

Hebden Green School Curriculum

HGS Curriculum Strand:
My Communication

The Intent of this Curriculum Strand

- ▶ Ensure all pupils have a **voice**, understanding that is powerful, being able to **intentionally and functionally communicate** - knowing it is going to be listened to, have back and forth exchanges, understanding how to **value everyone's voice**.
- ▶ Foster a **love of books and enjoyment of reading** a range of literature
- ▶ Experience **wide range of authors** - backgrounds, races, cultures, ethnicities
- ▶ All pupils can **record** in an appropriate and functional way individual to them
- ▶ All pupils to develop their **receptive and expressive language**
- ▶ Experience a range of mark making activities through playful experiences at an appropriate level, including **functional physical skills**
- ▶ Experience **different lives through Literacy** - what life might be like in a city, in different places etc
- ▶ To be able to read and write at **least 8 year old level for future life skills** - this age is classed as a functional reader and writer
- ▶ To be able to record and **'write'** through **different methods of recording** e.g. PECS, eye pointing etc

National Links to this HGS Curriculum Strand

- Communication and Language
- Literacy

EYFS Statutory Framework
2024 Links

- English
- Drama

National Curriculum Links

- Functional skills
- Entry level English
- ASDAN Bronze
- Transition challenge
- Towards independence
- Towards independence sensory
- Transition challenge sensory
- GCSE English

Qualification Links

Schemes of Work/Approaches being used

- Birth to five matters
- Development matters 2023
- See and Learn
- Song of sounds - Phonics
- Big cat Collins - Reading
- Attention Autism
- Intensive interaction
- PECS

The
Foundation
Stage

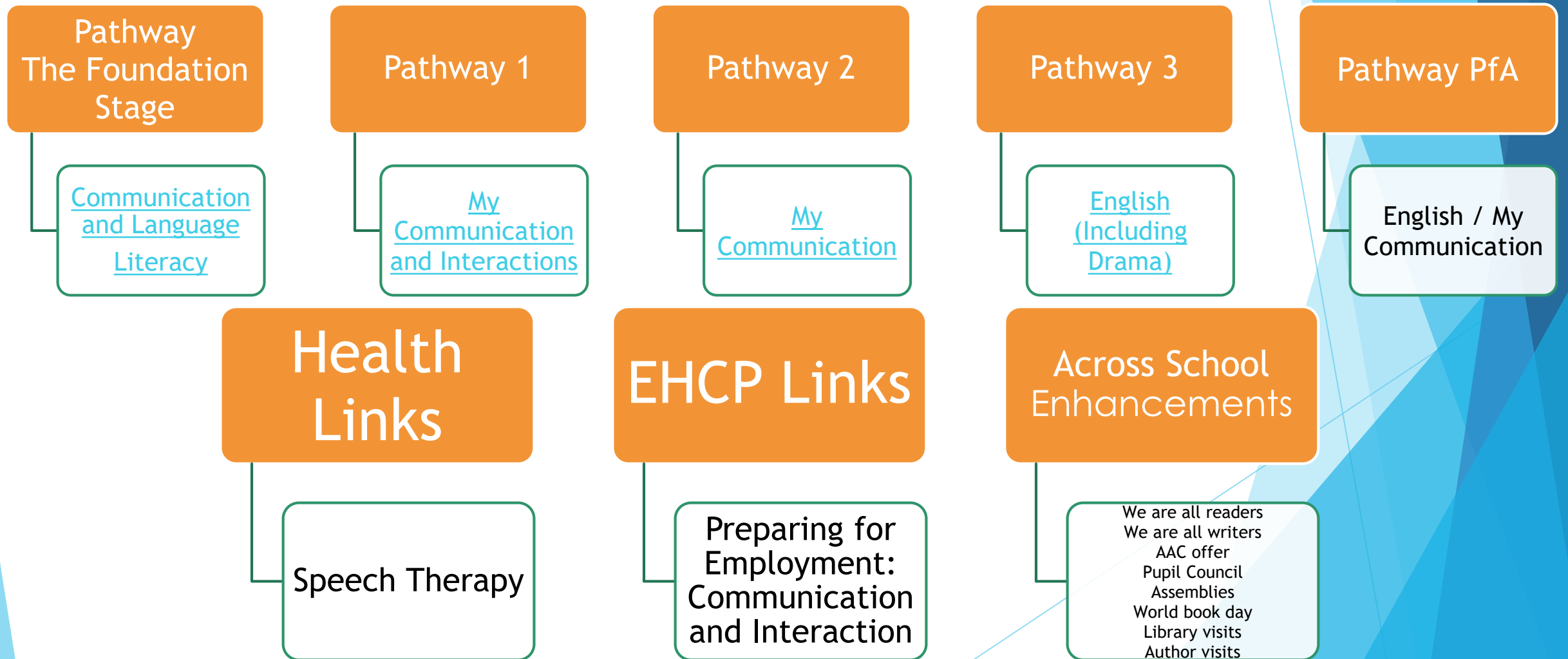
- Literacy Company
- Song of sounds - phonics
- Big cat Collins - Reading
- See and Learn
- Equals - Semi-formal/Formal
- PMLD Thematic units
- Rhyming multi-sensory stories

Key Stage 2
and 3

- Functional skills
- Project x - PFA
- Entry level English
- ASDAN Bronze
- Transition challenge
- Towards independence
- Towards independence sensory
- Transition challenge sensory

PfA

How this Curriculum Stand is embedded across the pathways



How this Curriculum Strand is Led

SLT link person	Danielle Lamb
TLR with full overview	Annabel Kennedy
UPS teacher to support and their area of specialism	Rebecca Dawes - We are all readers Annabel Kennedy - We are all writers
Link teachers and HLTA's for each pathway	Emma Council (FS) Terri Owen (P1) Lisa Anderson (P2) Laurence Cooper (P3) Faye Bye (P14) Lisa McNamara - TA

How this Curriculum Strand works across each pathway

The Foundation Stage	Communication and Language supports our children to develop their understanding and expression of language, including listening skills . A language rich environment is provided through a total communication approach and differentiated to meet each child's needs. Developing communication skills linked to speaking and listening is a priority area of the curriculum for our pupils. The pathway works very closely with the Speech and Language team to ensure each pupil has an individual and functional communication system which they can use to access all activities, routines and learning opportunities. We find that providing stimulating opportunities that include stories, rhymes, poems, and non-fiction texts at an appropriate level, allows our pupils to engage with a breadth of experiences which models and encourages them to continue to develop their own communication. The development of writing is supported not only via traditional writing activities but creatively through, for example the use of computers, iPad, sensory play and fine motor skills. We provide our children with a variety of adult led, adult initiated and also child-initiated experiences in order for them to learn, apply and contextualise their Literacy skills.
Pathway 1	In Pathway One, all of our pupils have something valuable to say, and it is our responsibility to help them to express this in a way that can be interpreted by others by offering a total communication approach and the development of individual communication systems. Communication is the ability to express wants and needs, make choices, direct and to acknowledge another person's presence . This can be accomplished through gestures, vocalisations, sensory cues, objects of reference, signs, symbols or words. Communication is also a social situation between two or more individuals, taking turns to listen and to receive and respond. In Pathway One all pupils access Literacy at a level which is appropriate to them. Therefore, all of our pupils read for example objects of reference, facial expressions, symbols and all pupils write, cause and effect, mark making, motor skills.
Pathway 2	In Pathway 2, a language rich environment is provided through a total communication approach and differentiated to meet each pupils needs. Each class teacher works closely with the Speech and Language team to ensure every pupil has an individual and functional communication system, which they can use to access all activities, routines and learning opportunities. Communication is the ability to connect, to express wants and needs, acknowledge others, and discuss and describe events and actions . This also includes listening, receiving, and responding to others in social situations. Communication and Language supports our pupils to develop their understanding and expression of language, including listening skills. Pupils in Pathway 2 predominantly write through sensory exploration, mark making and use of their communication system .
Pathway 3	In Pathway three pupils engage in a daily phonic program called Song of Sounds or See and Learn sessions . This is complemented by the use of Big Cat Phonics Reading scheme which ensures pupils have decodable books assigned to them at the correct phase. Pupils also engage in The Literacy Company's Pathways for Writing . This ensures the pupils are exposed to a wide range of genres with opportunities for writing promoted throughout the curriculum.
Post 14	In PfA, English is taught in 3 different ways aligned to the pathways that pupils have moved through the school. Pupils in Pathway 1 have lessons in My Communication and Interactions , within this pupils have sessions using Phase 1 of Letters and Sounds, as well as core communication lessons and lessons around text. In Pathway 2 and 3 pupils all have daily phonic lessons linked to Project X , comprehension sessions or See and Learn. Pupils in Pathway 2 and 3 have discreet English lessons. In these pupils are working towards pre-entry levels and entry levels . A wide range of texts and genres are used to enhance their experience and engagement with these qualifications. Pupils are using their English skills in the awards they are studying: Transition Challenge, Towards Independence, ASDAN Bronze.

Reading for pleasure this year - RD

- Big emphasis on reading for pleasure across all the pathways and what that looks like.
- Teachers knowledge was audited and showed that across the school, teachers have a good knowledge of fiction and non-fiction texts as well as poetry - see staff survey
- Teachers were asked what they feel would improve reading for pleasure and the school library was highlighted as an area for development. The space was not suitable for all pupils and there was not a wide enough range of reading materials.
- We held an appeal on social media for book donations, added a wider selection of reading materials including board books for pupils with less dexterity, VI books with braille, story sacks and audio books.
- What emerged from auditing staff knowledge of RfP was that pupils across all pathways love to share in books. There is time given each week for all classes to visit the library and take books for RfP. Teachers read with all pupils for pleasure each day.
- Wider classroom environments - classrooms have a reading area appropriate to learning needs or groups and interests of pupils as well as current reading. Educational library enhancements.

School Enhancements for this HGS Curriculum Strand - We are all readers:

At Hebden Green, Reading is a whole school provision where all pupils are readers at individual levels and through a variety of approaches

Children use various forms of AAC and access methods to enable them to read using the following approaches													
Self-awareness	Intensive interaction	Body signing	Objects	Photographs	Symbols	See and Learn			Phonics	Post phonics (Purple - Lime KS1)	Post phonics (Copper - Emerald KS2)	Free reader (Sapphire - Pearl +)	Braille
						Pictures /Vocab	Words/ phrases	Sentences					
←						Song of sounds Stage 0 part one			→				
Guidance and tools staff to use to support these approaches													
Practical guide - bodily awareness document	Hebden Green Intensive interaction framework Intensive	Hebden Green cueing in document			Hebden Green PECS progression framework PECS training PowerPoint	See and learn staff guidance See and learn assessment booklet See and learn resources on x-drive See and learn expectations	Song of sounds stages boxes - teachers guidance and resources Big Cat Collins assessments, books Phonics expectations				Literacy Braille contract on checklist on x-drive Fantastic fingers program - on x-drive		
Linked staff to support these approaches within school													
Terri Owen Rebecca Stedman		Lisa Anderson James Doran Emma Council	Emma Council Annabel Kennedy		Rebecca Dawes Annabel Kennedy Laurence Cooper	Rebecca Dawes		Tara Davis					

School Enhancements for this HGS Curriculum Strand - We are all writers:

At Hebden Green, writing is a whole school provision where all pupils are writers at individual levels and through a variety of approaches. We recognise that for some pupils at Hebden, traditional 'writing' becomes a physical skill rather than an expressive skill, therefore we believe it is our role to ensure our pupils are able to record and express their voice and opinions in a way that is appropriate and functional to them.

Children use various forms of AAC and access methods to enable them to 'write' using the following approaches										
Sensory exploration	Mark making	Mark making and drawing to communicate a meaning	Symbolic writing			Formal writing				
			Level 1 – one key word	Level 2 – simple phrases	Level 3 – sentence	Level 1 – word level	Level 2 – phrases	Level 3 – sentence	Level 4 – Application of SPAG	Level 5 – Extending writing
Guidance and tools staff to use to support these approaches										
Messy play texture hierarchy	Fantastic fingers program	HGS Writing sequence of learning guidance	Hebden Green PECS progression framework			HGS Writing sequence of learning guidance				
HGS Writing sequence of learning guidance	HGS Writing sequence of learning guidance		Colourful semantics Clicker writing PECS, coreboards boardmaker			Progression of keyboard skills				
			Clicker online help Literacy Company							
Linked staff to support these approaches within school										
Terri Owen	Terri Owen	Annabel Kennedy	Lisa Anderson James Doran Emma Council Lisa McNamara			Annabel Kennedy				
Rebecca Stedman	Rebecca Stedman					Rebecca Dawes				
	Annabel Kennedy					Laurence Cooper				

School Enhancements for this HGS Curriculum Strand - Speaking and listening:

- Our pupils will continue to use their functional reading and writing approaches on our spectrums to support their speaking and listening skills.
- For example, if a child was developing their 'reading' following the symbol approach, they will be working on understanding the symbols meaning. For their 'writing' they will be using their symbols to record with using key word/phrases/sentences. They would be using their symbols for 'speaking and listening' to express their thoughts/opinions/wants/needs in order to make a request.
- Due to the SEN needs and barriers to learning our pupils have, we have a cohort of pupils who regardless of their levels of reading, writing and listening, require a AAC to communicate e.g. eye gaze, text to speech and grid player.

How the Across School Enhancements Impact on this HGS Curriculum Strand

- The HGS ‘we are all readers’ and ‘we are all writers’ spectrums, allow all of our pupils in all pathways to develop their reading and writing journey at an appropriate and functional level that is accessible to all.

How the Health Links in School Impact on this HGS Curriculum Strand

Speech and Language Therapy offer support by:

- Support class teachers to set IEP targets
- Support class provision
- Offering families support at home
- Support AAC provision in school e.g. eye gaze, PECS etc.
- Provide 1:1 and group sessions with pupils
- Support class teachers and TA's to provide targeted work across the school day
- Support class teachers with communication resources
- Upskilling staff

We will do all of this so that by the time pupils move through our school they can continue to...

- Have experienced a wide range of genres of text.
- Develop a love of reading and immerse within reading cultures
- Have established a writing mode they can take forwards into adulthood
- Be confident in using their 'voice' and their own method of communication
- Where possible, be able to use the skills they have developed functionally for functional activities and tasks.
- Have a personal preference in literature and authors.