

Baytree School Communication Continuum



<p>Pre-Verbal Skills – learners need opportunities to control their environment; they will make choices, express preferences and wishes to express rejection of things or activities, and to achieve pleasurable interactions with others - Preverbal Communication Schedule (PVCS)</p>
<p>Intensive Interaction – an approach to teaching the pre-speech fundamentals of communication to Learners who are at an early stage of communication. See Intensive Interaction framework</p>
<p>MAKATON - Makaton is a unique language programme that uses symbols, signs and speech to enable people to communicate. It supports the development of essential communication skills such as attention and listening, comprehension, memory, recall and organisation of language and expression.</p>
<p>A total communication and enabling environment - This involves using any means of communicating. Children with speech and language difficulties or more complex special needs will need support to initiate and take part in communication and interaction. This means making use of all the ways of communication which are available to the child.</p>
<p>Cueing in to events and actions – Such as Objects of References, Now and Next Cards on body signing – Such as going up or down in the hoist, or other changes in position</p>
<p>Personalised SALT programmes – as set by the Speech and Language Therapists, alongside discussions with the learner’s teacher and delivered at school by the class team.</p>
<p>Personalised verbal language and signs- This can include avoiding specific vocab - No / Work etc. minimise language to ‘Name and command.’ Avoiding verbal clutter in some environments / exposure to language in other environments Personalised signs and words developed by the learner and specific to them.</p>

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Identification of communication route Working in partnership with the learner, family and the Speech and Language therapist to identify the most appropriate communication system. Learners may require differing Expressive and Receptive communication systems.				
Communication Method		Expressive		Receptive
Real Object communicator		Playing/exploring/sharing objects. Looking towards, reaching for items, changes in body language, verbalisations etc. Developing into consistency of likes and dislikes to gauge cognitive understanding of informed choice making. Vocabulary <ul style="list-style-type: none"> • Real Objects – (nouns) – e.g. toys, books, equipment, foods etc. • Places/Activities e.g. playground, hydro pool, bathroom 		Single or Multiple Real Objects shared with the learner reinforced verbally with the noun. Introduction of preferred and non-preferred items to gauge cognitive understanding of choices. Objects of Reference (OoR) will be used to cue a learner into all activities and changes of environment. Following the Baytree OOR framework. Vocabulary <ul style="list-style-type: none"> • Real Objects – (nouns) – e.g. toys, books, equipment, foods etc. • Places/Activities e.g. playground, hydro pool, bathroom
Real Object Communicator Examples across Key Stages	Expressive	EYFS Choosing a toy to interact and play with.	KS1/2 Choosing tools for an art session.	KS3/4 Choosing ICT equipment to use.
				Post 16 Choosing household appliances.

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	Receptive	EYFS Key objects of reference related to outdoor play skills, e.g. astroturf (playtime).	KS1/2 Key objects of reference related to play, e.g. (Forest School).	KS3/4 Key objects of reference related to life skills, e.g. doorbell (flat)	Post 16 Key objects of reference related to independent living, e.g. bus (travel training).
Communication Method		Expressive		Receptive	
<p>TOBI communicator True Object Based Icon (learners may use low or high tech AAC to access this)</p>		<p>Learner shows a consistent awareness and response to a variety of objects therefore a TOBI depicting the object may be introduced.</p> <p>A learner will actively choose by looking at, reaching for, showing a consistent response incl. changes in body language, verbalisations as TOBIs are offered.</p> <p>TOBIs representing activities will be shared and a learners understanding gauged on a consistent response. When appropriate, learners will actively choose an activity from the corresponding TOBIs.</p> <p>Possibly introducing the symbols for More and Finished, as well as other</p>		<p>Personalised TOBIs depicting high motivating objects / activities available for each learner.</p> <p>TOBIs shared to cue a learner into all activities and changes of environment such as playground, bathroom, hydro pool etc. TOBI shared singularly when no choice is available.</p> <p>Multiple TOBIs offered to promote learners to choose. The TOBIs will be presented as appropriate to the learner regarding size / background. The learner's reactions will support staff understanding of the learner's accuracy of choice.</p> <p>Possibly introducing the symbols for More and Finished, as well as other activities that cannot be represented easily by a TOBI</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • TOBIs of objects – (nouns) – e.g. toys, books, equipment, foods etc. • Some adjectives – e.g. colours • Places/Activities e.g. playground, hydro pool, bathroom 	

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		<p>activities that cannot be represented easily by a TOBI</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • TOBIs of objects – (nouns) – e.g. toys, books, equipment, foods etc. • Some adjectives – e.g. colours • Places/Activities e.g. playground, hydro pool, bathroom 			
<p>TOBI communicator examples across the key stages</p>	<p>Expressive</p>	<p>EYFS Key TOBIs related to outdoor play skills, e.g. bucket, watering can.</p>	<p>KS1/2 Key TOBIs related to play, e.g. cars.</p>	<p>KS3/4 Key TOBIs related to life skills, e.g. whisk, wooden spoon.</p>	<p>Post 16 Key TOBIs related to independent living, e.g. vacuum cleaner, duster.</p>
	<p>Receptive</p>	<p>Key TOBIs related to a change in activity, e.g. paintbrush, or dinner time</p>	<p>Key TOBIs related to options of resources, e.g. iPad, colouring pens</p>	<p>Key TOBIs related to food preparation, e.g. bowl, mixer</p>	<p>Key TOBIs related to home management tasks, e.g. washing up, making beds</p>
<p>Communication Method</p>		<p>Expressive</p>		<p>Receptive</p>	
<p>Photograph communicator (learners may use low or high tech AAC to access this)</p>		<p>Learner shows a consistent awareness and response to a variety of photographs representing motivating objects, activities, people and places.</p>		<p>Personalised photographs representing motivating objects / activities / people and places.</p> <p>Photographs shared to cue a learner into all activities and changes of environment such as playground, bathroom, hydro</p>	

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	<p>A learner will actively choose by looking at, reaching for, showing a consistent response e.g. changes in body language, verbalisations as photographs are offered.</p> <p>A learners photographs will be compiled into a personalised communication book. Learners will be encouraged to independently communicate choices</p> <p>Possibly introducing the symbols for More and Finished, as well as other activities that cannot be represented easily by a TOBI</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Photos of Objects – (nouns) – e.g. toys, books, equipment, foods etc. • Some adjectives – e.g. colours, size • Basic prepositions – e.g. on, in, under • Places/Activities e.g. playground, hydro pool, bathroom • People incl. Peers / staff / family members 	<p>pool etc. A single photograph is shared singularly when no choice is available.</p> <p>Photographs shared as appropriate to the learner incl use of a maxis board or encouragement to independently access a personalised photograph communication book.</p> <p>Possibly introducing the symbols for More and Finished, as well as other activities that cannot be represented easily by a TOBI</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Photos of Objects – (nouns) – e.g. toys, books, equipment, foods etc. • Some adjectives – e.g. colours, size • Basic prepositions – e.g. on, in, under • Places/Activities e.g. playground, hydro pool, bathroom • People incl. Peers / staff / family members
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Photograph communicator examples across the key stages	Expressive	EYFS Using a photograph of themselves to identify their work	KS1/2 Indicating a photograph to show what equipment that they want to use	KS3/4 Indicating a photograph to show what activity they want or what place they want to go to	Post 16 Indicating the photo of the food that they would like to cook
	Receptive	Looking for a photograph of themselves to find items belonging to themselves	Looking at a photo to understand what equipment they will be using	Looking at a photograph to see what activity will be coming next on a timetable	Looking at selection of photo to choose what they would like to eat in a café.
Communication Method		Expressive		Receptive	
PECS communicator		Formal P.E.C.S communicator- Following the formal P.E.C.S phases: https://pecs-unitedkingdom.com/pecs/		Learners will follow personalised visual schedules and timetables to support their understanding and anticipation of their routine and curriculum. This may e.g. Now / Next Boards, whole class timetables, personal schedules etc.	
Symbol communicator (learners may use low or high tech AAC to access this)		Learners show a consistent awareness and response to a variety of symbols representing motivating objects, activities, people and places. Learners widen their vocabulary with the use of adjectives, verbs and prepositions to encourage commenting and answering questions.		Verbal instructions and questioning reinforced as appropriate with visual support. Careful use of language avoiding 'verbal clutter' to ensure expectations for the learner is clear. Use of social stories to support learners understanding of events and expectations	

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	<p>A learner will actively choose by looking at, reaching for, showing a consistent response e.g. changes in body language, verbalisations as symbols are offered.</p> <p>A learners symbols will be compiled into a personalised PECS or communication book. Learners will be encouraged to independently access and communicate choices.</p> <p>When appropriate learners will be encouraged to use symbols to expand their sentences using adjectives, verbs and prepositions.</p> <p>When appropriate learners will be encouraged to use symbols to answer questions and comment on response to questioning e.g. What do you see?</p> <p>Vocabulary</p> <ul style="list-style-type: none">• Symbols of Objects – (nouns) – e.g. toys, books, equipment, foods etc.• Expanded adjectives – e.g. feelings, size	<p>Vocabulary</p> <ul style="list-style-type: none">• Symbols of Objects – (nouns) – e.g. toys, books, equipment, foods etc.• Expanded adjectives – e.g. feelings, size• Places/Activities e.g. playground, hydro pool, bathroom• People incl. Peers / staff / family members• Verbs incl. actions• More prepositions
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		<ul style="list-style-type: none"> • Places/Activities e.g. playground, hydro pool, bathroom • People incl. Peers / staff / family members • Verbs incl. actions • More prepositions 			
Symbol communicator examples across the key stages	Expressive	EYFS Learners express their preferences of different toys	KS1/2 Learners express their preferences of different activities	KS3/4 Learners express their preferences of different musical styles or sports	Post 16 Learners express their preferences of different environments
	Receptive	Reaching for the symbol of a favourite item rather than one less liked one when both are offered	Taking the appropriate piece of equipment needed for a task when shown the symbol of what is needed	Moving to the area of the classroom when shown the symbol of the activity undertaken there	Collecting the resources need to cook some food when given a list of symbols of what is needed
Communication Method		Expressive			Receptive
Verbal communicator (learners may use high tech AAC to access this)		Learners consistently verbally communicate choices for motivating objects, activities, people and places. Learners widen their vocabulary with			The learner is communicated to verbally, where appropriate instructions reinforced with visual support.

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	<p>the use of adjectives, verbs and prepositions to encourage commenting and answering questions.</p> <p>When appropriate learners will be encouraged to expand their sentences using adjectives, verbs and prepositions.</p> <p>Learners will be encouraged to verbally communicate with a range of audiences incl. peers, staff team and others</p> <p>Learners will be encouraged to answer questions and comment on their learning and experiences.</p> <p>Where appropriate learners will be working on articulation and clarity of speech.</p> <p>Vocabulary</p> <ul style="list-style-type: none">• Nouns – e.g. toys, books, equipment, foods etc.• Expanded adjectives – e.g. feelings, size• Places/Activities e.g. playground, hydro pool, bathroom	<p>The key vocabulary within all verbal communications will be reinforced with MAKATON signs.</p> <p>Vocabulary</p> <ul style="list-style-type: none">• Nouns – e.g. toys, books, equipment, foods etc.• Expanded adjectives – e.g. feelings, size• Places/Activities e.g. playground, hydro pool, bathroom• People incl. Peers / staff / family members• Verbs incl. actions• More prepositions
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		<ul style="list-style-type: none"> • People incl. Peers / staff / family members • Verbs incl. actions • More prepositions 			
Verbal communicator examples across the key stages	Expressive	EYFS Verbal language related to child initiated play, e.g. dolls house.	KS1/2 Verbal language related to sensory play, e.g. wet, dry.	KS3/4 Verbal language related to functional skills, e.g. money, time.	Post 16 Verbal language related to careers, e.g. mechanic, enterprise.
	Receptive	Verbal language related to an activity coming to the end.	Verbal language related to what is happening next.	Verbal language related to what is happening later in the day	Verbal language related to what is happening later in the week of further into the future.
Communication Method		Expressive		Receptive	
Communicator in sign		Learners consistently communicate choices through MAKATON signs for motivating objects, activities, people and places. Learners widen their vocabulary with the use of adjectives, verbs and prepositions to encourage commenting and answering questions.		The learner is communicated to verbally, where appropriate instructions reinforced with visual support. The key vocabulary within all verbal communications will be reinforced with MAKATON signs. Individual learners where signing is their primary means of communication a greater depth of MAKATON signs will be used to support a learners understanding. Vocabulary	

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	<p>When appropriate learners will be encouraged to expand their signs using adjectives, verbs and prepositions.</p> <p>Learners will be encouraged to communicate with a range of audiences incl peers, staff team and others</p> <p>Learners will be encouraged to answer questions and comment on their learning and experiences.</p> <p>Where appropriate learners will be encouraged to verbalise alongside signs.</p> <p>Vocabulary</p> <ul style="list-style-type: none">• Nouns – e.g. toys, books, equipment, foods etc.• Expanded adjectives – e.g. feelings, size• Places/Activities e.g. playground, hydro pool, bathroom• People incl. Peers / staff / family members• Verbs incl. actions• More prepositions	<ul style="list-style-type: none">• Nouns – e.g. toys, books, equipment, foods etc.• Expanded adjectives – e.g. feelings, size• Places/Activities e.g. playground, hydro pool, bathroom• People incl. Peers / staff / family members• Verbs incl. actions• More prepositions
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Communicator in Sign examples across the key stages	Expressive	EYFS The signs for basic needs, such as food, toilet	KS1/2 Signs of animals and colours	KS3/4 Signs about emotions	Post 16 Signs of occupations, and life skills
	Receptive	Basic instructions such as 'come here' or 'sit down'	Signs for themselves and class members	Signs about time, now, later, tomorrow etc.	Signs about using the community and leisure facilities