

Ashgate Specialist Support Primary School

How I communicate

A programme of learning for communication and literacy for pupils
with profound and complex learning difficulties.
(previously assessed as working from P1 to P4)

The programme of learning for communication and literacy for pupils at this stage of development will include the following four areas:

- 1. Responding to social events and activities**
- 2. Interacting (with others)**
- 3. Communicating**
- 4. Aesthetic literacy.**

The opportunities suggested are approximately in developmental order but should not be treated as steps to be mastered one after another.

The communication programme should be the main focus of at least one activity each day for every pupil.

Communication work should also be central to every interaction throughout the day. Intensive interaction should be seen as a 'blue print' for every interaction rather than a lesson in itself.

Responding

Responding to social events and activities

E.g. Everyday activities

Care routines

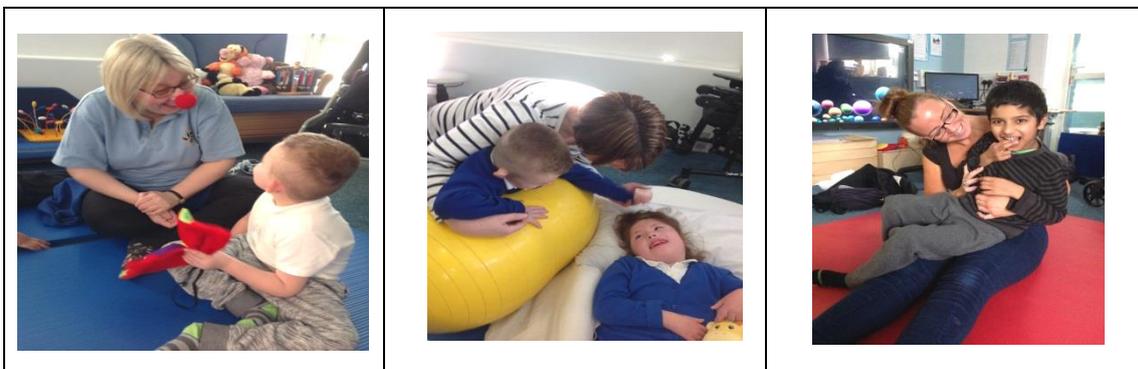
Sensory stimuli

Pupils should have opportunities to:

- Respond when basic needs and desires are met (e.g. stop crying when discomfort is removed or relax when gently rocked)
- Respond to stimuli presented in on/off pattern (burst-pause) e.g. still, widen eyes, increased movement

Interacting

- Respond to nearby person (e.g. still to sound of voice or search with eyes or increased movement)
- Respond to consistent and predictable social routines (offered in the same order in the same environment on a daily basis) (e.g. by relaxing, stilling, widening eyes or mouth, increased movement)
- Respond to their own names (stopping, turning, increased movement)
- Respond with consistent positive and negative reactions to a range of social activities (e.g. smiling or turning head away)
- Respond to people talking around them (e.g. by looking at the speaker or making sounds)
- Respond in different ways to familiar and unfamiliar adults
- Respond to sensory cues
- Respond to object cues
- Respond to objects of reference or pictures
- Respond to familiar sounds and early words such as brrrm/ woof/ mum (e.g. smile and locate sound)
- Respond to familiar sounds and words, showing understanding of their meaning (e.g. look at 'mum' or the dog)



Interacting (with others)

Pupil should have opportunities to:

- **Interact** with familiar people (e.g. smiling, turning, giving eye contact)
- Show they can work co-actively with familiar people (e.g. join in 'row the boat')
- **Show anticipation** of familiar social activities and events (e.g. start to rock for 'row the boat' or lean forward to be lifted up)

- Show they have had enough of a social interaction (e.g.: by turning away or looking down)
- Show preference for particular people, objects and activities
- Respond with interest in the actions of others close by (e.g. make eye contact, turn towards, reaching out, vocalising)
- **Engage actively** in familiar social activities and events (e.g. join in action songs or hold up arms for coat) make simple meaningful gestures (e.g. pointing or using simple signs, photographs)
- Use their voices to join in a 'conversation' (e.g. babbling)
- Attempt simple words and phrases in imitation (e.g. mumma, woof, all gone, bye-bye, more)
- Use a few words appropriately (e.g. more, names, yes, no, mumma – whatever is appropriate for that child)



Communicating

Pre intentional

- Adults recognise and respond to children's expressions of likes, dislikes, wants, rejects, e.g. changes in breathing patterns, facial expression, vocalisation and limb movements.
(Reference: Coupe and Goldbart 'Communication before Speech')
- Recognition of the familiar and unfamiliar.

Intentional

Children will:

- Show preferences, likes and dislikes, in an intentional way
- Communicate a choice of objects/ activities/ people.
- Learn to express the following using informal communication systems (e.g. gesture, facial expression etc)
 - Drawing attention
 - Requesting
 - Greeting
 - Indicating 'more' and 'no more'
 - Protesting

- Rejecting
- Giving information
- Responding
- Understand objects of reference and key words associated with routines.
- Make meaningful gestures e.g.: point to something they want.
- Vocalise and make a range of sounds
- Imitate sounds and early words/ phrases

Aesthetic Literacy

'Aesthetic literacy can be defined as enjoyment of language and words. It encourages the examination of, and expression of feelings and ideas. It promotes self-awareness and the development of understanding and empathy with others.'

Clare Latham and Ann Miles 'Communication, Curriculum and Classroom Practice' (David Fulton 2001)

Pre intentional

- Children will respond to the sensory aspects of a literacy experience.

Intentional

Children will be provided with opportunities to engage and respond to a literacy experience (story, rhyme or poem) in the following ways:

- Shared attention
- Recall and anticipation.
- Purposeful behaviour
- Interest and excitement
- Contrasting moods.

The activities provided will aim to promote engagement, enjoyment and motivation.

