

LANGUAGE & COMMUNICATION POLICY

Introductory Statement and Rationale

The introduction and implementation of the new Primary Language Curriculum (PLC) began in 2015 when Circular 61/2015 was issued and updated in 2019 (Circular 0045/2019). Enable Ireland Sandymount School is currently implementing all strands of the PLC.

The Primary Language Curriculum contains Learning Outcomes and associated Progression Continua. The Learning Outcomes describe the expected language learning and development for students at the end of a two year period.

The Progression Continua break down the learning outcomes across a number of milestones, from 'a' to 'k', mapping out the journey that students of a wide range of abilities will take on their way towards a learning outcome.

Students with severe and profound difficulties may be at the 'a' mile stone. Students with moderate difficulties may be between 'a' to 'd'. The wide stretch of milestones reflects the wide range of pupil's needs at this level.

The Special Educational Needs Pathways or SEN Pathways consist of seven pathways which describe, in broad terms, learning and development for students with more complex needs. These pathways are beneficial to teachers of students with more complex needs whose progress may be slow and otherwise difficult to recognise. They can be used together with the Primary Language Progression Continua to support teachers in recognising and supporting such pupil's progress within a progression milestone or a progression step. The SEN pathways are designed to take account of the incremental nature of progression among students with more complex needs. Although the SEN pathways are sequential, the complex nature of the needs of the students in question means that a pupil may be at an attending level in some areas of learning and at a higher or lower level in another. Progress may not be linear and some may continue at an SEN pathway in relation to a progression step for a considerable time.



SEN Paths	The child....
Experiencing	Is present during a learning activity, s/he is exposed and/or awake and/or exposed to the learning environment. S/he is beginning to acclimatise to the learning environment such as objects, people, sounds and other sensory experiences.
Attending	Becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement etc. S/he is acclimatised to the learning environment.
Responding	Demonstrates capacity to actively or purposefully take an interest in the learning environment in the learning environment. S/he begins to indicate likes, dislikes or preferences. S/he actively responds to a learning activity with or without support.
Initiating	Shows curiosity about the learning environment. S/he actively and independently seeks opportunities to engage with and/or influence that environment.
Acquiring	Demonstrates that knowledge, a concept or a skill is being learned. S/he explores and participates in the learning.
Becoming Fluent	Moves towards fluency and accuracy in familiar learning contexts. S/he independently and consistently demonstrates recall mastery of the skill/concept/knowledge learned.
Generalising	Transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts.

Rationale

Language learning enables students to understand the world around them and to communicate effectively with others.

Communication takes many forms, from the nonverbal and verbal to print based and digital texts.

Through interacting with adults in the social environment, students are initiated into, and engage in, communicative relationships through which they come to understand, interpret, construct meaning and critically appreciate the communication of others.

Vision

- Our school cherishes all students equally and acknowledges the Communication Bill of Rights for each student.
- We aim to create a 'Total Communication Environment' at Sandymount School. *The total communication approach is about finding and using the right combination of communication methods for each person. This approach helps an individual to form connections, ensures successful interactions and supports information exchanges and conversations.* (www.sense.org.uk)
- We use a range of different formal and non-formal types of communication:
 - Non-verbal:* including body movements, vocalisations, breathing patterns and eye pointing. Textures, smells, temperature, intensive interaction and routine can also support communication by allowing an individual to anticipate what is going to happen next.
 - Language-based communication:* including speech, giving and receiving information in print and sign systems, including Lámh, Canaan Barrie signs and on body sign or hand under hand sign.



Symbol systems: including using objects of reference and cues (real objects and object symbols), Boardmaker symbols, Communication boards, line drawings, pictures and photographs, ACC devices.

These methods of communication can be used in any combination and will be individual to the pupil. At Sandymount School, we work closely with each pupil (and their family and therapists) to identify preferred methods and how to maximise understanding and expression.

- When looking at communication it is important to understand the two different types of language skills, expressive and receptive. How somebody expresses themselves can form a foundation for learning and offer a starting point on which to build communication development.

Expressive communication is when you are sending a message, this may be in response to another person or to initiate communication.

Receptive communication is when you receive a message from another person. An individual's expressive and receptive communication skills may not be the same. People will use a combination of the communication methods listed above, both expressively and receptively. For example, a person may receive and understand information in Lámh sign language and need symbols to help reinforce the meaning, but will use Lámh and speech to express themselves.

- Staff include students in conversations in class and on trips on school grounds and outside of school – students are not 'talked about' by staff, in so far as is possible, at these times. Similarly, staff hold personal discussions at appropriate times, i.e. when on break or before or after class time
- Student's attempts to communicate verbally or non-verbally are encouraged, valued and praised.
- The Sandymount School total communication approach values and uses all methods of communication so that every pupil can communicate, understand and be understood. Communication is the 'golden thread' that runs throughout the whole curriculum.

This policy recommends the implementation of total communication in all areas of school and by all people in the pupil's environment.

Objectives

Through language, communication and literacy the pupil will to the best of their ability:

- Use their senses to become aware of people, objects, and activities in the immediate environment.
- Relate to others in their environment and engage appropriately in listener-speaker relationship.
- Develop their imitation, listening and attention skills.
- Express feelings and emotions effectively and in an appropriate manner.
- Communicate needs effectively using either speech, vocalisation, Lámh, body gestures, facial expression, eye contact, finger or body pointing, objects of reference, photographs, visual symbols, written word, and communication devices as appropriate to their needs.
- Label people, objects, and activities.
- Experience, follow and give simple commands.



- Initiate conversations.
- Have and are offered opportunities to make choices.
- Show an understanding of descriptive and action words, prepositions, pronouns and sequencing.
- Ask and answer questions using who, where, when, what, why, which and how
- Use language to perform common social functions.
- Communicate about past, present, and future experiences.
- Develop confidence and competence in engaging listening, responding, gesturing, initiating, signing, and speaking.
- Develop confidence and competence in pre-writing, writing and functional writing skills e.g. form-filling, emails, online shopping.
- Develop confidence and competence in reading through print rich environment; pictures, photographs, words, symbols, books and other reading materials.

Approaches and Methodologies

Each school year students will be given opportunities to develop skills as set out in the Primary Language Curriculum and the Junior Certificate Level 1 and 2. Oral language and augmentative communication is taught both in discreet lessons and cross curricular.

Augmentative communication plays an important role in our school, with particular emphasis on the use of Lámh and symbol systems. Communication devices, such as eye gazes, tablets and touch screen devices, are also used within the school to develop language and communication skills. 'Big Macks' are used to enable some students to communicate words and sentences, give messages and make choices in consultation with the speech and language therapists.

- Language programmes such as See and Learn, and Colourful Semantics can be used where appropriate to develop oral language and communication skills.
- Literacy programmes such as Jolly Phonics can be used in the junior end of our primary classes.
- There are core Lámh signs and Core Words agreed by staff that are used continuously by staff throughout the day to promote student communication and interaction. A Lámh song is practised at the weekly Friday music session.
- Every student has a communication and language target as part of their IEP.

Organisational Planning

Assessment and Planning:

Along with the student's individual educational plan (IEP), the SEN pathways and Progression Continua support teachers in planning the next steps in teaching, learning and assessment. The Primary Language Curriculum supports teachers in preparing for and differentiating their teaching and learning. The Junior Certificate Level 1 Learning Programme Priority Learning Unit in Communication, Language and Literacy supports teachers in their planning at post primary level.

Together, these supports along with a whole school approach and parental involvement can support a student with more complex needs to engage with appropriate, relevant and meaningful learning experiences. The Primary Language Curriculum and its supports enable every student to experience and enjoy as broad a curriculum as possible.



- Teachers will have termly plans, using a thematic approach. A whole school theme is chosen for each term.
- The Cuntas Míósúil will record work completed along with IEPs, checklists and photos/Videos.
- Assessments will be carried out at the beginning of the year and throughout the school year, working on targets individual to each pupil (see list assessment materials). Further assessments are carried out in May and IEPs are reviewed in May/June.
- Programmes from Speech Language Therapist, Occupational Therapists and Physiotherapists will be incorporated in targets if appropriate.
- Primary Language Curriculum (4-12 years approximately).
- Communication and Language Guidelines for Teachers of Students with Moderate General Learning Disabilities.
- Communication and Language Guidelines for Teachers of Students with Severe and Profound General Learning Disabilities.
- Junior Cycle Level 1 and Level 2 for Senior Students. See Junior Cycle for Priority Learning Unit (PLU) Communication, Language and Literacy below.
- <https://ncca.ie/en/junior-cycle/level-one-and-level-two-programmes>
- [https://www.curriculumonline.ie/Junior-cycle/Level-1-Learning-Programmes-\(L1LPs\)/Priority-Learning-Units-\(PLUs\)](https://www.curriculumonline.ie/Junior-cycle/Level-1-Learning-Programmes-(L1LPs)/Priority-Learning-Units-(PLUs))
- School Leavers 2 Year Programme

Following Records Kept:

- Engagement Profile
- Communication profile
- All About Me
- Photographs/Videos
- Checklists
- Work Samples
- Junior Cycle Portfolio
- IEP Progress Reports
- Assessments
- Personal pupil profiles
- Pupil requirements

Staff Development

- Teachers and SNAs are encouraged to attend relevant communication and language courses and where possible the Board of Management will provide substitute cover if not attached to the course.
- The expertise acquired at these courses is shared with other at staff meetings where time is allocated to discuss language and communication development.
- Teachers and SNAs should avail of the expertise of the multidisciplinary team to inform and upskill the school community on these issues.
- Team-teaching and sharing of good practice is fostered throughout the school through collaboration and discussion.
- All staff have access to current research, reference books, resource materials and websites regarding language and communication using class computers and in library.
- Books/games and other resources purchased specifically for the teaching of Communication, Language and Literacy.



- Books/games and other resources developed by teachers and created by teachers and SNAs, specifically for the teaching of Communication, Language and Literacy.
- IT resources – computers and software, Clevertouch boards, iPads, switches and other assistive technologies.

Assessment

Assessment is an important element of planning for teaching and planning for learning for each student. Assessment *for* Learning (AFL) and Assessment *of* Learning (AoL) are both necessary to inform teaching planning and practice. We acknowledge that many of our students have different learning profiles and that “over-learning” and frequent revision or “re-learning” is a feature of our work. The aims for planning assessment in our school are:

- To gauge where a student’s “next steps” in learning might be;
- To monitor students’ progress and increase motivation;
- To evaluate teaching objectives and approaches;
- To show to parents to assist them in helping their pupil;
- To provide evidence of work done;
- To acknowledge and celebrate each student’s achievements;
- To share information with other relevant professionals;
- To guide plans for future learning;

Success Criteria

Students making progress in the area of Language and Communication when

- Students show a general desire to communicate and engage with language and literacy activities.
- IEP Language and Communication Targets are achieved
- The school environment is one, which is positive and visibly promotes and celebrates every student effort to communicate, read and write.
- Whereby staff consistently uses Lámh, and visuals in addition to concrete objects, photographs, symbols, or devices appropriate to support student’s development in communication, language and literacy.
- Staff encourage student communication and provide ample opportunity for students to communicate between staff members and peers, around the school and in the wider community.

Roles and Responsibilities

- The Board of Management has a responsibility to ensure this policy is in place and that it is appropriate to the learning needs of the students at the school.
- The Principal is responsible for overseeing the development of the policy and ensuring that it is adhered to and reviewed where necessary so that it reflects the needs of the school community.
- Teachers are responsible for ensuring that their planning, teaching and assessment are in line with the policy and to seek support if they require it. They also have a responsibility to provide feedback where they believe the policy can be improved.
- Other staff at the school are responsible for supporting the implementation of the policy, and particularly with regard to creating an environment that values and is conducive to communication, language and literacy development.

Equality of Participation and Access:

Where necessary, students will be referred for extra support from the following professionals

- Speech and Language Therapists



- Occupational Therapists
- Psychologists
- Physiotherapists
- Psychiatrists
- Visiting teacher for hearing impairments
- Visiting teacher for visual impairments

In addition, any resources suggested by the above professionals will be integrated into the students' daily school routine. For example, hearing aids, glasses, visual aids, communication boards, communication devices, switches, walking aids.

Objectives will be set following the considerations of each student's individual needs in the area of Language and Communication. Visual, auditory, physical, behavioural needs and cultural needs will also be taken into account when setting objectives.

Timetable:

Language and communication is indirectly taught throughout the whole school day, across all areas of the curriculum. It is a core element of educational provision at the school.

Linkage and Integration:

- Enable Ireland Sandymount School follows a thematic approach with a theme chosen for each term. This theme is covered by all classes and is cross-curricular.
- PLC will link with all other curriculum areas.
- L1LP Communication, Language and Literacy will link with other curriculum areas.

Staff Development:

- Teachers will engage with OIDE and NCSE, in implementing the PLC.
- All staff will engage with training in implementing Total Communication Approach within the school.
- Training can consist of in School Workshops with Lámh tutors
- Staff are provided with information on suitable CPD courses

Parental Involvement:

Teachers at the school value and encourage the involvement of parents in supporting learning in the area of Communication, Language and Literacy. Parents support in the following ways:

- Parents communicate with teachers through home-school communication notebooks and/or on Aladdin and Seesaw
- Parents collaborate with teachers and other stakeholders on Communication, Language and Literacy goals through the IEP process
- Parents support learning in this area at home through reinforcement of learning at school, through modelling effective communication, modelling appropriate use of language and by reading to their child and emphasising text in the environment.

Community Links for Total Communication Approach:

Teachers, SNAs and other staff members at the school create an environment that is conducive to learning and wellbeing:

- Classroom environments are carefully considered in view of the individual student's needs – e.g. layout, access to equipment, TEACCH environment (stations, paired back, uncluttered, designated areas) room temperature etc, as appropriate.



- Displays within classrooms are colourful and stimulating and promote learning in this area. Where students have specific needs regarding visual acuity/behaviours, the classroom displays are adapted accordingly.
- Displays within classroom value the efforts and work of the students
- Displays on corridors and shared areas support the language and literacy development of students
- Time outside of the classroom but within the school is used to support learning in the area of Communication, Language and Literacy
- Time outside of the school is used to support learning in the area of Communication, Language and Literacy

Success Criteria:

- Completed Individual Assessments.
- Total Communication Approach is embedded in the school.
- The school environment is one, which visibly promotes language and communication, whereby staff consistently use Lámh, and visual schedules in the form of objects of reference, photographs and symbols are present throughout the school building.

Implementation:

The Principal will co-ordinate the progress of the plan and collaboratively work with staff to monitor and reevaluate programmes.

Review and Ratification

This policy was reviewed and ratified by the Board of Management.

Signed:



Sé Goulding
Chairperson of Board of Management



Jennifer Doyle
Principal

Date: 16 October 2024



Appendix 1

Available Resources

- Augmentative communication tools including objects of reference and visual symbols
- Visual timetables
- Lámh DVDS
- Sensory Stories (Stored in school library)
- Sensory umbrellas (Stored in school library)
- Massage Stories (Stored in school library)
- First then boards
- Choice boards
- Jolly Phonics (**Agreed phonics scheme**)
- PM Readers Level 1- Level 30 (**Agreed reading scheme**)
- Concrete materials
- Colourful Semantics
- LDA picture cards
- Puppets and puppet theatres
- Books
- Puzzles
- Toys
- Teacher made photo/picture books encouraging language development
- YouTube – favourite songs, cartoons, stories
- Boardmaker
- TAC PAC
- Equals programme
- <https://ncse.ie/sess-functional-language-and-communication-resource>
- www.starfall.ie
- <https://www.youtube.com/watch?v=Gmrj5-70xV4>
- <https://www.freestudentsstories.com>



Appendix 2

Outline Communication, Language and Literacy Plan for Students with Severe/Profound GLD

Curriculum Guidance	Guidelines for Teachers of Students with Severe/Profound General Learning Disabilities (GLD) (NCCA) (reference document) Primary Language Curriculum (NCCA, 2019) Junior Certificate (Level 1) 3 year programme-Post Primary School Leavers Programme-2 year programme
Additional Guidance	Routes for Learning (University of Bangor, Wales)
Training	Introduction Course for Teachers of Students with Severe/Profound General Learning Disabilities (St. Patrick's College)
Additional Courses	Tac Pac Training Accredited Lámh Training
Plan for Teaching/Learning (Approaches and Strategies in the Area of Communication, Language and Literacy)	<p>Observe Pupil</p> <ul style="list-style-type: none"> Respond and interpret pre-intentional communication e.g. hunger/pain <p>Create a Responsive Environment</p> <ul style="list-style-type: none"> Provide structured opportunities to engage with a responsive environment Intensive interaction Tac Pac Sensory stories and play Story Massage Tactile stimuli <p>Teaching alternative Communication Skills- Responding and Expressing</p> <ul style="list-style-type: none"> Use switches, Big Mack and other forms of alternative/augmentative communication (ACC) etc. Make choices Teach core words using Lámh and visuals throughout the school. <p>Interpret Behaviours</p> <ul style="list-style-type: none"> Consistently respond <p>Identify and Acknowledge Unconventional Communication, e.g. slapping, Spitting</p> <ul style="list-style-type: none"> Acknowledge the behaviour, gather data and put in place a Behaviour Support plan that will support student in communicating needs. Delayed response



	<p>Replace Unconventional Communication with Conventional Communication</p> <ul style="list-style-type: none"> • Model and reinforce conventional communication • Positive reinforcement • Shaping <p>Develop Contingency Awareness</p> <ul style="list-style-type: none"> • Encourage opportunities for independence • Cause and effect activities <p>Create a Language Rich Environment</p> <ul style="list-style-type: none"> • Use objects of reference • Photographs • Schedules • Displays • Multi-sensory elements <p>Create a Motivating Environment</p> <ul style="list-style-type: none"> • Multi-sensory elements • Changing displays • Interesting objects, toys, etc. <p>Provide a System of Communication Appropriate to the Needs of the Student</p> <ul style="list-style-type: none"> • Objects of reference • Lámh signing system • Tactile (on body) signing • Boardmarker visual symbols <p>Provide Opportunities for Oral Language to be Modelled/Used Appropriately</p> <ul style="list-style-type: none"> • Day to day interaction • Circle time activities • 2-3 abstract symbols combined and used grammatically • 2-3 word sentences • Full sentences • See and learn • Jolly phonics <p>Provide Opportunities for Written Language to be Used Appropriately</p> <ul style="list-style-type: none"> • Circle time activities • Hand Writing Without Tears • Printed words (limit to names, etc.) • See and learn • Matching activities <p>Functional Language Checklist NCSE</p>
Assessment	<ul style="list-style-type: none"> • Teacher observation assessments



	<ul style="list-style-type: none">• Progression Steps• Teacher made Language and Communication milestones checklist• Routes for Learning
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Outline Communication, Language and Literacy Plan for Students with
Moderate GLD (Primary Age/Junior Classes)

Curriculum Guidance	Guidelines for Teachers of Students with Moderate General Learning Disabilities (GLD) (NCCA) (reference document) Primary Language Curriculum (NCCA, 2019)
Additional Guidance	
Training	Various and ongoing NCSE courses for teachers Accredited Lámh Training for teachers, SNAs, Bus Escorts and ancillary staff
Matching/Sorting Receptive Language/Understanding Language	Category work is done in the following sequence: <ul style="list-style-type: none"> • Objects • Photos • Pictures • Words The following areas of ‘Pragmatic Language’ are developed: <ul style="list-style-type: none"> • Requesting • Gain attention • Greetings • Give commands • Protests • Provide information • Question • Plan • Information about self
Expressive Language	The following ‘Social Elements of Language’ are developed: <ul style="list-style-type: none"> • Wait for turn • Take turn • Initiate topic • Maintain topic • Elaborate about topic Encouraging early language development (based on Teacher Talk Workbook, Hanen): <ul style="list-style-type: none"> • Observe, wait and listen (OWL) – observe for what pupil is interested in. Wait to give pupil chance to initiate or get involved in an activity. Listen to what pupil is trying to say. On initiation from pupil, respond with interest and enthusiasm. Wait for pupil to respond • Be face-to-face – at pupil’s physical level • Imitate pupil’s actions and talk



Writing

- Interpret pupil's message by matching words to what they seem to be telling you through actions, sounds, gestures or word attempts
- Comment – make comments when pupil initiates interest and ask open ended questions
- Join in their play but let the pupil lead
- Praise all attempts to communicate

Other Strategies:

- Structuring and adapting the class environment as necessary to create opportunities for communication and social interactions]
- Use TEACCH programme in class.
- Establish daily structure and routines
- Support pupil's understanding of language-Lámh, Visuals.
- Provide opportunities for choice throughout the day
- Use of computers- typing programme for identifying letters and modelling sentence structure.
- Time delays/pauses in activities such as known songs, etc.

Writing is introduced as a means of communication through words and symbols. The main programme used is 'Hand Writing Without Tears' (contact teacher to be appointed)

This includes initial writing activities such as:

- Mark making
- Looking at development strokes
- Left-right orientation
- Building up fine motor skills
- Tripod grip
- Letter formation

This approach is supplemented by:

- Appropriate songs
- Print rich environment
- Attention brought to communication books going home daily as a means of communication
- Awareness and exploring of letters
- Matching: Picture to picture
Picture/word to picture/word
Word to picture/word
Word to word
Word to picture

Strategies include:

- Environmental supports
- Free writing/mark making
- Provide a variety of writing tools



Reading

- Make shape with other materials
- Writing without tears
- Upper body exercises
- Fine motor activities
- Songs/rhymes
- Word wall
- Moveable letters
- Strategies for letter formation
- Magnetic/chalk boards, handling manipulatives
- Use verbal cues
- Use lower case
- Group into family patterns
- Trace rather than join dots
- Warm up activities
- Composing meaningful texts
- Record daily activities – photos
- Rubber stamps
- Patterned stories
- Story boards
- Journal writing
- Home/school communication book
- Shared writing
- Language experience approach
- Appropriate software

Reading can be divided into the following areas:

- Reading the environment signs, symbols, etc.
- Sight vocabulary
- Phonic skills
- Comprehension of personalised/published text

The programmes we use may include:

- PM Readers Levels 1-30)
- See and Learn Literacy Programme
- Nursery rhyme
- Jolly Phonics
- Oxford Reading Tree
- Sight vocabulary
- Starfall
- Using matching, selecting and naming to teach content
- Matching: Picture to picture
Picture/word to picture/word
Word to picture/word
Word to word
Word to picture
- Teacher made resources



Strategies

Reading My Environment

Students are taught and encouraged to understand the colours, visual messages, signs and symbols that have meaning in our environment, denote information and help us to navigate our world. Learning in this area happens through direct teaching and practical experience in the community, e.g. planned for trips off school campus.

The Language Experience Approach (LEA)

A language experience approach uses the interests and actual experiences of the pupil to produce personalised reading materials/personalised books

Sight Vocabulary

Whole word visual approach involves teaching students words that are relevant and meaningful to the pupil.

Environmental Print/Social Sight Words (e.g. push, entrance, danger)

The Matching, Selecting and Naming Sequence

This multi-sensory strategy requires students to look at words carefully and to notice differences (visual skills), listen as each word is spoken (auditory skills) and physically match and select words (kinaesthetic skills). Learning is presented in small steps and sufficient scaffolding is provided to ensure success.

Matching, Selecting and Naming Sequence:

1. Word to picture and word to word
2. Word from group of words
3. Word in response to written word

Label objects in the environment

Matching, selecting and naming

Word lotto and word bingo

Word wall

Word rings

Phrases and Sentences

- Patterned books
- Joining word cards
- Word cards to make sentences of pictured items
- Word wall
- Reading Scheme
- Shared reading



	<p><u>Phonic Skills</u></p> <ul style="list-style-type: none"> • Jolly Phonics Programme • Teaching of initial sounds; matching, selecting and naming sequence • Multi-sensory activities • Sorting/categorising • Word families; rhyme families <p><u>Comprehension of Personalised and Published Texts</u></p> <p>Before Reading:</p> <ul style="list-style-type: none"> • Set a purpose for reading • Create links between reader and text • Make predictions to encourage students to activate prior knowledge and to connect the text to their own knowledge • It is a difficult task as it involves inferential thinking • Pre-teach new vocabulary when using text with familiar topics <p>During Reading:</p> <ul style="list-style-type: none"> • Guide thinking and monitor understanding – ask ‘who, what, when and where’ questions before introducing ‘why and how’ questions • Slow down the reading process and focus on remembering the content of the text • A strategy such as Read-Cover-Remember-Retell encourages students to focus their attention on understanding and remembering key facts and ideas <p>After Reading:</p> <ul style="list-style-type: none"> • Reduce demands on memory and expressive language • Provide visual tools for organising information • Webs and maps provide a visual framework for understanding and remembering key information • Develop a sense of story through retellings
<p>Assessment</p>	<p>Includes:</p> <ul style="list-style-type: none"> • Assessment checklist up to Junior Certificate • L1LP assessment Checklist • Leavers Programme Checklist • Observational Assessment • Teacher made assessments • Teacher Observation Assessments



Outline Communication, Language and Literacy Plan for Students with
Mild and Moderate GLD

(Post-primary Age/Senior Classes-Awaiting Publication of School Leavers Programme)

Curriculum Guidance	Guidelines for Teachers of Students with Moderate GLD (NCCA) (reference document) Primary Language Curriculum (NCCA, 2019) Junior Certificate (Level 1) 3 year programme Junior Certificate (Level 2) 3 year programme School Leavers Programme -2 year programme
Training	Various teacher personal CPD NCSE Webinars Oide In-school training, Middletown Centre for Autism, Lámh



<p>Spelling</p>	<ul style="list-style-type: none">• record daily activities – photos• journal writing• home/school communication book• shared writing• copy writing from script• story webs <p>Approaches:</p> <ul style="list-style-type: none">• visual approaches• IT• Dictation programme on computer• Self-correction• first words – personal interest/readable• build up words letter by letter• flipchart• look/say/copy/cover/write/check approach• mental image of word – word map <p>Aims: To promote fluency, maintenance and generalisation.</p>
<p>Reading</p>	<p>Approaches Reading skills development in the senior classes continues with an emphasis on:</p> <ul style="list-style-type: none">• reading the environment-signs, symbols, etc.• sight vocabulary• phonic skills• comprehension of personalised/published text <p>Programmes/Resources:</p> <ul style="list-style-type: none">• See and learn• PM readers• library books• rhymes• functional reading materials – menus/instructions/etc• reading in connection with Junior Cert (L1 and L2) and School Leavers Programmes• sight vocabulary• Dolch word lists• matching activities:<ul style="list-style-type: none">- picture to picture- picture/word to picture/word- word to picture/word- word to word- word to picture <p>Strategies: <u>Reading My Environment:</u></p>



	<p>Students are taught and encouraged to understand the colours, visual messages, signs and symbols that have meaning in our environment, denote information and help us to navigate our world. Learning in this area happens through direct teaching and practical experiences in the community, eg trips out, work experience, travel training.</p> <p><u>Personalised Books (Social Stories)</u> <u>– The Language Experience Approach:</u> A language experience approach uses the interests and actual experiences of the pupil to produce personalised reading materials.</p> <p>Before Reading Activities:</p> <ul style="list-style-type: none"> • set a purpose for reading • create links between reader and text • pre-teach new vocabulary when using text with familiar topics <p>During Reading</p> <ul style="list-style-type: none"> • guide thinking • monitor understanding – ask ‘who, what’ when and where’ questions before introducing ‘why and how’ questions. (Many ‘why and how’ questions require an understanding of cause and effect) • slow down the reading process and focus on remembering the content of the text • a strategy such as Read-Cover-Remember-Retell encourages students to focus their attention on understanding and remembering key facts and ideas. <p>After Reading:</p> <ul style="list-style-type: none"> • reduce demands on memory and expressive language • provide visual tools for organising information • webs and maps provide a visual framework for understanding and remembering key information • develop a sense of story through retellings – retellings help students to attend to relevant information, to sequence events and to understand cause and effect.
<p>Assessment</p>	<ul style="list-style-type: none"> • Assessment checklist up to Junior Certificate • L1LP assessment Checklist • Leavers Programme Checklist • Observational Assessment • Teacher made assessments • Teacher Observation Assessments



Appendix 3

ALL ABOUT ME!

What you can do to help me:
Get to know me well by doing things I love like [INSERT]

Words that describe me best:
[INSERT]

My name is X

My parents, teacher & other people who know me filled this form in on my behalf using their knowledge of me.

People who are important to me:
My Mammy [NAME], my Daddy [NAME], my brother [NAME] and my friends in school (especially [NAMES])

My strengths & talents
[INSERT]

What can make my day bad:
[INSERT]

What makes my life good:
Doing activities I love like [INSERT]

My favourite things:
[INSERT]



Appendix 4

Communication profile

My long term outcomes for communication
<ul style="list-style-type: none">
My next steps for communication
<ul style="list-style-type: none">
My receptive communication and implications for learning
<ul style="list-style-type: none">
My expressive communication
<ul style="list-style-type: none">
Yes and no, or positive and negative responses
<ul style="list-style-type: none">
AAC (Augmentative and Alternative Communication)
<ul style="list-style-type: none">
My reading
<ul style="list-style-type: none">
My writing
<ul style="list-style-type: none">
How to support my communication
<ul style="list-style-type: none">
Activity ideas
<ul style="list-style-type: none">

Please see my *Engagement Support Profile* for information on sensory factors for communication



Appendix 5 Core Words

100 Frequently Used Core Words

Interjections (social words)

yes	no
thank you	please
hi / hello	good-bye

Pronouns

I	me
my	mine
you	it
he	she
we	they

Question Words

what	when
where	who
why	how

Preverbs (helping words)

be	is
am	are
was	were
do	did
can	have
will	

Verbs (action words)

go	stop
turn	make
look	see
find	put
open	close
eat	drink
get	help
want	need
say	tell
come	read
like	feel
color	let's
work	play
finished / all done	

Adjectives (descriptive words)

more	one
big	little
fast	slow
same	different
pretty	red
blue	yellow
good	bad
new	old
happy	sad

Prepositions (placing words)

on	off
in	out
up	down
to	for
under	with

Determiners (pointer words)

this	that
some	all

Conjunctions (connecting words)

and	but
-----	-----

Adverbs (tell when, where, how)

not / don't	now
here	there
away	again

Word List based on:

- Banajee List of Toddler Vocabulary
- Dolch Pre-Primer & Primer
- Gail Van Tatenhove First 50 Words
- LAMP Starter Words
- PRC Core Starter Sets
- Clinical Judgment

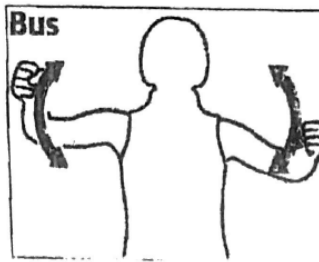


2023-24	Word1	Word2	Word3	Question
September	Fast	Look	Can	Where?
October	They	Like	Hello	Who?
November	Now	Have	Please	When?
December	Finished	Is	New	Why?
January	Stop	Go	On	What?
February	He	Turn	Under	How?
March	She	Close	Between	Where?
April	More	Help	Up	Who?
May	Sad	Read	Behind	When?
June	Happy	Put	Down	Why?



Appendix 6

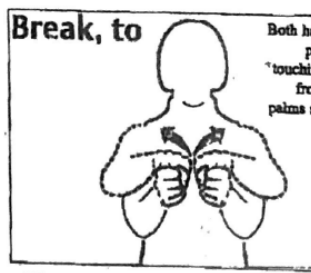
Bus



Both hands 'v' handshape palms facing each other in front of chest. Mime driving a bus. Move hands up and down in a big arc.

Adapted Object

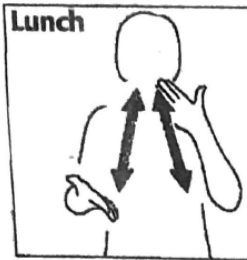
Break, to



Both hands 's' hand shape, palms downwards and touching at index fingers in front of chest. Turn the palms sideways, moving the hands apart.

ISL Action


Lunch



Both hands 'l' handshape, palms upwards. Move both upwards to mouth alternately at least twice.

Adapted Object

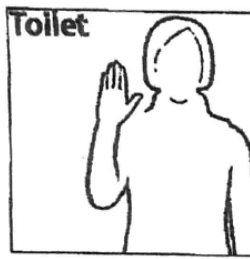
More



L.H. 'l' handshape, palm upwards facing outwards diagonally in front of chest. R.H. 'l' handshape, palm facing downwards. Move R.H. up from L.H. in stages.

Adapted Modifier


Toilet



Hold R.H. 'l' handshape, palm outwards and fingers upwards in front of right shoulder.

ISL Object

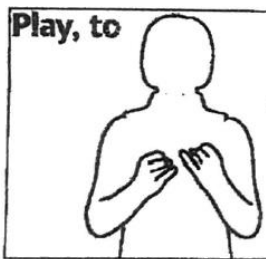
Pain/Sore



R.H. '5' handshape, palm to self, fingers sideways opposite right chest. Shake R.H.

ISL Modifier

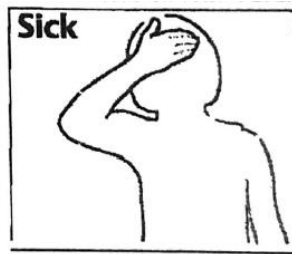
Play, to



Both hands 'l' handshape, palms to self at chest level. Flick little fingers off each other as the hands are moved in and out from body alternately.

ISL Action


Sick



Place R.H. 'l' handshape, palm to self, fingers sideways, on forehead and make appropriate facial expression.

ISL

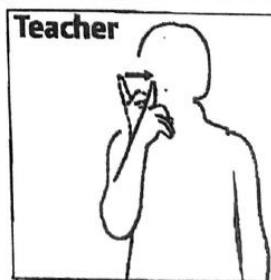
Stop, to



L.H. 'l' handshape, palm up facing forwards diagonally at chest level. R.H. 'l' handshape, palm sideways. Bring edge of R.H. down on left palm.

ISL Action

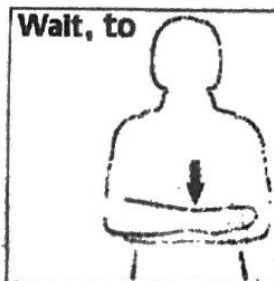
Teacher



R.H. 'd' handshape, palm to self. Tap cheek with index finger twice.

Adapted People

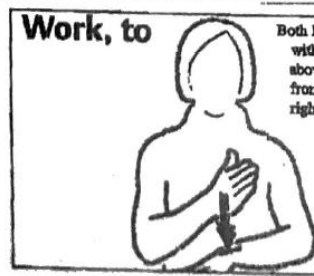
Wait, to



Both hands 'l' handshape, palms downwards, fingers sideways. Place right forearm on left forearm in front of chest and move downwards.

ISL Action

Work, to



Both hands 'l' handshape, with R.H. palm sideways above L.H. palm down in front of body. Tap side of right hand on back of left wrist twice.

ISL Action