

# Communication And Social Interaction (CSI) At Ravenshall



## CSI Policy

### Background and context

Ravenshall School is a special school for young people with complex needs. The school accommodates students between the ages of 5 and 19 and all students have a statement of Special Educational Needs. There is a very high percentage of students entitled to free school meals (50%) and a proportion of students come from minority ethnic backgrounds (48%) particularly Asian or Asian British-Pakistani families.

The school has a range of extended school activities aimed to promote the emotional and physical well-being of students. Most of the students travel to school by bus from the surrounding areas and as a result the school community expands far into the Kirklees and Calderdale area. This does provide challenges for building community links, however, the school is pro-active in promoting community cohesion by ensuring opportunities to mix and learn with and from people from different backgrounds through links with other schools and community organisations. Through the whole school ethos 'all different, all equal, all important' we aim to promote discussion of a common sense of identity and support diversity, showing our students how different communities can be united by shared values and common experiences.

### Rationale

Attention and listening skills are the foundation for communication and are essential in all aspects of life. At Ravenshall School we have combined attention and listening skill activities e.g. turn taking, emotional literacy, speaking, auditory memory language, eye contact, body language, Makaton, with elements of RPE, PSHE and Citizenship within CSI lessons to encourage students to become more confident in speaking and enabling students to become respectful, responsible, independent and healthy members of society. More importantly engaging and stimulating CSI helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place of integrity and security where difficult or 'risky' questions can be tackled within a safe but challenging context. CSI is a vehicle in which our richly multi-cultural society can promote community cohesion, harmony, peace, and respect, built on a strong sense of personal identity where students learn to develop and express their insights in response, and to agree or disagree respectfully.

## Aims of CSI

(CSI) will be taught throughout the whole school from September 2017 from 2.20-2.55pm and will be delivered by class teachers (tutors). In these daily 35 minute sessions students will have opportunities to watch BBC news round and discuss religious and moral issues, play language and communication games, undertake personalised reading, circle time, look at British Values, record Dojos and celebrate achievements in assemblies.

CSI has been designed as an annual rolling programme with **6 key themes** one theme per half term. To ensure consistency across the whole school, themes remain constant but topics within them change.

Autumn (1):-New Beginnings

Autumn (2) Celebrations

Spring (1):-Going for Gold

Spring (2) New Life

Summer (1):- Diversity/Respect

Summer (2) Growing up/Moving On.

## Makaton

Sara Caie will deliver Makaton sessions to all classes throughout school according to the 6 key themes on a carousel basis. Makaton is used by students who have communication difficulties. It uses speech, signs and/or symbols. It is not used as a substitute for speech, but in conjunction with it enabling an alternative means of communication. It continues to aid students with speech difficulties to be able to communicate with their peers and adults, both at school and at home. It has equally encouraged other students to gain more understanding of the spoken language as well as overcoming difficulties with poor attention and listening, developing speech, making their needs understood and learning to read. At Ravenshall we believe these are important in developing positive attitudes, behaviour and relationships in school; in addition to enabling our students to develop a range of knowledge, skills and understanding.

**The RPE element in CSI includes a balance of three main aims: -**

### **A. Know about and understand a range of religions and other world views, so they can:**

**A1** Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals (**worship, ritual and ways of life**).

**A2** Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and other world views (**sources of wisdom**).

**A3** Appreciate and appraise the nature, significance and impact of different ways of expressing meaning (**symbols and actions**).

### **B. Express ideas and insights about questions of beliefs and meaning, so they can:**

**B1** Explain and give reasons for their ideas about how beliefs, practices and forms of expression influence individuals and communities (**impact of beliefs on choices**).

**B2** Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively (**questions of meaning, purpose and truth**).

**B3** Appreciate and appraise varied approaches of religions and world views to ultimate questions (**different responses to ultimate questions**).

**C. Investigate and respond to important questions for individuals and the wider community, so they can:**

**C1** Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues (**identity and belonging**).

**C2** Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all (**cooperation and cohesion**).

**C3** Articulate beliefs, values and commitments clearly in order to explain why these may be important in their own and other people's lives (**evaluating moral dilemmas**).

**How will we achieve these 3 main aims at Ravenshall School?**

### **Teaching and Learning**

Teaching and learning experiences have been designed to equip students with knowledge and understanding of a range of religions and other world views, allowing them to develop their ideas, values and identities. It has been designed to develop in students an aptitude for dialogue so that they can participate positively in society with its diverse understanding of life from religious and other world views. Students should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. Students learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

**Primary:** - Students receive their one hour a week of RPE in 'Topic' and is taught through the Creative Curriculum a theme-based' creative approach to learning. (Refer to RPE highlighted in the CC overview). This approach has, at its core, the development of a set of skills that are progressive. Wherever possible the themes are used to link together the core subjects.

**The core principles include:-**

- A thematic approach to teaching and learning.
- A pre-formal/ semi-formal or formal approach to learning, depending upon the needs of the learner-
- In-depth working to give children the time they need to consolidate learning.
- Placing direct experience and opportunities to apply learning and skills at the centre of the curriculum.
- Needs-based learning experiences.

**Primary:-** Tutors follow the 6 key themes and teach the British Values topics (**blue**) and two or more of the topics in (**black**) per half term

**KS3:-** Student's receive the one hour RPE a week in a dedicated Integrated Studies (RPE) lesson. Tutors follow the 6 key themes and teach the British Values topics (**blue**) and two or more of the topics in (**black**) per half term.

**KS4:-** And **PFA** students receive the one hour RPE a week through 2/5 (CSI) lessons focusing on the topics in (**red**). Tutors will also deliver the British Values (**blue**) topic and any of the other topics in (**black**).

## **Inclusion**

Due to the diverse nature of our stated students all the aspects listed in this section are implemented appropriately.

- We set suitable learning challenges.
- We teach knowledge, skills and understanding in ways that suit our student's abilities.
- We are flexible regarding long-term medical problems etc.
- We appreciate our students' attainments fall significantly below the expected levels at Key Stage and need a much greater degree of differentiation.

Whilst responding to students' diverse learning needs we provide:-

### **Opportunities for all students to succeed i.e. to overcome potential barriers to learning and assessment for individuals and groups of students:-**

- Boys and girls.
- Students with SEN.
- Students with disabilities.
- Students of different ethnic groups.
- Students from diverse linguistic backgrounds.

### **Help with communication, language, and literacy.**

- Develop understanding.
- Plan for full participation.
- Provide support from adults or peers when needed.
- Adapt tasks or environment.
- Provide alternative activities where necessary.

### **In order to manage behaviour we: -**

- Set realistic demands.
- Use positive behaviour management (BFL) and Dojo reward system.
- Give students chance to develop co-operative skills.
- Teach students to value and respect each other.
- Encourage/teach independent learning.

### **Assessment, Recording and Reporting.**

All tutors keep a record of work undertaken by students in a personalised CSI yellow folder divided into the 6 key themes. Student files are passed on to new tutors throughout the Key Stage(s).

- Primary and KS3 tutors do not assess students' RPE work in CSI. This is done by RPE class teachers in primary during topic and KS3 RPE teachers in Integrated Studies.
- KS4 and PFA tutors will informally assess students in CSI according to the Integrated Studies Skills which show a progression of skills from P1-6. (See Integrated Studies Progression Skills) Students are assessed formally in CSI at the end of each term. The standard awarded is recorded on tracking sheets at the back of yellow folders and recorded on Integris.

For students in KS4 and PFA there will feedback and intervention lessons once per term. During these lessons students receive both written and verbal feedback and are given the opportunity to improve and correct work and set targets.

- A verbal progress report at parents evening will be given and a written end of school year assessment will be part of a general report for each student.
- At the end of each Key Stage students are assessed against the Integrated Studies Progression Skills.
- IPERF Levels are updated regularly in class work.

#### **IPERForm Levels:**

- Introduced
- Prompted
- Emerging
- Reached
- Functional

#### **Resources**

In Primary, resources ranging from books, language and communication games, DVD'S story sacks and religious artefacts are located in the Primary Resources Room. These are available to be booked out for use by individual class teachers using the booking in/out system.

In Secondary the RPE Resource Centre is located in the Intervention Room; books are arranged according to specific religions, festivals, key religious people, rites of passage, mixed faith, inspirational people, moral issues as well as photocopiable worksheets. There are resource boxes for the six main religions, dressing up clothes, DVD'S, religious jigsaws, language and communication board games. Resources can be booked out for use by individual teachers. (See Religious Studies resources handbook).

#### **Communication with Parents/ Carers**

We welcome communications with our parents, and invite parents in half-termly to celebration assemblies or performances to showcase the students' work.

On a daily basis parents can communicate with us through the student planner and also through the school Dojo reward system. This is now available online or via the app and allows parents to read the class story, and understand what their son/daughter is doing in class and how many Dojo's they are achieving each week. Staff regularly update their class page on the school website with planning for the half term and suggestions about how to help students learn at home.

#### **Reporting to parents**

In line with Syllabus requirements, reports on individual's student's achievement in RPE relative to End of Key Stage are provided to parents in years 2, 6, 9, 11 and 13.

The Annual Review Report includes written comments on student's progress. Parents have opportunities to discuss these and their child's progress in CSI. Information is also shared with a school to which a student may be transferring to.

## **Health and Safety**

Specific risk assessments are undertaken on Evolve prior to external visits.

## **Monitoring Teaching and Learning**

All school staff and students have the responsibility of ensuring that this policy is upheld, but day-to-day responsibility is held by the Head teacher and CSI subject leader Mrs Kerry Horan.

Monitoring of CSI is carried out as part of the school's monitoring policy. All staff are observed and students learning discussed accordingly. Reviews and updates of the scheme take place through regular staff meetings. The school council may also be involved. Assessment within Religious Studies is set against End of Key Stage Progression Skills and recorded on Integris using IPERF. On-going assessment and termly formal assessments are used to determine a yearly RPE Standard which is based on the End of Key Stage Progression Levels.

## **Continuous professional development and training**

Ravenshall School recognises the need to professionally develop the skills, knowledge and confidence of staff and is committed to support appropriate training within CSI.

## **Budget Commitment for CSI**

The CSI budget is reviewed annually.

## **Use of External Support**

CSI at Ravenshall School is assisted by the LA's Advisory Service and a number of statutory and voluntary agencies. Whilst mindful of child-protection issues, the school is committed to having visitors in school, and for visits out. All planned learning experiences are designed to address specified learning objectives.

## **Links to Other Policies and Protocols**

The CSI policy links to the following policies:

- Community Cohesion
- SMSC Policy
- Citizenship Policy
- Prevent Policy
- Literacy
- Equal Opportunities policy
- Confidentiality Policy
- Child Protection Policy
- Relationships and Sexual Health Education Policy
- Integrated Studies (RPE)
- Drug Education Policy

## **The School and the Community**

Students and parents are consulted about the curriculum, both in terms of the learning and the teaching of CSI. Students are consulted via CSI lessons and the School Council, while parents are asked via letters and as part of parent's consultation days/evenings.

## **Leadership, Management and Co-ordination**

Leadership, Management and Co-ordination for CSI is the responsibility of Mrs Kerry Horan.

## **Responsibility for the CSI Policy**

The Headteacher takes overall responsibility for the policy and its implementation in the school. This responsibility includes liaison with the Governing Body.

## **Policy Review**

It is the intention of the school and the staff involved in the planning and delivery of CSI to review this policy every 3 years, with clarification by the governing body.

The Governing Body agreed the policy on:

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Date for Review: *March, 2019*