity

1.3.1 Pupils are provided with a wide range of experiences and opportunities which are thoughtfully planned and informed by individual education plans, continuous assessment, pupil interest and individual outcomes. This includes:

1.3.2 Speaking and listening in a wide range of contexts.

- attention, shared engagement and turn-taking (social communication and interaction).
- responding to questions, prompts, signs, symbols and gestures.
- requesting, commenting, protesting, agreeing and refusing appropriately.
- asking for help, clarification and repetition.
- participating in conversation, discussion, presentation and storytelling where appropriate.
- Visiting places of interest, engaging with external visitors and end of term celebrations to provide first-hand experience of social and functional communication.
- Provide a range of different communication roles within the class.

- Self-reflection time after learning experience.

1.3.3 Immersing Pupils in an environment rich in print and possibilities for communication

- book handling, tracking and concepts of print.
- reading for meaning, enjoyment, information and independence.
- comprehension, inference, prediction and recall.
- reading multimodal, digital and accessible texts.

1.3.4 Recording ideas, opinions, learning and personal experience

- pre-writing movements, mark-making and fine motor foundations where relevant.
- handwriting, keyboarding or alternative transcription methods where appropriate.
- spelling, punctuation and grammar where developmentally appropriate.
- composing for meaning, purpose and audience.
- using templates, scaffolds, dictation, symbol-supported writing or assistive technology where needed.

1.3.5 These experiences support Pupils at Ysgol Tŷ Monmouth to:

- Participate in a wide range of roles in preparation for adult life,
- Develop confidence, independence, self-advocacy and purposeful communication;
- Develop social and communication skills;
- Co-operate, share, and interact with others, in a range of situations;
- Communicate their opinions and thoughts to those around them, including to express concern, understand boundaries and be heard safely;
- Develop a positive attitude to all areas of literacy, language, and communication.

2. Cross-Curricular Responsibilities

2.1 Literacy

2.1.1 Literacy .is at the heart of this area. Across the curriculum, team members will use clear, consistent and purposeful language; and model communication systems and key vocabulary (STAR approach, for example).

2.1.2 Additionally, communication and literacy are built into all routines within the school day, including through registration, break and lunch time, transitions, assemblies, out in the community and social clubs.

2.2 Numeracy

2.2.1 In this Area there are often opportunities to use literacy and numeracy skills together, for example when solving worded problems. There are also opportunities to explore numeracy through language which can consolidate conceptual understanding.

2.3 Digital Competence

2.3.1 Learning in this Area provides opportunity to use different methods of digital communication. Pupils should learn how to compose clear and appropriate messages tailored for particular audiences, sharing, collaborating, editing, and adapting, as required. Opportunities should also be offered for Pupils to collaborate safely through digital platforms to increase awareness and understanding of different languages and cultures. Using technology when learning about literature can help Pupils deepen their understanding beyond the text in front of them.

2.4 Integral Skills

2.4.1 The curriculum at Ysgol Tŷ Monmouth prioritises the following integral skills:

- Creativity and Innovation
- Critical thinking and problem solving
- Personal effectiveness
- Planning and organising

2.4.2 Learning in this Area should provide opportunities to experiment with and use languages creatively to give pupils the confidence to take risks, express opinions and to generate ideas across languages that can lead to innovative outcomes.

2.4.3 Pupils can develop creativity through opportunities to create and perform literature. Creative expression can enhance pupils' understanding of the key concepts as well as the method of expression itself.

2.4.4 Listening, reading, speaking, and writing should underpin the development of critical thinking and problem-solving. These skills can be honed by communicating with others to understand situations and articulate ideas and to develop responses to problems.

2.4.5 Providing a language-rich environment should support all pupils to reflect on their own strengths in language use, and identify their own areas of development to continuously enhance language and communication skills.

2.4.6 Learning should enable Pupils to develop the skills to select and use appropriate sources and information. This should allow Pupils to organise ideas, create effective plans and develop creative works.

3. Monitoring and Review

3.1 Process

3.1.1 The success of the language, literacy and communication curriculum may be measured in the following ways:

- Pupils' ability to communicate independently at their level;
- Increased confidence in communication from Pupils
- Increase in positive communication and behaviour, as measured via Motional;
- Increase in the success rate of individual learning goals;
- Termly showcase of Pupil's development;
- Small steps progress as evidenced via B Squared and other relevant assessment tools.

3.1.2 The effectiveness of this policy is monitored through:

- learning walks, scrutiny of planning, assessment records and pupil work.
- Review of individual Development Plans and progress against outcomes.
- analysis of communication and literacy progress from baseline to review (progress meetings).
- Pupil voice gathered through accessible communication methods.
- Feedback from families, team members and external professionals (such as through annual reviews).
- Monitoring of the consistency of communication systems across the setting; (environmental audit)

3.2 Legislative Framework:

3.2.1 This policy has been drawn up regarding best practice and guidance from the below:

- The Curriculum and Assessment Act (Wales) 2021
- ALN Code of Practice Wales 2021
- United Nations Convention on the Rights of the Child 1989
- Education Act 2002
- Human Rights Act 1988
- Equality Act 2010