

Communication @ Heart of the Forest



Communication

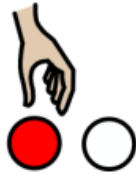
- ▶ At Heart of the Forest, we aim to ensure that all pupils with communication difficulties have a consistent and coherent approach to meeting their communication needs throughout their lives in school and the wider community.
- ▶ Communication is fundamental to teaching and learning in our school. It is a two-way process through which information, ideas, thoughts and feelings are passed between individuals and/or groups of people. Communication is central to life, human rights, inclusion and all areas of human development.
- ▶ The development of communication skills for all learners in our school is an integral part of the provision and should not be seen in isolation.

Heart of the Forest School aims to:

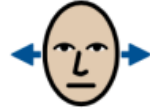
- ▶ Value and respect every possible method of communication that pupils may need to use.
- ▶ Provide opportunities for learners to develop a meaningful and functional system of Total Communication using verbal and/or non-verbal communication.
- ▶ Ensure all individual communication strategies are supported by developing a shared knowledge, skills and attitudes base essential for an effective total communication environment.
- ▶ Raise awareness and develop confidence in the use of Total Communication throughout school and wider communities.
- ▶ Ensure that our learners are equipped to communicate effectively in adult life
- ▶ Ensure that all learners feel included with their preferred method of communication which facilitates the opportunity to be understood, responded to and to make decisions and choices.
- ▶ Enable access to provision through a total communication approach.

These are some of the communication tools you may experience at Heart of the Forest School:

- ▶ Gestures, body language, vocalisation/speech, eye pointing and facial expression
- ▶ Intensive Interaction
- ▶ Objects Of Reference (OOR)
- ▶ On Body Signing
- ▶ Makaton signing
- ▶ Picture Exchange Communication System (PECS)
- ▶ Photographs/pictures/symbols/schedules/first you, then you strips
- ▶ Communication books
- ▶ Social Stories
- ▶ Talking Mats
- ▶ Voice Output Communication Aids/equipment (VOCA)
- ▶ Access to modern technology



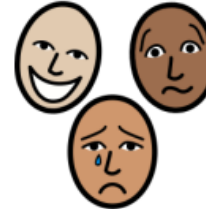
to be given real choices



to say no, refuse and reject choices



to ask for what I want



to share my feelings



to be heard and responded to (even if the answer is no)



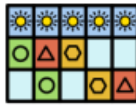
to ask for and get attention and interaction



Communication Bill of Rights I have the right...



to have and use my communication system all the time



to ask for and know about my schedule and world



to be taught how to communicate



to have my speech system in working order and to have a backup



to be a full and equal member of my community



to be treated with respect and dignity



to be spoken with, not about



to be communicated with in a sensitive manner

Communication across the pathways

Communication across the three pathways within Heart of the Forest Community Special School will look very different. Below is a table of what you would expect communication to look like across the three pathways.

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> ▶ Gestures, body language, vocalisation/speech, eye pointing and facial expression ▶ Intensive Interaction ▶ Objects Of Reference (OOR) ▶ On Body Signing ▶ Makaton signing ▶ Picture Exchange Communication System (PECS) ▶ Photographs/pictures/symbols/schedules/first you, then you strips, now and next boards ▶ Communication books ▶ Talking Mats/Communication boards ▶ Voice Output Communication Aids/equipment (VOCA) ▶ AAC 	<ul style="list-style-type: none"> ▶ Gestures, body language, vocalisation/speech, eye pointing and facial expression ▶ Intensive Interaction ▶ Objects Of Reference (OOR) ▶ Makaton signing ▶ Picture Exchange Communication System (PECS) ▶ Photographs/pictures/symbols/schedules/first you, then you strips, now and next boards ▶ Communication books ▶ Social Stories ▶ Talking Mats/Communication boards ▶ Voice Output Communication Aids/equipment (VOCA) ▶ AAC 	<ul style="list-style-type: none"> ▶ Speech ▶ Makaton signing ▶ Photographs/pictures/symbols/schedules/first you, then you strips, now and next boards ▶ Communication books ▶ Social Stories ▶ Talking Mats/Communication boards ▶ Voice Output Communication Aids/equipment (VOCA) ▶ Access to modern technology ▶ AAC

KISS- Keep It Short and Simple

Follow the child's lead

STOP what you are doing so that you can observe what the child is interested in or would like to say.

LOOK at the child

Give the child TIME to plan their sentence and access the words

RESPOND - EXPLAIN REPEAT EXPAND

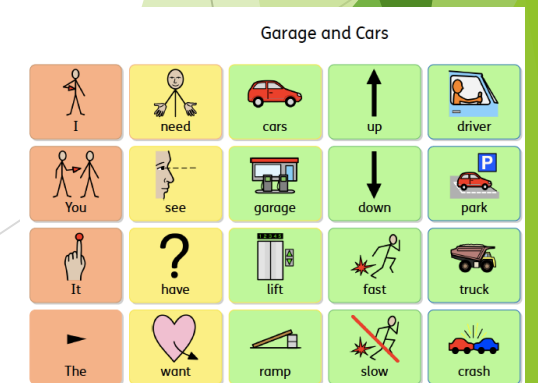
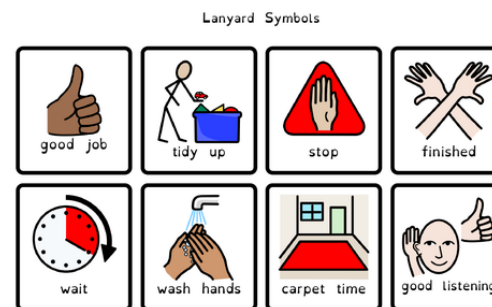
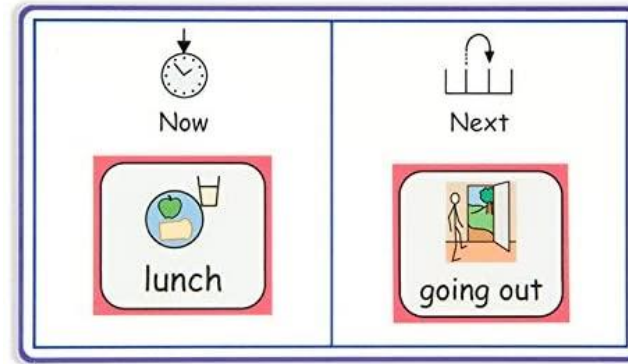
Remember to:

- ▶ Use gesture and facial expressions
- ▶ Speak slowly
- ▶ Get down to the child's level and move with them

From "Let's Talk With Under 5's" © Liz Elks and Henrietta McLachlan 2005

Examples of communication systems that can be seen throughout the school

- ▶ Classroom timetables
- ▶ Individual timetables
- ▶ Now and next boards
- ▶ Communication books
- ▶ Communication boards
- ▶ Lanyards
- ▶ Visual strips in places such as washing hands, going to the toilet



Communication passports

In order to support pupils with communication difficulties, communication passports are created to help the staff who are working with them fully understand their way of communicating.

The image shows two pages of a communication passport. The left page is titled 'Communication Passport' and features a logo for 'Heart of the Forest'. It includes a name box with the letter 'E', a photo box, and three boxes for 'Provision Pathway: 1', 'Class: Little Apples', and 'SEN: PMLD including: CP and GDD'. Below these are four sections describing the pupil's understanding, communication methods, how others can communicate with them, and the communication aids they use. The right page is titled 'Communication Aids' and lists various aids under four categories: 'Objects of reference', 'Touch cues/ on-body signs', 'Adapted Makaton Signs', and 'Objects of reference'. Each page is dated 'Update: November 2020'.

Communication Passport

Heart of the Forest

E

photo

Provision Pathway: 1

Class: Little Apples

SEN: PMLD including: CP and GDD

I understand...
I can recognise familiar adults and will respond to their voices.
I have some awareness of my name.
I am working towards understanding single words when linked to frequent routines/ events alongside visual cues such as objects.

How I can communicate with you...
When I am happy I will smile and move my body. When I am unhappy I will cry, shout, grumble and push my arms out.
I can eye point and track movement with my eyes.
I am beginning to reach out and grab items in my environment if they are offered to me.
I am beginning to tap a familiar adult's hand for more of something that I am highly motivated by.

How you can communicate with me...
Present just the things I need at the time I might want to communicate with them.
Present 2 items or less as this is what I can scan easily at one time.
Ask me if I want more e.g. "E, more bouncing?" and tap the back of my hand with two fingers. Then offer your hand for me to respond.

Communication aids I use and where to find them...
My objects of reference are organised and stored in my personal box in class and presented at key times.
A list of my touch cues/ on-body signs and adapted Makaton signs are in my communication folder.

Update: November 2020

Communication Aids

Heart of the Forest

Objects of reference
60ml syringe – PEG feed
Bells – music/ music therapy
Play dough – messy play
Flashing ball – sensory room
Flannel – hydrotherapy (not currently in use)
Scouring pad – rebound
Roller massager – physio

Touch cues/ on-body signs
Alert – touch in a circular motion on shoulder and say "E"
Hello – shake my hand
Look – touch by my eyes
Personal care/ changing – touch by my hips
PEG feed – touch by my stomach
More – tap on the back of my hand
No – touch on my chest
Change of position – gently sway both hands
Finished – bring hands together then gently move hands outwards horizontally then back together at the centre

Adapted Makaton Signs
More – Adult taps the back of my hand with two fingers. Then offer your hand for me to touch/tap the back of your hand as a response.

Update: November 2020

Referring to speech and language

- ▶ Referrals to speech and language can be made by both school or parents.
- ▶ If you feel your child needs support with speech and language development, this also includes eating and drinking. You can make this referral yourself.
- ▶ <https://www.ghc.nhs.uk/our-teams-and-services/childrens-slt/childrens-salt-request-for-assistance/>

The screenshot shows a web browser displaying the NHS Gloucestershire Health and Care website. The URL in the address bar is <https://www.ghc.nhs.uk/our-teams-and-services/childrens-slt/childrens-salt-request-for-assistance/>. The page header includes the NHS logo, Gloucestershire Health and Care NHS Foundation Trust, and navigation links for Accessibility, Translate This Page, and a menu with Services, Who We Are, Get Involved, Get In Touch, and News. A pink 'HELP IN CRISIS' button is visible. The breadcrumb trail reads: HOME / OUR TEAMS AND SERVICES / CHILDREN'S SPEECH AND LANGUAGE THERAPY / CHILDREN'S SPEECH AND LANGUAGE THERAPY REQUEST FOR ASSISTANCE. The main heading is 'Children's Speech and Language Therapy Request for Assistance'. A pink-bordered box contains the text: 'If you have any queries regarding the completion of this form please contact the Children's Speech and Language Therapy Service on 0300 421 8937. We are happy to accept requests for assistance from anyone supporting the child. However, informed parental consent must have been given before completing this form.' Below this, a note states: '*.* indicates required fields'. The form section is titled 'Child's Personal Details' and has a 'Name *' field.