



# HIGHSHORE SCHOOL

## **Social Communication**

This policy is a statement of our intentions and practices regarding the teaching of Social Communication in our school. Highshore School is a 'Complex Special Needs Secondary School', it is situated in an inner city area of high cultural diversity. Our pupils are all statemented on entry, and admitted with a wide range of special educational needs and complex disabilities and behaviours, which must be recognized, and catered for within the within the National Curriculum. Communication is a key skill embedded within the National Curriculum. It is recognized as being fundamental to participation and achievement in all curriculum areas. Communication includes the use of body language (including posture and facial expression), gesture, signing (Makaton), Non Verbal communication strategies, photographs, visual symbols, objects and strategies (PECs), group and individual approaches.

### **Aims and Purposes:**

- To help students develop spontaneous and functional communication.
- To help students develop good relationships with others.
- To help students maintain a well-regulated emotional state for learning and interacting.
- To help students develop problem solving skills.
- To become more familiar with different communication styles and develop appropriate responses.
- To gain greater understanding of 'commonly used language' and acquire adequate skills to use it.

### **The role of the subject leaders:**

Responsibilities will include:

- To advise the Head Teacher and Governing Body on the future development of Social Communication Highshore School.
- To plan, write and keep under review the Social Communication policy document.
- To be responsible for the implementation of the policy document and to monitor the development of communication along with SALT throughout Key Stage 3,4 and 5 with particular regard to raising standards.
- To evaluate continuity, breadth, achievement and progress across each Key stage. By monitoring any planning of other teachers and students work in this subject.
- To observe and support colleagues in the classroom in the area of Social Communication, when needed.
- To be able to liaise with colleagues in the planning and assessment of Social Communication, when required.
- To identify and provide resources that are needed for the effective teaching of social communication and that promote learning and an interest in this subject.
- To be aware of and promote cross curricular links. And appropriate use of ICT.

- To encourage equal opportunities for all children in the field of Social communication.

### **Curriculum Content:**

In key stages, The Social Communication Curriculum is divided into 3 major areas and taught in topics:

- I. **Social Recognition**
  - A. Attention and Listening.
  - B. Social Awareness.
  - C. Knowledge of Abstract Communication.
- II. **Emotional Recognition**
  - A. Emotions and Feelings.
  - B. Body language.
  - C. Self-Regulation
  - D. Empathy.
- III. **Managing Social Interaction**
  - A. Social Interaction
  - B. Assertiveness
  - C. Conversational skills.
  - D. Cooperative Play Skills.
  - E. Friendship Management.
  - F. Conflict Management.

### **Teaching and Learning Styles:**

Social communication is taught using a variety of styles to accommodate the needs and educational ranges of our students. To create a communication-enabling environment which uses a range of consistent supportive strategies (objects of reference, symbols, Makaton, PEC's and TEACCH etc.) So students understand expectations, access the curriculum and express themselves.

- To extend and re-enforce their knowledge about themselves, culture and a sense of belonging.
- Whole class, Individual and small group activities which further the student communicative skills and comprehension. Through, discussion, picture cue, visual and verbal prompts.
- Role Play/Friendship Terrace Stories.
- Short films, modelling good and bad behaviours. Analysis and discussion.
- Social skills games.

### **Monitoring and Assessment:**

- At the start of the academic year a social skill target is set by each year group tutor as part of students' IEP targets. Teachers will be guided by The National Curriculum P- level descriptors where possible and 'B Squared'.
- During the Autumn term, Social Communication targets are also defined and elaborated for each class in three major areas (Social Recognition, Emotional Recognition, Managing Social Interaction) taking into account their own complexities and priorities. Those targets are then reviewed later in the year and updated accordingly.
- Monitoring occurs throughout the term with students fully involved in assessing and rating their own performances.  
Empowering our pupils as well as valuing their views and achievements is crucial to their own personal development and academic progress.

**Time Allocation:**

All key stage students are taught Social Communication, at least once a week.

**Equal Opportunities:**

Where particular pupils have additional needs which must be addressed in order to overcome barriers to learning - for example as the result of a disability, medical needs, communication issues and sensory impairment - teachers will take account of these requirements as mentioned in the teaching styles.

- Providing appropriate visual support through picture communication systems.
- To simplify the use of classroom language, to learn and use Makaton.
- Rewriting source material and historical evidence where necessary.
- Considering religions equally and respectfully bearing in mind students personal faiths and backgrounds.

**Cross - curricular Links:**

Links will be made with other curriculum areas to support and enhance the delivery of Social Communication

- Maths - Making predictions, comparing size.
- English - listening, speaking, writing and reading skills (where appropriate).  
Drama: Expressive skills.
- ICT - Social stories and picture cues.
- PHSE/ Social Communication - Learning about yourself with other cultures and areas of diversity in their world.

**Health and Safety:**

Risk assessments need to be completed by all form teachers and available on line.

**Subject: Social Communication**

**Subject Leaders: Cynthia Vincent and Stephanie Cousins**

**Date: May 2015**

**Date ratified by Governors:**

*June 9th 2015*

*Julia G. Field*