

# Language, Literacy and Communication Policy



*Learning together in a changing  
world, creating success for all.*

# Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

## Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s “**Rights Respecting School Award**” (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

## Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

## Trinity Fields is an Inclusive School (IQM Flagship School status)

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

## Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales’ National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales' transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in **“Education in Wales: Our national mission (2017)”. These are:**

- Developing a high-quality education profession.
- Inspirational leaders working collaboratively to raise standards.
- Strong and inclusive schools committed to excellent, equity and well-being.
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

**“We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.**

Qualified for Life (2014) provides further endorsement of our commitment to being a Rights Respecting School by stating:

**“learners are the heart of all that we do” and further “every child and young person benefits from personalised learning”.**

Successful Futures (2015) states that:

**“Each child and young person in Wales should be able to benefit from curriculum and assessment arrangements that will best meet their present needs and equip them for their future lives. Our children and young people only have a relatively short time at school. We must use that time judiciously and productively to help each one of them to grow as a capable, healthy, well-rounded individual who can thrive in the face of unknown future challenges”.**

Successful Futures (2015) provides a clear rationale for pupils' learning in Language, Literacy and Communication. Language is the essence of thinking and is integral, not just to effective communication, but to learning, reflection and creativity. This Area of Learning and Experience provides the fundamental building blocks for different forms of communication, literacy and learning about language, and also opportunities to develop competence in different languages.

Being able to listen attentively and speak lucidly and understandably or to use non-verbal communication effectively are crucial attributes in learning and life more generally. Developing oracy, that is, the capacity to develop and express ideas through speech is of central importance to both thinking and learning. We recognise that for many pupils at our school “oracy” and the ability to express ideas etc. will include our whole school “total communication” approaches.

## **Purpose**

This policy provides an overview of the principles, aims and practice of Language, Literacy and Communication at Trinity Fields School and its purpose is to:

- Highlight the significance of language, literacy and communication.
- Develop quality experiences for pupils aged 3-19, based upon their needs;
- Give direction and support for the different learning phases.

This Area of Learning and Experience encompasses the progressive development of skills in listening and speaking (oracy), reading and writing in English and Welsh, modern foreign languages, digital communication and literature. It has obvious connections with all of the other 5 Areas of Learning and Experience.

A table mapping the 6 Areas of Learning and Experience (AoLE) in “Successful Futures” will be found in **Appendix 1**. “Successful Futures” makes it explicit that the new curriculum and assessment arrangements in Wales will be fully inclusive and,

“easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society.”

## Learning across the curriculum

As a school we are already beginning to move towards organising our curriculum provision and learning in line with “Successful Futures”. Our curriculum will be based on 4 key purposes of the curriculum, as identified within “Successful Futures” to develop our pupils as:

- **ambitious**, capable learners, ready to learn throughout their lives;
- **enterprising**, creative contributors, ready to play a full part in life and work;
- **ethical**, informed citizens of Wales and the world;
- **healthy**, confident individuals, ready to lead fulfilling lives as valued members of society.

A summary diagram of the 4 core purposes of the new curriculum will be found in **Appendix 2**.

## Cross curriculum responsibilities

Three cross curricular responsibilities will underpin all AoLEs: these are literacy, numeracy and digital competence. Expectations about pupil progression in these responsibilities are based upon the existing LNF and a new digital competence progression framework. For our pupils this will also include Routes to Literacy and Numeracy, as well as Routes to Digital Competence. Learning experiences in geography will promote each of the 3 cross curriculum themes.

## Literacy and Numeracy Framework (LNF)

**Developing Literacy:** Literacy (LNF) incorporates developing oracy, reading and writing across the curriculum.

**Developing Numeracy:** Numeracy (LNF) incorporates all aspects of developing numeracy across the curriculum.

## Developing ICT skills and digital competence

Pupils develop their ICT and digital competence skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software. They also will develop a growing awareness of how to use digital technology to create, produce and share information and ideas. Pupils will have opportunities to

develop skills to stay safe and identify the risks and benefits of using technology. In fieldwork, they use equipment to gather and organise information and select tools to enhance the presentation of their findings.

**Full details will be found in the “Teaching, Learning and Curriculum” policy.**

## Implementation

The Language, Literacy and Communication (LLC) curriculum at Trinity Fields School has been developed by staff to reflect the individual and often very complex needs of our pupils. The key priority is to ensure that all pupils, irrespective of their abilities and needs make progress and have access to exciting and stimulating learning experiences throughout their time at school.

We have incorporated statutory and non-statutory guidance and adopted a broad range of principles to ensure that LLC is relevant to pupils’ individual abilities and needs. LLC is currently being reviewed to reflect the new curriculum and assessment arrangements in Wales that will be fully operational by 2022.



### Language, Literacy and Communication Skills

On starting school, pupils may have differing levels of language development. The needs of individual children are met through the use of a “Total Communication” approach which includes PECS, Signalong, switches, communication aids, gesture, demonstration and objects of reference.

Pupils have opportunities to choose and use reading materials, understand the conventions of print and books and be given a wide range of opportunities to enjoy mark-making and writing experiences.

### Language

Language skills are assessed both formally and informally throughout the school year, and cover pupil’s oracy, reading and writing development. These areas of development are identified within discreet LLC learning, within cross-curricular subjects, and also during daily classroom routines such as greetings and mealtimes. Staff should always remember that opportunities to promote a pupil’s oracy skills need to be meaningful and productive.

Staff will provide a good role model for speaking and listening. Encouragement to speak clearly and repeat sounds and words should be given, in order to support them to convey meaning. For many of our children, the means to express themselves is not merely through speaking, and we embrace a “Total Communication” approach. This includes the use of Signalong, communication aids (such as switch access, Eye-Gaze and individual communication units), objects of reference, PECS and also gesture or facial expression.

Pupils are encouraged to develop writing skills at all levels of ability, and should have appropriate access to a range of opportunities and mediums. From foundation phase through to learning pathways, pupils need to develop skills pertinent to their level of ability, including:

- Gross and fine motor control including writing implement grip
- Hand-eye coordination
- Pattern recognition
- Basic handwriting movements involved in the three basic letter shapes as exemplified by: l, c, r.
- Letter formation

**Oracy activities include:**

- Group and individual discussion based on a focus point to achieve an end product or outcome.
- Question and answer sessions.
- Role play.
- Additional learning strategies such as Developmental Therapy and Intensive Interaction to promote awareness and understanding of engagement, listening and turn-taking.

**Writing activities include:**

- A range of sensory and exploratory experiences, including wet and dry materials.
- Threading, tweezers, bead boards, nuts and bolts.
- Finger gym including rhymes, Dough Disco and Write Dance.
- Craft tasks using paints, chalks, dabbers and writing implements.
- Specific mark-making tasks to follow patterns, through to over-writing and copy-writing letters.

**Literacy**

When a pupil starts at Trinity Fields School they will have a base line LLC assessment in accordance with the PIVATS reading and writing assessments used at school. This is recorded in their PIVATS files and marked in blue highlighter pen. This assessment forms the basis of annual aims and individual education plans which are updated three times a year. Following the assessments in the summer term new annual aims are set for reading and writing. Initial reading screenings are also completed each summer term. If appropriate, Salford Reading Tests are administered to those at National Curriculum Level 1 and above.

Each pupil should read or have experience of reading every day; this can range from reading words to having sensory experiences relating to the skills of reading. Reading books are stored near the Deputy and Assistant Heads' rooms; they are banded according to levels and include different published reading schemes. Pupils are encouraged to choose the book they would like to read but within a certain coloured band.

Guidance for the teaching of reading at Trinity Fields School can be found in Appendix 3.

Writing skills at Trinity Fields is again baselined when pupils start at Trinity Fields through PIVATS; progress is child centred and recorded in their PIVATS files. All evidence for pupils' progression in LLC is recorded frequently and stored in their pupil files on the 'O' drive.

**Communication**

When a pupil starts at Trinity Fields they will have an assessment which will look at their communication needs. Should a pupil require specialist communication needs then they will be referred to the school community forum where SLT and specialist staff discuss, in conjunction with the class teacher the best ways to look at improving and developing functional communication. Some pupils will require specialist speech and language therapy programmes and periods of work with a therapist. Other pupils will have support from a range of strategies, including workshop groups with the schools specialist communication team. Others will use strategies within the class room to support communication.

The aim of teaching communication skills is to enable pupils to respond in a functional, purposeful way, to express their views and feel confident in delivering a message to others. Pupils will have all conventional methods of communication honoured in school, not just the specific method being taught. However, when they are working on a particular skill within a session, they may be encouraged to use a different form of communication, for example using a PECS symbol rather than pointing at an object.



## Welsh Language Development

Pupils will be given opportunities, through play, active learning, story and structured activities, to become familiar, at their particular level of development and need with the Welsh language in order to encourage further language learning and positive attitudes towards Welsh language and culture.

As part of the curriculum, the children are introduced to important literacy skills, through the medium of Welsh, which are planned to underpin the principles of the curriculum and continued right through the school and into the post-16 curriculum.

## Aims

Our staff team will work collaboratively to:

- raise standards and pupil achievement in Language, Literacy and Communication;
- make the teaching and learning of LLC fun, interactive and relevant to pupils' needs;
- make links and use guidance from the Literacy and Numeracy Framework (LNF);
- where possible, relate LLC to real life situations, making learning more meaningful for pupils and helping to develop their confidence;
- provide a basis for an understanding of the world around us;
- develop LLC skills and knowledge to assist independence;
- develop LLC skills through exciting multi-sensory approaches.

## Objectives

In order to achieve our broad aims for LLC we will:

- provide training which gives all staff the skills to communicate effectively and appropriately with pupils across the school and ability spectrum;
- provide pupils with a variety of situations and new and different audiences through which they can practise and develop their communication skills;
- develop all teachers' knowledge of ways that speaking, listening, reading and writing can be extended through imaginative and exciting activities within and beyond the classroom;
- create a whole school environment rich with pictures, photographs, symbols and words which are used to stimulate early writing and reading skills;
- develop opportunities for conversation, discussion, the giving of opinions, evaluation and choice in all areas of the curriculum with the goal of increasing each pupil's vocabulary and understanding;
- provide a wide range of stimulating pre-reading activities for pupils not yet able to read;
- provide a selection of poetry, fiction and non-fiction reading materials to stimulate each pupil's interests, develop their love of literature and ability to discuss their choices.
- encourage pupils to understand the structure of stories through the introduction of vocabulary such as character and plot;
- develop comprehension, research and study skills;
- support pupils to develop a range of strategies for reading and encourage self-correction of mistakes.
- develop pupil's ability to plan, draft, revise and edit their own writing and to adapt these skills for work on the computer;
- develop punctuation knowledge and usage;
- develop spelling ability through the use of word games, personal word books, dictionaries and spelling tests;
- have regular opportunities for emergent handwriting activities.

## Resources

Staff are our most valuable resource, the number of support staff in each classroom is calculated on the total number of pupils, combined with the complexity of each pupil's learning needs.

Staff are encouraged to attend training and feedback to colleagues through departmental meetings and Teach Meet sessions. A record of courses attended is kept by one of our Assistant Headteachers. Staff are encouraged to attend relevant courses to support the teaching of LLC within their department.

## Teaching Resources

Each class is equipped with suitable LLC materials to match the range of pupils' needs and abilities. The communication team will provide individual pupils the equipment and communication device required for their learning.

In addition to materials and equipment kept in classrooms there is a central resource cupboard. This holds big books, sensory books and supplementary workbooks. Some additional resources are also stored here.

Reading scheme books for all learning phases are stored outside the Deputy and Assistant Heads' rooms. Please refer to '**Guidance to the Teaching of Reading**' document for guidance on reading strategies, materials and organisation.

Each class has access to a CD player, computer, camera and video recorder. The school library is also a resource available to staff and pupils.

## The role of teachers

All members of the teaching staff have a responsibility for the teaching of Language, Literacy and Communication and will need to ensure that their knowledge is updated as required.

## Administration

- Ensure the school meets the statutory requirements for LLC.
- Complete an annual audit of resources and make this information available to staff.
- Manage an annual budget for LLC and place orders to keep resources up to date and in good condition.
- Liaise with the EAS advisor for LLC.
- Read current articles and share those which are relevant with staff.
- Monitor, complete, and review any LLC targets within the school development plan.

## Professional learning

- Provide training for colleagues:
  - formally feeding back from courses attended and arranging training to meet the needs of the staff;
  - informally supporting staff requiring help on various issues.
- Attend relevant courses and suggest some for other staff as their professional development needs are known.



## **Curriculum**

- Draft curriculum documentation for LLC.
- Monitor and evaluate curriculum policy implementation.
- Monitor continuity of LLC teaching between classes.
- Ensure all staff deliver LLC through a multi-sensory approach.
- Collate evidence of LLC throughout the school.

### **All teachers will:**

- Teach LLC in accordance with the National Curriculum Framework and Trinity Fields School Policy Statements, coverage and Schemes of Work.
- Model good use of language and use a range of new and stimulating vocabulary.
- Provide a classroom environment rich with words, phrases and sentences in a variety of format, cursive, printed, symbolic, computer text and learners' own work.
- Teach LLC skills in isolation and through other subjects.
- Provide daily opportunities to read or experience reading at Trinity Fields.

## **Arrangements for planning, monitoring and delivering LLC**

### **Arrangements for planning**

All pupils have an Individual Education Plan (IEP) written by the class teacher each term. In the 'Exploration and Play Skills, Language and Literacy, Communication' section, a summary of the pupils' level in terms of their language/communication skills can be found. From this and their PIVATS assessment scores an annual aim is written and from this a specific objective is set for each term. Three very specific targets are then set, (which are monitored and assessed on a daily basis) from this termly objective.

A scheme of work and coverage map dictates the work to be covered each year by each class. The school ethos is that all pupils access the National Curriculum or our school devised pre-levels. However, it must be accepted that our learners will not always follow the National Curriculum Programme of Study within the relevant Key Stage.

### **Foundation phase (3-7 year olds)**

Our policy on LLC within this age range is set out in a separate document and is reviewed annually by the governing body.

### **School curriculum phase (7-14 year olds)**

A LLC scheme of work is being developed. Trinity Fields Curriculum Planning Policy in conjunction with the Foundation Phase Framework, the National Skills Curriculum Framework for LLC at Key Stages 2-4 and the Equals SLD and PMLD documentation, this will provide class teachers with an outline of the work that needs to be covered, it will also ensure continuity between each year group. The LNF document will also inform planning and the new schemes of work.

### **14-19 learning pathways**

Our policy on Language, Literacy and Communication Development within this age range is set out in a separate document and is reviewed annually by the governing body.

### **Arrangement for monitoring of the delivery of the curriculum**

The Deputy Headteacher is responsible for maintaining an overview of the whole curriculum. The Area of Learning and Experience (AoLE) leads are responsible for monitoring the coverage and achievement levels within the established framework. Strategies for this include discussion with teachers, moderation of LLC assessments and observation of lessons throughout the school.

Additionally, the Assistant Headteachers and Deputy Headteacher monitor the termly IEP`s and thus the content of aims and objectives for Exploration and Play Skills, Language and Literacy, Communication.

The quality of teaching and learning is evaluated on a termly basis, using the Excellence in Teaching (ETF) framework.

**Full details will be found in the “Self-evaluation, Monitoring and Development Planning” policy.**

## **Assessment**

Our procedures for assessment, recording and reporting is in line with whole school procedures, which take account of statutory requirements and examples of good practice. Assessment will be both formative and summative.

All pupils are baseline assessed during the first 2 weeks of entry on a range of assessment profiles. These may include: Routes for Learning, PIVATS, LNF tracker as well as informal assessments including communication and initial reading screening tests. All pupils are reassessed every May, where the Salford reading screening test is also completed (where appropriate). Assessment also takes place through IEP targets and their review in October, February and May.

Evidence of progress is kept in pupils' Records of Achievement. Practical work is recorded in photographic form with annotation that is kept in workbooks. Video evidence is kept of practical work on the pupil files of the school's 'O' drive. IEP evidence is recorded in pupils' IEP files. Moderation takes place both within school and across schools for LNF, DCF, Routes for Learning and P levels.

Our whole school assessment policy and procedures will require further amendments and additions in line with the new curriculum and assessment processes that will become embedded into all school in line with the recommendations within Successful Futures.

**Full details will be found in the “Assessment, Recording and Reporting” policy.**

## **Health and safety**

It is the responsibility of staff and where appropriate learners to be aware of the Health and Safety issues that are relevant to this curriculum area. This needs to be considered with regards to the environment and the types of equipment are used so that foreseeable risk can be amended. A risk assessment is to be completed when learners are taken out of school on an educational visit and appropriate measures are taken to ensure the learners' safety. Our policy on Educational Visits is set out in a separate document and is reviewed annually by the governing body.

It is fundamental to this subject that the learners develop a sense of safety for themselves, others, tools and equipment and a respect of their surroundings. Any specific issue relating to health and safety which need immediate attentions should be brought to the attention of the Principal and Health and Safety officer. To reduce risks learners only have access to non-toxic pens, pencils and paints at school. All ICT equipment has an annual safety check.

**Full details will be found in the “Health and Safety” policy.**

## **Additional learning needs (ALN)**

Staff recognise that all of our pupils need to be able to show what they have achieved, by whatever means appropriate. Our curriculum entitlement statement within the **“Teaching, Learning and Curriculum”** policy (page 4) outlines a range of approaches to support our pupils in accessing all aspects of the Language, Literacy and Communication curriculum; it should therefore be possible to deliver LLC ensuring appropriate access and maintaining challenging and exciting activities. In providing for the needs of our pupils, we will select materials and approaches appropriate for pupils’ individual abilities and needs whilst ensuring the balance and access is retained.

We recognise that all of our pupils are individuals and as such can be seen as having unique needs, abilities or talents that all have to be met in order that they reach their full potential.

**Full details will be found in the school’s “Additional Learning Needs” policy.**

## **Parent/carer links**

Parents/carers are vital partners in developing our learners Language, Literacy and Communication skills. The termly IEPs give a clear guide to parents / carers which skills their child needs to develop. Termly parents’ evenings are a good opportunity to guide the parents/carers through the IEP and make further suggestions for support work at home. Parents are encouraged to complete shared reading activities and school reading books are sent home where appropriate. Some parents support the principle of more formal homework and encourage their children to complete activities sent home.

## **Equal opportunities**

Legislation covering the protected characteristics including age, disability, gender, race, religion and belief and sexual orientation places a duty on the school towards present and prospective pupils to eliminate discrimination and harassment, to promote positive attitudes and equal opportunities and encourage participation in all areas of school life.

The new curriculum and assessment framework is for all pupils in Wales wherever they receive their education. Successful Futures (2015) recognises that:

**“Special schools provide education for a wide range of learning needs and much of their existing good practice, including in assessment, is already in harmony with the Review’s proposals. The four identified purposes of the curriculum apply to all children and young people. Similarly, the Progression Steps and Achievement Outcomes should also be relevant to all children and young people and will provide opportunities for a rich range of experiences”.**

We are committed to developing a sense of personal and cultural identity that is receptive and respectful towards others. In school we plan across the curriculum to develop the knowledge and understanding, skills, values and attitudes that enable our pupils to participate in our multi-ethnic society in Wales. We use approaches that support the ethnic and cultural identities of all pupils and reflect a range of perspectives, to engage pupils and prepare them for life as global citizens.

**Full details will be found in our “Equalities” policy and in our Strategic Equalities Plan.**

## **Implementing, monitoring and evaluating the policy**

All staff will take responsibility to ensure the policy is implemented within their classroom/lessons. The effectiveness of the policy will be reviewed by the AoLE lead for Language, Literacy and Communication and will consider the following questions:

- Is current practice still reflected?
- Are the aims being achieved?
- Is there evidence to show breadth and balance in the curriculum?
- Is monitoring and planning effective?
- Is there evidence around school that demonstrates pupil achievement and enjoyment?
- Are resources effectively allocated?
- Is there evidence that teaching and learning is effective?

**Full details will be found in the “Self-evaluation, monitoring and development planning” policy.**

## **Policy review**

In light of the ongoing and rapid curriculum and assessment developments as part of “Successful Futures” this policy will be reviewed on an annual basis to ensure that it reflects the progress towards the full implementation of the 2022 curriculum.

<b>Signed</b>		<b>Headteacher</b>
<b>Signed</b>		<b>Chair of Governors</b>
<b>This policy will be reviewed in line with the school’s review cycle.</b>		

As a Rights Respecting School we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC).

This policy enables our pupils to access and enjoy the following articles of the convention:







**Article 12:** Every child has the right to be heard.

**Article 28:** Every child has the right to an education.

**Article 29:** Education must develop every child’s personality, talents and abilities to the full.

**Article 42:** Every child has the right to know their rights.

# Appendix 1: Areas of Learning and Experience

Successful Futures - Areas of Learning and Experience	
	
	
	

## Appendix 2: Four core purposes of the curriculum

