

TALENTS Curriculum – Total Communication

High Level Overview

Intent (Rationale)

A young person’s ability to communicate is fundamental in order to engage, interact and learn within their physical, social and cognitive environments, at school or within the wider community. Our intent is that the Total Communication curriculum gives each and every learner, irrespective of age or individual need, the “tools” to be able to develop their expressive and receptive communication as far as is possible.

Implementation (How)

Total Communication extends across all subject areas throughout the school day and is delivered as part of a universal Total Communication environment rather than a discrete area. Staff work alongside SALT and the Total Communication Team to deliver multisensory approaches including tactile, auditory and visual strategies such as PECS, Makaton signing, Communication boards and verbal speech. Where necessary, individualized Communication and Interaction TALENTS targets, based on EHCP outcomes, are set to match each learner’s stage of communication development with opportunities for generalization and application of skills for lifelong learning. SALT provide bespoke Therapy plans for those learners who are on caseload.

Training of staff, parents and carers is integral to our practice in order to develop, revise and extend consistent communication knowledge and skills.

Impact (Benefits to learners)

Our learners, at all levels of communication development, will be able to communicate effectively in order to express their needs, wants and feelings with all adults and peers in school or the wider community. Where appropriate, learners will be able to use their communication skills to:

- Provide a strong foundation for other areas such as reading and writing.
- Develop social skills and form friendships
- Build confidence and self esteem
- Support emotional and behavioral development
- Understand the world around them

Measuring Progress

N.B Progress in communication may be lateral as well as vertical based on individual needs.

Formative	Summative
Learner observations based on progress towards Communication and Interaction TALENTS Targets Observations & Learning Walks Individual communication sessions Communication Development Journey	EYFS/KS1 Progress measured through Communication and Language Area of Learning (strands of Listening Attention and Understanding/ Speaking)-termly Assessment by SALT for learners on caseload towards targets identified on Therapy Plans Progress towards Communication and Interaction TALENTS Journey Targets evidenced on Earwig, reviewed termly Communication Development Journey Annual Review reports End of Year reports

Knowledge & Skills Over Time

Topic / Area	EYFS & KS1	KS2	KS3	KS4	KS5
See Communication Development Journey for progression of knowledge and skills over time					