



# Baringa School

Be Safe, Be Respectful, Be a Learner.

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## Baringa School Communication Policy

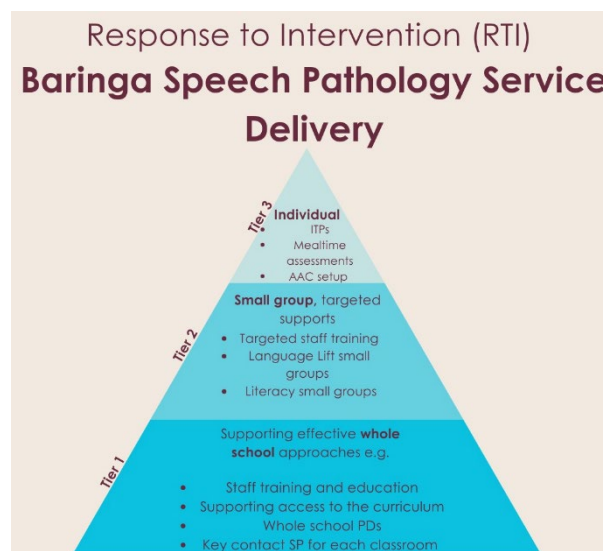
### Mission statement

At Baringa School our mission is for all our students to become autonomous communicators. We strongly believe communication is a basic human right and that communication and literacy skills are vital in all aspects of life and impact on educational achievement and outcomes.

### Service delivery model

The Speech Pathology team at Baringa School support the development of every student's communication and literacy skills. They support students to access the school curriculum and ensure all students are safe during mealtimes. Speech Pathologists train, consult and collaborate with the educational team, utilising a collaborative whole school approach in order to maximise student outcomes.

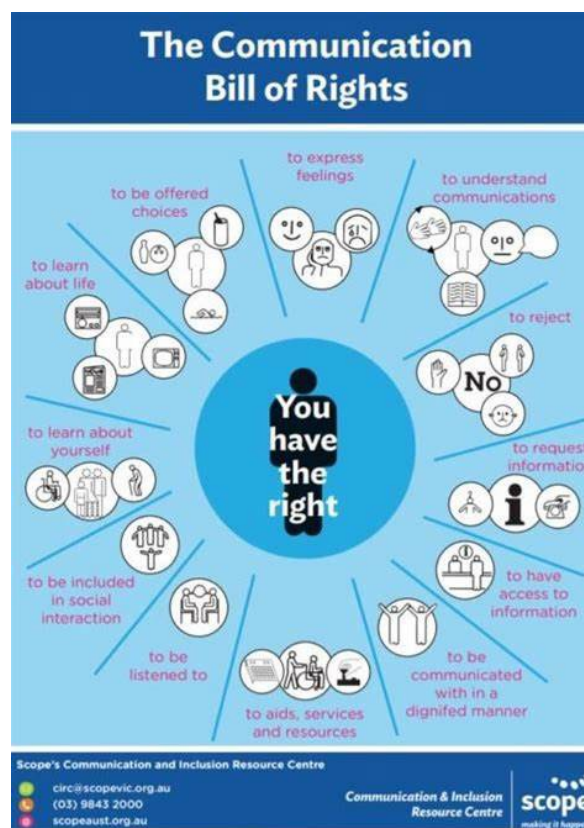
Speech Pathologists work according to the Response to Intervention (RTI) model, where each tier builds on the supports of the previous tier, so all students are able to access universal support.



## Communication at Baringa School

Many of the students at Baringa School have speech and language disorders or complex communication needs, meaning speech is not meeting their needs. For this reason, there are many strategies in place to support each student at Baringa School's speech and language and many of the students at Baringa School are learning to use Augmentative and Alternative Communication (AAC).

The Communication Bill of Rights states that "all people with a disability of any extent or severity have a basic right to affect, through communication, the conditions of their existence." This poster below highlights the summarised information from the Communication Bill of Rights which Baringa school strives to uphold.



## Roles and responsibilities within the school structure of individuals

### **School Leadership**

The school leadership team includes our principal, assistant principals, leading teachers and learning specialists. **It is leadership's responsibility to ensure supporting our students to work towards becoming autonomous communicators is valued and prioritised.** The leadership team ensure there are sufficient opportunities for professional development for staff and ensure there is a budget to support resourcing as needed.

## **Speech Pathologists**

The Speech Pathologists work with the classroom staff and leadership team and aim to ensure that:

- Regular training to staff members on communication is provided
- Individual therapy plans (ITPs) to support student's speech or language skills are developed as needed
- Where necessary, external Speech Pathologists are liaised with
- Students have access to an individualised communication system if needed through collaboration with families and private therapists
- Staff are supported to learn to use their student's communication systems and AAC strategies

The Speech Pathologists at Baringa school complete a biannual audit of the communication accessibility at Baringa School to continually strive to review and improve our practices. Speech Pathologists stay up to date with evidence-based practices by attending regular professional development sessions.

## **All Staff**

All staff are expected to learn to support our student's communication and use their AAC systems. They are expected to attend all relevant training and model the use of our student's communication systems so that they can learn to use their systems.

## **Parents/Caregivers**

The Speech Pathologists welcome collaboration with families and caregivers. The Baringa Speech Pathologists are available to meet with and provide training and support on each student's communication. The staff at Baringa expect that families send their students communication systems to school each day. As per our Personal Communication System Policy, families hold responsibility for arranging repairs/replacement of communication systems (with the support of school and private speech pathologists).

## **Professional Development**

Staff and the school community will be provided ongoing professional development opportunities to support the communication needs of the students including:

- A professional development session during the induction process
- Ongoing PD opportunities during staff meetings
- Support from their class speech pathologist during programs in the classroom
- School wide PDs focused on communication
- Opportunities to attend PDs offered by external companies
- Weekly tips on a range of topics ((speech, language, AAC, swallowing) which are released via Microsoft Teams Platform

Updated November 2023 by Speech Pathologists Bronte Graham and Alicia Clerks

## **Documentation**

### **Assessment Results**

If required, formal communication assessments that are completed at Baringa School, include the following, for example:

- The Roadmap of Communicative Competence (ROCC) assessment
- The Clinical Evaluation of Language Fundamentals (CELF-5)
- Language Lift Assessment
- Pragmatics Profile
- Articulation Survey
- The Renfrew Action Picture Test (RAPT)
- Mealtime assessments

Information and results from assessments are tracked on the online portal, Sentral and copies of the results are saved within the student's electronic files.

### **Communication Profiles**

Students at Baringa School have communication profiles. The profile includes information on:

- How the student communicates
- How to communicate with the student
- Any relevant assessment results
- The student's goals
- The student's communication system (if relevant)
- Any other important information

Communication profiles are saved on Sentral. Communication Profiles are updated as needed and provide information to the new teaching team for the following school year.

### **Case Notes**

Speech pathologists document any important information on our online platform, Sentral. Any relevant documentation is also saved on this platform.

Student notes can be accessed by any staff member at Baringa School.

## **Teaching and Learning Strategies**

### **General Communication**

- Communication supports and strategies reflect current evidence-based practices.
- Student communication development is supported and prioritised across all subject areas.
- Staff make necessary and reasonable adjustments to curriculum materials to ensure that students with speech, language disorders and/or complex communication needs can understand and respond to content.
- Staff prioritise time for ITPs (developed by a Speech Pathologist) as needed.

### **AAC**

- Staff adopt a multimodal approach and consider all forms of communication as valued i.e. signing, use of electronic and non-electronic AAC. Staff have training in many different types of communication systems (e.g. LAMP WFL, PODD communication systems, Proloquo2go, Snap Core First etc.).
- Aided Language Stimulation is provided through the use of robust communication systems and aided language displays (ALDs) to support understanding, communication and language development. Each classroom is also provided with a Group PODD book to use to support their students receptive and expressive communication.
- Aided language stimulation is provided in a naturalistic way throughout the school day. This means that staff model the use of AAC systems and ensure they are always available.
- Staff encourage students to travel with their communication systems at all times.
- Staff prioritise literacy learning in order to support each student to become truly autonomous.

**Evaluation:** This policy will be reviewed in 2025.