



Onslow Infant School

## Communication Policy

**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment**

### Policy Review

This Policy was adopted Summer 2024  
The Policy will be reviewed in Summer 2027

**This policy statement should be read alongside our Learning and Teaching Policy, Assessment Policy, Inclusion Policy and Reporting Children’s Achievements Policy.**

## **Inclusion**

This will be addressed through the school’s Inclusion Policy. Teachers must take account of their duties under the Equal Opportunities legislation.

## **Aims**

- To provide a whole school environment where all forms of communication, both verbal and non-verbal, are valued, used and understood by all members of the school community.
- To integrate Elklan principles and methodologies throughout all aspects of school life.
- To identify children with Speech, Language and Communication Needs (SLCN) as early as possible and to provide appropriate support and intervention as necessary.
- To regularly review the School Communication Plan and monitor its implementation across the whole school.

## **What is communication?**

At Onslow Infant School, we use the following definitions:

- **Language** – the ability to understand words and sentences and organise thought to be able to respond using appropriate vocabulary and grammar.
- **Speech** – the ability to combine sounds together to say words. This involves the physical element of pronunciation and tone.
- **Non-Verbal Communication (NVC)** – the ability to understand and use gesture, body language and facial expression to communicate your message.

These strands occur in all areas of school life; attention, listening, play, negotiating and are fundamental to the progress a child makes. The Elklan training has formed the basis of our speech, language and communication plan, incorporating a range of strategies to develop children’s language skills, irrespective of any difficulties they face.

As a Communication Friendly Setting, we feel that pupil voice is an important strand of education, which involves:

- Listening to young people.
- Giving young people the language to understand and express their views and feelings.
- Encouraging children to recognise and vocalise the support they need and find useful.

We provide a communication friendly environment where children are encouraged to speak out and voice their opinions in order to:

- Take ownership and responsibility for their achievements and challenges.
- Make informed choices.
- Better engage in the learning process and become an active rather than passive learner.
- Access support that they may need.

### **Strategies deployed to promote communication include:**

- Providing regular and frequent opportunities for children to speak and listen to each other, interact in a group and participate in role play, throughout their time in school.
- Focusing on quality interactions – Stop, Listen, Respond.
- Thinking about the vocabulary used in questioning using the principles of Blanks Levels.
- Explicitly teaching vocabulary across the curriculum.
- Making information and directions visual.
- Encouraging children to ‘Speak Out’ when they are unsure.
- Displaying the school rules visually.
- Using visual timetables/time lines to support all children.
- Using interventions such as Time to Talk and SpeechLink.
- Whole school ELKLAN training in Communication Counts, including ‘top-up’ training annually and training for new staff as part of induction.

### **Special Educational Needs**

Children will be given the necessary support to access the curriculum and allow them to carry out tasks at their own level. Provision will be planned to support children in working towards individual targets set within their SEND Support Plan.

Communication will link closely with all areas of the curriculum and form a vital part of learning across the school. In particular, this policy will be supported by work in phonics, English, intervention programmes and input from outside agencies. Children receiving additional support for an SLCN will have this provision documented and monitored through the SEND Support Plan cycle or a One Page Profile as appropriate.

On initial entry, following discussion with preschools and families, any causes for concern will be identified and monitored in line with the Inclusion Policy.

Staff will identify additional SLCN needs in their classes and follow the school procedure to refer to the Inclusion Leader and outside agencies where appropriate.

### **EAL**

Teachers should plan opportunities for children to develop their English and should aim to provide the support pupils need to meet the aims of the National Curriculum. This may be addressed through pre-teaching vocabulary, displaying the vocabulary with images and providing plentiful opportunities for children to talk purposefully throughout the day.