

Inclusive Communication: Intent Implementation Impact Statement

Intent
At Haughton, we believe that communication is a fundamental right and the foundation for all learning, relationships, independence and wellbeing. Our intent is to create a n Inclusive Communication Environment in which every child is supported to understand, express themselves and interact meaningfully with others, regardless of their communication needs or abilities. We aim to develop confident communicators by providing personalised communication approaches that recognise, value and respond to all forms of communication. Through a consistent, inclusive and communication-rich environment, children are empowered to make choices, express preferences, share their views and actively participate in their learning and wider school experiences. Communication is everyone's responsibility. We strive to embed an inclusive communication ethos across the school by equipping staff with the knowledge, skills and reflective practices required to create enabling environments where communication is modelled, scaffolded and celebrated. Through this approach, we ensure that every child's voice is heard, respected and used to inform person-centred planning, curriculum development and decision-making. To support this, we have our "Haughtonised" <i>Communication Bill of Rights</i> (Appendix 1), which is displayed across the school as a visible commitment to ensuring communication remains at the forefront of our practice. We firmly believe that communication underpins everything we do. By adopting an Inclusive Communication approach, we enable children to communicate through a range of multi-modal methods that recognise and value all forms of communication. Through this approach, we develop children's communication and interaction skills, confidence, independence and self-advocacy, ensuring that every child can express themselves, contribute meaningfully and have their 'voice' heard.
Implementation
At Haughton School, communication is embedded throughout the curriculum, environment, and daily routines and is viewed as everyone's responsibility. Our <i>Whole School Communication Pyramid</i> (Appendix 2) provides a shared framework for communication development across all pathways, outlining the universal support all children require and the role of staff in creating enabling communication environments. This whole-school approach promotes consistency, collaboration and high expectations for all learners.

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Staff are trained to recognise, value, and respond to all forms of communication, including spoken language, gesture, body language, Makaton, objects of reference, photographs, symbols, written text and low-tech and high-tech AAC systems.

Communication is supported through our Inclusive Communication Environment where visual supports are a universal entitlement. Using our agreed symbol system, Communicate InPrint 4, visual timetables, now and next boards, communication lanyards, symbolised signage, visual lesson structures, and consistent classroom routines are embedded throughout the school. These approaches reduce cognitive load, support processing, increase predictability, support independence, and ensure communication is visible and accessible across all pathways.

Evidence-informed communication approaches are used consistently across the school, including Makaton, Colourful Semantics, Attention Autism, Intensive Interaction, RISE sessions, AAC, and structured vocabulary teaching e.g. Word Aware. Staff receive ongoing training, coaching, and support from the Communication Lead, Speech and Language Therapy Team, Positive Behaviour Support Team, and qualified Makaton trainer Katrina Hassard to ensure high-quality implementation and consistency of practice.

Children who require additional support benefit from a graduated approach. Speech and Language Therapists work collaboratively with staff, Therapy Assistants, families, and other professionals to assess needs, provide recommendations, and develop personalised communication programmes. Targeted and specialist interventions are delivered where appropriate in the classroom, with communication targets embedded throughout the school day to maximise opportunities for practice, generalisation, and success. Some children on the caseload may be supported in

Communication and Interaction is woven throughout each learning pathway:

- **Emerald Pathway ("Doing & Exploring"):** Communication is developed through play, exploration, interaction, and responsive relationships, enabling children to build early communication, language, and social interaction skills within meaningful contexts.
- **Topaz Pathway ("Doing"):** Communication is rooted in regulation, connection, engagement, and shared experiences. Through play, Intensive Interaction, RISE sessions, Attention Autism, Story Massage, continuous provision, and sensory learning, children develop the foundational skills that underpin communication.
- **Amethyst Pathway ("Doing & Responding"):** Communication is embedded within a highly adapted curriculum, supporting children to develop understanding, emotional literacy, relationships, and increasingly functional communication through repetition, overlearning, and real-life experiences.
- **Sapphire Pathway ("Doing, Responding & Interpreting"):** Communication is explicitly taught and applied across a more subject-specific curriculum, enabling

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children to discuss, question, explain, reason, collaborate, and communicate with increasing confidence and independence.

Child 'voice' is captured through a range of personalised and accessible communication approaches, including symbols, photographs, objects of reference, Talking Mats, choice boards and individual communication systems. These strategies enable children to express preferences, share opinions, make meaningful choices and influence decisions about their learning, targets and wider school experiences. By recognising and valuing all forms of communication, including verbal and non-verbal responses, staff ensure that every child's views contribute to person-centred planning and curriculum development.

Staff training and professional development are integral to the implementation of our Inclusive Communication approach. All staff receive three communication focused induction sessions and access ongoing training, including identified online SALT training packages and bespoke professional development. Staff are provided with the research and rationale underpinning inclusive and enabling communication environments, alongside a reflective communication checklist to support consistent practice and continuous improvement. The Communication Lead regularly reviews training needs and provides coaching, in-class modelling, team teaching and shared planning opportunities, supported by the PBS team and wider leadership team where appropriate. A shared resource bank of visuals, communication mats and symbolised resources is maintained and regularly updated to support implementation, consistency and staff workload across the school.

Through this whole-school approach, an Inclusive Communication Environment is actively embedded across all areas of school life, where communication is consistently modelled, scaffolded and celebrated. Staff are supported through a reflective framework of inclusive communication and enabling environment non-negotiables, supporting them to continually evaluate their practice and ensure that classrooms, resources and interactions promote an enabling environment and an inclusive communication ethos. This consistent approach ensures that every child can access learning, develop meaningful relationships, express themselves with confidence and have their 'voice' heard.

Impact

The impact of our Inclusive Communication approach is demonstrated through improved communication, engagement, relationships and wellbeing outcomes for all children. By providing accessible, personalised and meaningful communication opportunities, children are better able to express their wants, needs, thoughts, feelings and preferences, ensuring their voice is heard, valued and acted upon across all aspects of school life.

As children's communication skills develop, they become more confident communicators, active participants in their learning and increasingly independent in making choices, expressing opinions and advocating for themselves. This leads to higher levels of

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engagement in learning, improved access to the curriculum and greater participation in the wider life of the school.

Effective communication also plays a significant role in supporting behaviour and emotional regulation. Working collaboratively with the PBS team, communication strategies enable children to communicate their needs, reduce frustration and develop self-regulation skills. As a result, children are better able to manage their emotions, engage positively with others and access learning successfully.

The consistent implementation of communication approaches across the school strengthens relationships between children and staff. Through training in approaches such as Intensive Interaction and AAC, staff can recognise, interpret and respond to all forms of communication, creating meaningful connections with children. These interactions, achievements and engagement outcomes are captured through Tapestry, providing evidence of progress and informing future planning.

The impact of communication development is closely monitored through our assessment systems. Speaking and listening attainment is assessed using iASEND, where progress is recorded to support the identification of specific strengths, needs and areas for development within each child's communication profile. The system enables staff to identify both lateral and linear progress, track communication development over time and set meaningful SMART targets. This data is regularly reviewed by class teachers and the Senior Leadership Team to ensure children continue to make progress from their individual starting points.

Progress is also evidenced through annual reviews of Education, Health and Care Plans (EHCPs), which routinely include communication and interaction outcomes. Reviewing progress towards these personalised targets enables staff, families and professionals to celebrate achievements, identify next steps and demonstrate the impact of communication support over time. This provides a holistic picture of each child's communication development and ensures that communication remains a central focus in their educational journey.

Evidence of progress can also be seen within Target Time and Literacy books, where high-quality speaking and listening opportunities are embedded across the curriculum. Learning objectives and target slips demonstrate children's ongoing progress towards communication goals and highlight the importance placed on developing communication in a range of meaningful contexts.

Communication outcomes are further strengthened through the routine inclusion of speech, language and communication targets within long-term planning, short-term planning and annual review processes. Progress towards these targets is shared with parents and carers and, where appropriate, reviewed alongside Speech and Language

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Therapists. This collaborative approach between school, families and external professionals ensures that communication development remains a priority and supports the best possible outcomes for every child.

Children with identified Speech, Language and Communication Needs also benefit from targeted intervention delivered by therapy assistants and specialist staff. The impact of these interventions is reflected in the progress children make towards their SALT targets, which are regularly reviewed and updated by Speech and Language Therapists to inform future support and target setting.

Finally, the extensive use of visuals, symbols and other communication supports throughout the school enables all children, including those with the most complex learning and communication needs, to access learning, the curriculum and the wider school environment. The impact of this is seen not only in communication progress, but also in increased independence, confidence, regulation and wellbeing. Children are empowered to make choices, communicate their needs and actively participate in school life, ensuring they are included, understood and able to achieve their full potential.