



Woodfield School Curriculum Statement

‘Sharing, Caring, Achieving Together’

COMMUNICATION AND LANGUAGE

Intent	What are we trying to achieve through our curriculum?				
	We offer a total communication approach in whatever form a child attempts to communicate, which will be valued, listened to and nurtured. This involves staff looking to understand body language, eye contact/facial expression, signs, symbols (including PODD and picture exchange), photos, AAC and vocalisations/speech. Our intent is for all pupils to be effective in communicating their wants, needs and desires, to be able to make choices, advocate for themselves, and to become social communicators.				
	Effective communicators	Engagement and Fun	Social Communication	Active participation	Self-awareness
	Maximising language potential	Independence	Emotional Regulation	Transactional Support	Purposeful exchanges

Implementation	How is the curriculum being delivered				
	We deliver a functional communication curriculum that is embedded throughout all subject areas. Our curriculum is developed by following pupil needs and interests and focussing on small group activities that are purposeful to real life situations. This includes staff modelling and using a range of communicative approaches to allow children to develop their own motivating communication system alongside the support of the Speech and Language team.				
	Communication focus groups	EHCP linked targets	Small group learning	Structured teaching	Social partnerships
	Collaborative work with SaLT	Encouraging Independence	Training for staff and parents	Intensive Interaction	Modelling

Impact	How do we know that the curriculum is making a difference?				
	We measure the impact of our curriculum by gathering information about progress with communication from a range of sources. These include auditing expressive and receptive word knowledge, monitoring planning, looking at progress for individual pupil systems through EHCP targets and through development in social skills such as turn taking and play skills. We analyse and use this data to identify next steps in learning and prepare students to reach their full potential.				
	SaLT Assessments and targets	Communication audits - yearly	Parents evening and parent Surveys and feedback	Progress against EHCP outcomes	Progress against curriculum objectives
	Monitoring class planning	Emotionally regulated students	50 word checklist- yearly	Monitoring, observations and learning walks	Pupil Progress meetings - termly