GREENSIDE SCHOOL   ENGLISH POLICY

Rationale
English is a core subject and offers all pupils equal access and opportunity to acquire literacy and communication skills for life both at school and in the wider community.

We believe that the development of communication is a personal process and that different pupils acquire skills in a variety of ways.

Our aim is to be sensitive to individual needs, to assist pupils to develop their skills in communication, reading and writing, in order to be understood and communicate effectively in their everyday life.

For pupils working at P-Level 1-3 a Curriculum Support document provides guidance for appropriate and relevant access to the English Curriculum. The Autism Spectrum Condition (ASC) policy provides similar guidance for pupils within this cohort.

"Learning English encompasses all aspects of communication – non-verbal, verbal and written. Work in English promotes learning across the curriculum and underpins pupils' achievements and participation in all aspects of their lives." (QCA 2009)

Aims
• To provide pupils with the skills to become competent, confident users of communication in all its forms
• For pupils to interact and communicate effectively with others in a range of settings
• To provide a wide range of language experiences, in a variety of contexts considering the needs, abilities and ages of all pupils
• To provide a stimulating environment to promote individual development
• To provide a variety of opportunities for pupils to express needs, ideas and feelings
• To give pupils access to a wide range of literature.
(QCA 2009)

Greenside 2013

Curriculum content
Medium term planning from Key Stages 1 – 4 at Greenside is provided through the Hertfordshire SLD Scheme of Work. This draws on the plans of the National Literacy Strategy, Equals, and good practice found in other schools. Pupils of all key stages access texts following the statutory guidelines of the Primary and Secondary National Curriculum.
Teachers collaborate with, and receive support from the Speech and Language Therapists, in order to support individual pupil communication requirements.

Resources
A range of English resources is available in school. The majority of resources are stored centrally in the main courtyard. This includes:
- Reading schemes
- Library
- ICT suite
- Big books
- Story boxes
- Sensory stories
- Social stories

Some English resources are located within individual classrooms.

ICT enables English to be taught in an accessible and inclusive manner.   Software is available to enhance learning opportunities and to develop skills.

The subject leaders are responsible for the organisation and development of English resources.

Reading
At Greenside reading may be interpreted as any activity that leads to the derivation of meanings from sensory cues. They may be accessed visually, aurally, or through touch, for example looking at objects, pictures, symbols or words, feeling objects of reference, looking and listening to computer programmes, listening to an adult reading aloud or an audio recording.

Key Stage One and Two uses the Oxford Reading Tree scheme with different sets of books available at each level. Puppets, dolls, DVDs, talking stories, workbooks are available to support the scheme and are kept in the main courtyard. Talking stories and supporting materials have also been installed on the Computers in the ICT suite.

Key Stage Three uses Wellington Square, with accompanying ICT related resources, and other child and adult led activities.

Key Stage Four and relevant Post Sixteen use the Dockside Reading Scheme and support materials have been developed using symbols to enable wider access.

Greenside has bought into the online based reading skills support package, Lexia Reading, which offers personalised learning for students at all reading levels. This system identifies areas for development for individual pupils and provides support materials which can be shared with parents.

Guided reading books, colour banded to show progression, are also available for use across the school.

Resources
An extensive range of Big Books and story boxes for all Key Stages is available.
At Greenside, we have also made a range of age appropriate multi sensory stories for use on the white board. These are also available for parents to access from the school website.
Jolly Phonics materials; books, video, wall charts, letters and sounds DVD and ICT materials.
All pupils have access to the school library.

Writing
At Greenside writing is interpreted as mark making in all its forms. Writing may be accessed through a range of media, from sensory tactile exploration through to more conventional writing skills and the use of ICT. An important part of developing writing is providing opportunities for practice of fine motor skills as it is vital to develop hand eye coordination and dexterity for greater precision in letter formation.
The school has adopted the Communicate in Print programme to generate the use of standardised symbols across the school. Greenside School has chosen the Sassoon Infant font as a model for handwriting and is available on all computers.

Speaking and Listening/Communication
At Greenside school the teaching of functional communication is fundamental to all pupils, to enable them to access the curriculum and develop life skills. Communication is cross-curricular and therefore every lesson provides opportunities for the development of these skills.

Pupils at Greenside School may face a number of challenges to the development of their communication skills. It is important, therefore, that we have a broad and flexible approach to defining communication

"Communication may range from any movement or behaviour which is observed and interpreted by another person as meaningful, to the use of a code agreed upon between people where items have specific meanings i.e. a language." AAC Policy, The ACE Centre.

Resources – Communication
Communicate in Print available on all computers.
Interactive whiteboards and other relevant ICT programmes and websites.
Sensory materials.

Resources – Speaking and Listening
Speaking and listening is a cross-curricular skill and therefore resources will be many and varied.
Support and guidance is given by Speech and Language Therapists

Equal Opportunities
The Scheme of Work contains differentiated learning objectives. Teachers will provide any other adaptations, specific teaching techniques and specialist resources required to overcome individual pupils' barriers to learning

Monitoring and Evaluation
All pupils will be assessed twice a year using the PIVATS assessment package.
Progress and achievement of all pupils is recognised, and reported on in End of Year Reports and Annual Reviews.

ASDAN Accreditation is used for Key Stage 4 and Post 16 students
- Transition Challenge
- Towards Independence
- Certificate in Life Skills (Entry Level Certificate)
- Monitoring and evaluation will be carried out in order to enhance the teaching and learning of English within our school. Assessment of learning and assessment for learning are integral in evaluation and planning for teaching.

- Targets are set for English. Pupils' progress in English is tracked by both subject leaders and senior management.

- The subject leaders are available for advice and are responsible for aspects of monitoring and evaluation.

Reference
"Planning, teaching and assessing the curriculum for pupils with learning difficulties" QCA 2009