

Strathmore College

Communication Strategy Protocols



Strathmore
College

Our Values

	Celebration of Uniqueness What makes us different is our superpower.
	Growth Nurturing the strength to grow and succeed.
	Respect Respect for each other and the world we live in.

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Position: Assistant Principal

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Review by: Danielle Samuel
Position: Principal

Overview

The college recognises that all of our learners have identified needs with regards to expressive and receptive language skills. Each learner is known to the speech and language therapist who will provide specific recommendations based on their individual assessments and EHCP outcomes.

Intention

- To baseline individual learners in terms of their current ability and needs.
- To provide recommendations for support and development of areas.
- To ensure the curriculum is taught at a level of language that the learners can access to optimise learning.
- To provide individualised resources which enable learners to develop their independence and transfer key skills.
- To provide specific speech and language input as identified.
- To embed identified strategies within all aspects of the learner's programme
- To be responsive to individual needs as they arise.
- To influence individual learners progress through target setting within the ILP.
- To monitor progress through review of learning, dedicated SaLT intervention and annual reassessment

Implementation

Assessment considerations will include:

- Prior speech and language reports.
- Diagnosis and the impact of the diagnosis on speech, language and communication skills.
- The type of assessment that the individual learner will be the most responsive to.
- Learner consent.
- The learners' social, emotional and behavioural presentation.

Types of assessment:

- Full speech and language and communication assessment on commencement of studies.
- Annual re-assessments for those with identified needs
- Formal assessments
- Informal assessments based on accepted speech and language models of communication
- Observations
- Discussion with staff

Assessment process:

- For the majority of new learners, the initial assessment will be completed within the first term of their placement. In exceptional circumstances this can be extended through agreement by the SLT.

- Re-assessments will take place annually for those with identified needs.
- Informal reviews and updates can be provided on request should the need arise.

Target setting:

Recommendations are made from the speech and language reports and these are then used alongside the EHCP outcomes to set highly individualised, specific communication targets.

Learners will have targets to develop their expressive, receptive and social communication skills.

Individual learner targets are reviewed on a six weekly basis & evaluated within sessions where further strategies, resources or modifications will be made to ensure timely progress.

Teaching and learning:

Tutors ensure that:

- Learning activities are planned and structured to enable each individual to make progress towards their individual communication targets.
- Sessions provide contextualised and relevant learning opportunities that enable learners to make progress towards communication targets in the specified pathway.
- Strathmore College implements a total strategy that includes the use of individualised visual resources, sign, differentiated questioning, the use of body language and the use of informal communication systems.
- Sessions respond creatively to ensure opportunities are created to ensure the generalisation of newly acquired communication skills.
- Development and implementation of individualised visual resources to increase learners' independence and develop their communication skills.
- Assistive technology is used where appropriate to support and maximise learners' potential enabling them to achieve greater independence within their learning.
- Sessions enable the transference of skills to different environments with a focus on ensuring that learners are able to apply communication skills in the community and work place.

Where appropriate and meaningful, dedicated individual and or group sessions are delivered.

Staff training and development:

Staff receive training, advice, guidance and coaching in the following areas:

- Developing individual learning targets in relation to communication and in incorporating these into session planning.
- Group training and individual support on the use of differentiated levels of questioning.
- Where, relevant, accredited Makaton training.
- Creating and adapting visual resources, including editing the language used to be learner specific.
- Training in communication systems as appropriate and identified by SaLT
- Group support through team teaching and learning meetings and 1:1 support as identified.

Quality Assurance:

Strathmore College monitors the registration of the speech and language therapist through their statutory body (Health Care Profession Council). The Makaton training is delivered by a registered Local Makaton Tutor.

Leaders and managers will ensure quality improvement plans are implemented successfully. QA processes highlight any objectives not being achieved within a set time scale so that actions can be taken to ensure required improvements are quickly acted upon.

Leaders and managers will audit ILPs and target setting and feedback outcomes to QA management meetings to ensure continuous improvements

The quality and effectiveness of the integration of communication skills in teaching and learning will be evaluated and reported to management meetings to ensure any further improvements are made

Governors have robust oversight arrangements, ensuring leaders and managers are supported and challenged to deliver continuous improvements

Impact

100% of learners with identified needs have shown that they have improved at least one aspect of their language processing skills.