

The Thomas Wolsey Ormiston Academy Communication Charter – Roles and Responsibilities



Communication is the foundation of learning but is also a fundamental human right. The Thomas Wolsey Communication Charter is based on the following principles which are embedded into all aspects of school life.

The Academy will:

- Provide consistency of communication as far as is practicably possible.
- Promote a school-wide culture which encourages the repetition and over-learning of core language.
- Promote and support a total communication approach at all times.
- Provide lots of opportunity for children to have their voice heard in more formal contexts, e.g. School Council.
- Ensure children have increased opportunity to communicate with a greater range of less familiar people as they move up the school.
- Promote a school-wide culture of dignity, courtesy and respect in the way all members of the school community communicate with each other.

Adults will:

- Build positive, safe and nurturing relationships with all children across the school and especially those they work most closely with.
- Be attentive to, validate and respond to a child's attempt to communicate, no matter how small or whether intentional or unintentional, (emerging communication).
- Allow all children, (and especially those using early intentional communication) the time and support to express themselves.
- Use language that is appropriate to the age and stage of each child, e.g. simple and appropriately-paced.
- Use communication means that are meaningful and relevant to each child, e.g. on-body signing.
- Be respectful of and responsive to a child's indication that they wish to finish an activity.
- Encourage and create opportunities for children to communicate between themselves, if necessary facilitated by adults.
- Model good conversation skills between each other.
- Actively seek to upskill themselves in the communication means most appropriate for the children they work with, e.g. Makaton, on-body signing, programming of AAC devices.
- Inform themselves of a child's barriers to communication, e.g. sensory impairments or sensory processing issues.

Children will:

- Develop the ability to share the communication space with adults and peers.
- Express their preferences and ideas and listen to and respect those of others.
- Be supported to leave school with an established and effective means of communication.