

Fromefield Manor School



Literacy - Local Procedure November 2025

Local Procedure Title	Literacy
Site	Fromefield Manor School
Local Procedure date	November 2025
Local Procedure review date	Sept 2026
Local Procedure Author(s)	Head Teacher (Gemma Drury)
Local Procedure Ratification	Checked and Approved by: Regional Director (Rebecca McArthur)

Rationale

All pupils at Fromefield Manor School have an Education, Health and Care Plan (EHCP). The EHCP directs us as to the needs of individual pupils based on their diagnosed issues, e.g., ASD, ADHD or processing difficulties, language difficulties including non-verbal communication, communication disorders and behavioural disorders. The curriculum taught at Fromefield Manor is holistic in its approach and aims to provide pupils with access to all elements of national curriculum subject areas enabling every pupil to access the curriculum and make steady, measurable progress as they move through the school.

Should non-English speaking pupils join the school at any time this policy can be adapted to include their needs and enable them to access the curriculum.

Literacy enables pupils to express themselves imaginatively and creatively and to communicate with others effectively. It is a key area which enables pupils to develop the skills needed for daily life both socially and educationally. Competence, at a pupil centred level, is a life skill, which will be developed throughout the entire curriculum.

Curriculum

At Fromefield Manor School we endeavour to make learning relevant and fun and offer a tailored curriculum at 4 differentiated levels Pathway 1 – non subject specific, Pathway 2 – subject specific, Pathway 3 – identified subject (age related) and Pathway 4 – Functional Skills 14+ Steps for Life using a combination of the ASDAN, Equals – schemes of work and B squared assessment tools. The curriculum will include the '3 strands' of the curriculum – Speaking and Listening, Reading and Writing, but at a level that is appropriate to the individual.

Speaking and Listening

Fromefield Manor School aims to ensure that they are given an equal opportunity to access communication at their own level of understanding and make their communication more effective. As highlighted in the paragraphs above it is entirely likely that we will have pupils at Fromefield Manor School who are unable to communicate verbally. In these instances, we will assess the way(s) in which they communicate and look to develop those skills. Examples of this include **Non-verbal communication:** body movements, 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. **Symbol Systems:** objects of reference (real objects and object symbols), Widgit, Picture Exchange Communication System (PECS), line drawings, pictures and photographs. **Language-based communication:** speech, lip reading, Tadoma, deafblind manual alphabet, giving and receiving information in large print, braille and block alphabet, and sign systems, including British Sign Language (BSL) and Makaton. Sign systems may be independent sign, on body sign or hand under hand sign.

Teaching staff work closely with the Speech and Language Therapist based on site who will provide direct sessions as well as an integrated service to effectively implement a

variety of communication systems throughout school including advisory target setting with class teachers, 1:1 sessions and where appropriate group sessions.

Pupils will:

- Be taught to express themselves as clearly as possible to a range of listeners and in differing situations using appropriate means.
- Be taught to understand and respond to others.
- Be taught to join as members of a group and use conversational skills where appropriate.
- Be taught to communicate verbally and/ or non-verbally as appropriate.
- Be introduced to some of the main features of standard spoken English and encouraged to use them.
- Be taught about language variation.

Reading

For pupils with ASD, the act of reading and more importantly understanding text, can present them with many hurdles all of which can hamper their progress and therefore effect not only what the pupils learn but also impact their attitudes to learning and more broadly school. An ability to access stories will also unlock their imagination and provide a pleasure in books. At Fromefield Manor School via a range of prescribed reading schemes, specific reading interventions and programmes all pupils will be encouraged to access reading across the curriculum using a combination of explicit 'reading' lessons engaging their own interests as a stimulus alongside word/ picture association in order to build their vocabulary.

Writing

Writing as a form of communication is a key skill, however, due to sensory and physical barriers associated with pupils' diagnoses, pupils with ASD may find that this skill is initially inaccessible to them. At Fromefield Manor School a range of strategies, schemes and programmes will be implemented to develop those skills as appropriate to the need of the pupil to enable them to access those skills through an individualised programme of study developed with guidance from Occupational Therapists and in line with the pupils EHCP. These skills will include developing fine and gross motor skills to manipulate various writing media and the use of IT as a means of developing ideas and recording them.

Assessment

Pupils will be assessed in accordance with the targets set out in their EHCP. This will be reviewed on a daily/ weekly/ termly and annual basis.

Feedback

When working with pupils with SEN feedback is of critical importance. It forms the basis of their next steps and is imperative as a method of reinforcing/ encouraging good habits/ work/ efforts and discouraging poor or less effective efforts and therefore each pupil's range of success will differ according to both their ability, target and need.

Differentiation

All pupils learning will be differentiated according to their EHCP. Therefore, all work/tasks will be set according to need thus forming a bespoke curriculum for each and every child in our care.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
12/03/2025	M Watch	PDA removed from P.2 Rationale. Curriculum P.2 updated to include pathways

06/11/2025	M Watch	p.1 & p.2 Dates and RD updated