

**What are we aiming for students to achieve through the My Communication and Literacy curriculum? (Intent)**

Students with learning difficulties find communication and making themselves understood very challenging.  They may

* be able to respond but not initiate communication
* not understand the topic of conversation and not be able to follow a conversation with multiple topics
* not be able to give a response to what they have heard/been asked to do
* not understand the etiquette of a conversation.

Communication is a holistic process; if we can constantly tap into motivation and consistently provide someone to communicate to, all students will have many more opportunities to practice and perfect the means that are best suited to them.

All students have the ability to communicate and it is our job to find out their preferred method and provide them with the support to develop their communication.  Our students want to learn to communicate for many reasons (social, saying no, feelings, emotions, attitudes, asking for help, make choices, make themselves understood, share interests, needs and wants).

In this area of learning students develop their expressive and receptive language skills through speaking, listening and drama activities. Learners have access to a total communication environment, which promotes the use of speech, signs, communication aids and symbols as appropriate to the needs of each child. Stories are used widely and are often presented in a multi-sensory way. Intensive Interaction will be central to all student’s communication plans. Where appropriate students have access to phonic based learning through the Read Write Inc. literacy scheme, or whole word recognition learning through the See and Learn literacy scheme.

**How is the My Communication and Literacy curriculum delivered? (Implementation)**

***“Motivation, means and mate:***

***It’s all you need to communicate”***

***(EQUALS, 2016; My Communication)***

We all need a motivation (reason), a means (method) and someone (a partner) to communicate and we make sure these conditions are in place to encourage spontaneous communication and form the basis of effective communication.

All literacy activities will be personalised to meet the individual needs of each student, and differentiated to ensure they are accessing literacy activities at an appropriate level.  Some students will be at a very early stage of literacy skills and the focus will be to develop their use of objects of reference/photos/symbols, some will be developing their ability to recognise whole words used in their environment, and others will be improving their phonic knowledge and emerging reading skills.

**We will use a variety of approaches and strategies to support our learners such as:**

* Intensive Interaction
* PECs
* Interpretation of body language, gesture, facial expressions and vocalisations
* Phonics
* Play
* Signing
* Objects of reference
* Choice making
* Games (1:1 turn taking)
* Reading
* Theatre of Possibilities
* Dance Interaction
* See and Learn
* Body Awareness
* Music Interaction
* Speaking
* Writing
* Storytelling
* Read Write Inc
* Outdoor learning

**What difference is the My Communication and Literacy curriculum making to students? (Impact)**

* All students will follow a personalised communication plan
* All students will be engaged in learning through developing positive relationships with staff and feeling safe in their learning environment
* All students will be stimulated by the curriculum to develop their own individual communication skills
* All students will have improved literacy skills as detailed on their B-Squared assessments
* All students will be well prepared for their next step of learning and education
* All students will have the opportunity to accredit their learning in Key Stage 4 and Post 16 via Entry Level Qualifications as appropriate