# School Self-Evaluation Report and School Improvement Plan

**Libermann Spiritan School**

**Templeogue (LSST)**

**Focus Area: Language and Communication**

**September 2025**

**Roll number: 20563J**

## Acronyms

| | | |
|---|---|---|
| **BOC** | – | Behaviours of Concern |
| **CDNT** | – | Child Development Network Team |
| **L&C** | – | Language and Communication |
| **LSST** | – | Libermann Spiritan School Templeogue |
| **NCSE** | – | National Curriculum for Special Education |
| **SLT** | – | Speech and Language Therapist |
| **SNA's** | – | Special Needs Assistants |
| **SSE** | – | School Self Evaluation |
| **SSP** | – | Student Support Plan |

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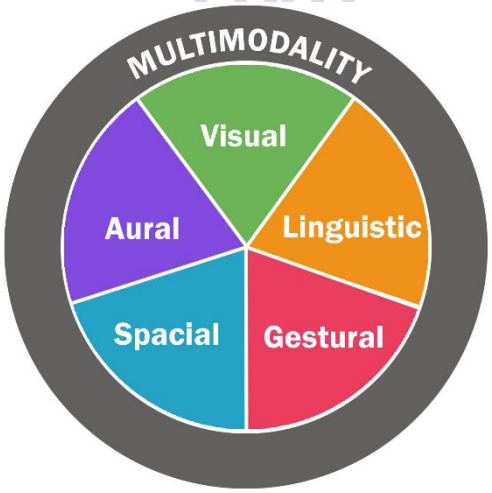

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## Introduction and Background

From the school's establishment in September 2023, Language and Communication (L&C) was clearly identified as a core priority, reflecting the profile of learners and the diversity of communication needs across the student cohort.

At the end of the 2023/2024 academic year, the evaluation team met on several occasions with the outgoing Deputy Principal to review student profiles, examine the emerging needs within the school community, and reflect on the work undertaken during the school's first year of development. A comprehensive handover was provided, outlining identified student needs and the early approaches implemented to support L&C. This structured transition process ensured continuity and enabled the incoming management team to build on established strengths while clearly identifying areas requiring further development.

In September 2024, the new management team formally convened and initiated a School Self-Evaluation (SSE) process focused on L&C. Through a series of structured teacher and staff meetings, alongside ongoing collaboration with the Child Development Network Team (CDNT), who provide in-house support each Tuesday, the team systematically examined both student and staff needs. This reflective and consultative process enabled the evaluation team to clearly identify and affirm existing strengths within the school, while also formulating targeted recommendations to support further development and continuous improvement in L&C.

# Evidence Gathered and SSE Process

The SSE process was intentionally collaborative, inclusive, and firmly grounded in everyday classroom practice. Recognising that meaningful school improvement must reflect the lived experiences of both students and staff, the evaluation process actively involved teachers, Special Needs Assistants (SNAs), school leadership, and ongoing consultation with the Children's Disability Network Team (CDNT). This ensured that multiple professional perspectives informed the review and that findings were rooted in authentic practice rather than theory alone.

Evidence was gathered using a range of methods to ensure a comprehensive and balanced evaluation. These included staff surveys and reflective questionnaires, structured staff discussions during whole school meetings, classroom observations, reviews of Student Support Plans (SSPs) and communication targets, and informal consultation with parents. Staff were encouraged to reflect critically on what was working well, the challenges they were encountering and the supports required to strengthen practice. This triangulation of evidence allowed the team to identify consistent themes across settings and classrooms.

Due to the significant and diverse communication needs of the student cohort, coupled with the limited access to consistent therapy services, L&C was prioritised as an urgent area for development. Many students present with minimal or non-speaking language, emerging intentional communication, sensory processing differences and dysregulation that can escalate when communication breakdown occurs. In this context, it became clear that strengthening whole-school understanding and practice in L&C was essential to improving student wellbeing, engagement, regulation, and learning outcomes.

As a shared guiding principle, the school adopted the phrase "Behaviour is Communication". This philosophy underpinned the SSE process and shaped staff reflection. Rather than viewing behaviours of concern (BOC) as isolated or purely behavioural issues, the school committed to understanding them as meaningful attempts by students to express needs, emotions, discomfort, sensory overload, confusion or a desire for connection. This shift in mindset supported staff in moving from reactive responses to proactive, communication focused interventions. It reinforced the importance of teaching functional communication skills, embedding visual supports, modelling alternative communication methods and creating predictable, structured environments that reduce communicative stress.

Through this in-depth, reflective process, the school strengthened its shared understanding that effective communication supports are foundational to student regulation, participation, and overall development.

**Professional Dialogue and Consultation**

- Meetings in 2024 with the outgoing Deputy Principal to review student communication profiles and established practices and the schools' digital platforms
- Regular consultation with the CDNT team (including SLT input as available) with a strong focus on feasible whole school approaches given limited SLT access
- Ongoing staff discussion through structured staff and teacher meetings from September 2024 onwards
- SSE surveys for staff, parents and students, asking:

    - How well we are doing?
    - How do we know?
    - What are our areas for improvement?
    - How can we improve?

**Review of Learner's Needs**

- Student profiles were systematically reviewed to develop a deeper understanding of each learner's individual communication profile. This included identifying primary and emerging communication modalities (e.g. PECS, Lámh, gestures, vocalisations, AAC devices), levels of intentional communication, receptive language abilities, and social interaction skills. The review also examined regulation needs, sensory preferences/sensitivities and identified barriers to communication such as anxiety, processing delays, limited generalisation of skills, or environmental triggers. Attention was given to patterns of communication breakdown and how these may present through dysregulation. This comprehensive profiling enabled staff to plan targeted supports aligned to each student's strengths and areas for development.
- Staff discussions focused on consistency and accessibility of supports across contexts. Consideration was given to how communication systems, visual supports, regulation strategies, and regulation approaches were implemented throughout the school day - across classrooms, sensory spaces, yard time, and transitions. LSST staff reflected on the importance of predictable routines, shared language among staff, consistent modelling of AAC systems, and ensuring that supports were not adult dependent but embedded within the environment. Emphasis was placed on creating communication rich classrooms where visuals, choice making opportunities, and structured interaction were consistently available, thereby reducing anxiety and promoting independence.

**Staff and Parent Voice**

To ensure the SSE process was genuinely collaborative and reflective of the wider school community, the recommendations identified by the evaluation team were developed into clear, accessible survey formats. These were distributed to:

- All staff, including teachers and SNAs, to capture perspectives from those directly implementing communication supports daily
- Parents, to gather insights into students' communication at home, the consistency of approaches between home and school, and areas where families felt further support or clarity was needed

The staff survey explored areas such as confidence in using AAC systems, consistency of visual supports across settings, understanding of a Total Communication Approach, access to resources, and perceived training needs. The parent survey focused on communication methods used at home, understanding of school-based approaches, ease of communication between home and school, and suggestions for improvement.

Survey findings provided clear and consistent direction. A strong theme emerging from both staff and parents was the need for unified visual supports across the school, ensuring that symbols, schedules, choice boards, and key vocabulary were standardised and recognisable in all classrooms and shared spaces. There was also a clear call for a more consistent and clearly defined whole-school Total Communication Approach, ensuring that all staff confidently and consistently use a combination of modalities (e.g. visuals, Lámh, PECS, AAC, gestures, modelling) to support understanding and expression.

This feedback reinforced the importance of a cohesive, whole-school framework for L&C, promoting clarity, consistency, and confidence for students, staff, and families alike.

**Alignment with Primary Curriculum Framework**

In analysing the evidence gathered through the SSE process, the school used the principles of the Primary Curriculum Framework as a reflective lens. This ensured that findings were not considered in isolation but instead examined in the context of national guidance on high quality learning, teaching, and assessment. The review highlighted that many established practices within the school strongly align with the framework's core principles. Staff practice demonstrated:

- **High expectations and inclusive participation for learners with complex needs -** Despite significant communication, sensory, and regulation challenges across the student cohort, staff consistently promote active participation in learning. Students are supported to engage through differentiated tasks, scaffolded communication systems, sensory supports, and structured routines. There is a clear ethos that all learners are capable of progress, and that meaningful participation may look different for each child.
- **Purposeful and meaningful learning experiences -** Teaching approaches reflect an understanding that learning must be functional, relevant, and connected to students' real-life experiences. Communication opportunities are embedded within daily routines, play, transitions, and self-care activities. Staff prioritise experiential

learning, repetition, and practical application to support generalisation of skills, particularly in Language and Communication.

- **Strong attention to learner wellbeing, readiness, and engagement -** There is a clear recognition that regulation and emotional safety are prerequisites for learning. Staff demonstrate sensitivity to students' sensory profiles and regulation needs, adapting environments and expectations accordingly. Predictable routines, visual supports, movement breaks, and co-regulation strategies are embedded throughout the school day to maximise readiness for learning.
- **A growing focus on assessment that informs teaching -** Staff are increasingly using observation, data collection, and individual targets to guide instructional decisions. While practices are reflective and responsive, the review identified that greater standardisation in monitoring and documentation would further strengthen consistency across classrooms. Developing clearer whole-school systems for tracking communication progress was identified as a key next step.

Overall, the evidence indicated strong alignment with the principles of the Primary Curriculum Framework, while also highlighting clear and constructive areas for continued development.

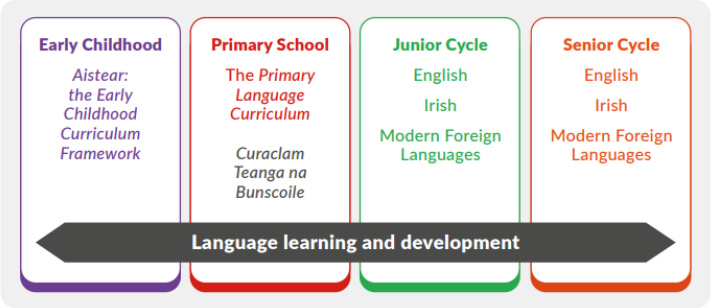
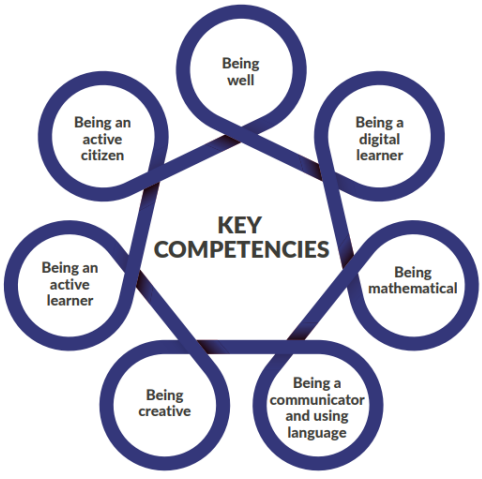



Figure 3: The *Primary Language Curriculum* in the context of curriculum provision from birth to 18 years



# Key Findings

**Strengths**

The SSE process confirmed that the School Management Team and staff have invested significant time, planning and professional reflection into enhancing the quality of teaching and learning in L&C. As a newly established school, considerable progress has been achieved within a relatively short timeframe. Clear, practical improvements are evident in classroom environments, the increased use of visual supports, the embedding of Total Communication Approaches, and the growing confidence of staff in responding to diverse communication needs.

There is strong evidence of a shared commitment to continuous improvement. Staff demonstrate openness to collaboration, reflective practice, and the development of consistent whole school approaches. Leadership has supported this progress through structured planning, consultation and prioritisation of communication as a foundational area for school development.

Survey feedback from both staff and parents highlighted the positive atmosphere within the school as a key strength. The school was described as a fun, welcoming and supportive place to work, with this positive staff culture directly contributing to a warm and engaging learning environment for students. Relationships between staff and students are characterised by patience, empathy and respect which is particularly important given the complex regulation and communication needs of the cohort.

This strong relational culture underpins effective learning. Students benefit from an environment where they feel safe, understood, and valued, creating the conditions necessary for engagement, participation, and progress in Language and Communication.

**Whole School Prioritisation of Language & Communication**

In response to the profile of the student cohort and the limited availability of Speech and Language Therapy (SLT) provision, the school made a deliberate and strategic decision to prioritise L&C as a whole school focus. This decision was grounded in the recognition that communication is not simply a curriculum area, but a foundational skill that underpins learning, emotional regulation, social interaction, independence, and overall wellbeing.

Given the diversity of student's needs, including minimal speaking language, emerging intentional communication, sensory processing differences, and dysregulation linked to communication breakdown, it was recognised that strengthening communication supports would have a direct and positive impact across all areas of school life. By embedding communication within daily routines, play, transitions, and self-care activities, staff ensure that learning opportunities are consistent, meaningful, and functional.

In the absence of consistent SLT input, the school adopted a proactive approach, building internal capacity among staff through collaboration, shared professional learning and the development of unified systems such as Total Communication Approaches and standardised visual supports. This approach reflects a commitment to equity and inclusion, ensuring that all students are provided with accessible means to understand and express themselves.

By positioning L&C as a core priority, the school has established a strong foundation for improved engagement, reduced frustration-related dysregulations, enhanced participation, and more positive learning outcomes for all students.

**Collaborative leadership and professional partnership**

Strong collaboration between school leadership and CDNT SLT input supported informed decision-making. Ongoing engagement between the School Management Team and the Child Development Network Team (CDNT), particularly SLT input, ensured that decisions relating to L&C were evidence informed, practical, and responsive to the evolving needs of students. Regular professional dialogue provided clarity around the selection and implementation of appropriate communication systems, prioritisation of individual and whole school targets and the development of realistic, needs led approaches. This partnership deepened staff understanding of communication development and ensured that school planning remained aligned with best practice, despite limited access to consistent direct therapy provision.

A clear, school led approach to identifying what was achievable and sustainable as a whole school model. Leadership maintained a strong strategic focus on embedding systems that were practical, coherent and sustainable within the context of a newly established special school. Rather than adopting multiple isolated initiatives, we prioritised approaches that could be consistently implemented across classrooms and maintained over time. Careful consideration was given to staff capacity, professional learning needs, resource allocation and the necessity of predictability for students with diverse communication and regulation needs. This measured approach ensured that developments in L&C were not only aspirational but realistic, embedded and impactful in daily practice.

External behavioural support strengthened staff capacity and confidence. Laura Duffy, Behaviour Practitioner with the National Council for Special Education (NCSE), played a significant role in supporting the school's development. She established a professional support network for the leadership team and provided structured guidance for teachers seeking input regarding behaviours of concern. Her input reinforced the school's ethos that behaviour is a form of communication and supported staff in adopting proactive, preventative, and communication-focused strategies. Access to this external expertise enhanced staff confidence, promoted reflective and solution-focused practice, and further strengthened the link between effective communication supports and positive behaviour outcomes.

**Total Communication: Emerging Whole-School Culture**

A Total Communication approach was intentionally and actively developed as a core element of whole-school practice. Recognising the diverse and complex communication profiles within the student cohort, the school committed to ensuring that students are supported through multiple, complementary communication modalities rather than reliance on a single system.

This approach combined:

- **Visual supports**, including the consistent use of symbol-based resources (e.g. Widgit/Widgets), visual timetables, choice boards, first/then boards, and structured work systems to support comprehension, predictability, and independence.
- **AAC systems**, particularly the use of Grid for iPad on iPads, enabling students to develop expressive language through structured, vocabulary-rich communication systems tailored to their individual needs.
- **Lámh**, used alongside speech and visuals to reinforce key vocabulary, support receptive understanding, and provide an accessible means of expression for students at early stages of communication development.

Importantly, this was not viewed as a set of separate tools, but as an integrated communication culture. Staff were encouraged to model AAC consistently, use Lámh naturally within daily routines, and ensure visual supports were embedded across all environments: classrooms, shared spaces, yard, and transitions. The focus was on ensuring students experience communication systems that are predictable, reinforced across contexts, and supported by all adults. This developing whole school Total Communication Approach culture reflects a strong commitment to accessibility, consistency, and inclusion. It reinforces the understanding that communication is a shared responsibility and that every interaction is an opportunity to build language, connection, and independence.

**Unified Visuals Identified as a Key Priority (Staff and Parent Voice)**

Survey feedback from both staff and parents strongly highlighted the need for a whole school move towards consistent visual supports, particularly the use of Widgits. Respondents emphasised that standardised visuals across classrooms and shared spaces are essential for promoting predictability, comprehension and independence among learners. Consistency in visual language was seen as a critical factor in reducing anxiety, supporting regulation and enabling students to access learning more effectively.

Staff reflected that unified visuals would also strengthen communication across settings, allowing students to generalise skills and navigate routines confidently. Parents noted that consistent visual strategies at school reinforced communication approaches used at home, supporting continuity and reducing frustration. This feedback reinforced the importance of

developing a coordinated, school-wide system of visual supports as a foundational element of the Total Communication approach.

**AAC Development: Grid Introduced as Whole-School AAC**

The school implemented Grid as the designated whole-school AAC system, installing the software on 32 school iPads to ensure ready access for all students. This decision provided a consistent platform across classrooms, supporting a unified approach to augmentative and alternative communication. Student access was strengthened through personalisation, with individual accounts created for all 32 students. This allowed each learner to access vocabulary, phrases, and navigation tailored to their communication needs, developmental level, and daily routines. Personalised profiles ensured that AAC use was meaningful, functional, and integrated into everyday learning experiences.

Ongoing coaching and professional support were provided to both teachers and SNAs to embed effective AAC use. This included in school guidance from CDNT SLT staff as well as access to Smartbox online training. Regular mentoring, modelling and troubleshooting enabled staff to confidently support students in using Grid consistently, fostering independence, expressive communication and engagement across all settings.

**Early Literacy Pathway Initiated and Strengthened**

The school has initiated a structured pathway for early literacy, recognising the importance of embedding reading and comprehension skills alongside L&C development. Trials of multiple reading schemes, including Edmark, Oxford Reading Tree, Over the Moon and other approaches were undertaken to determine the most suitable resources for the diverse learner profiles. These trials allowed staff to assess the accessibility, engagement and developmental appropriateness of each programme, ensuring that literacy instruction would be both meaningful and achievable for all students.

For younger or emerging readers, See and Learn was selected as the primary intervention. This evidence informed programme was chosen for its ability to support early phonological awareness, vocabulary and comprehension skills within a structured and visually supported framework. In-school capacity was strengthened through See and Learn training and ongoing professional support, equipping staff with the confidence and expertise to deliver literacy instruction effectively and consistently.

To complement this, Rainbow Readers were sourced and prepared for classroom use from September 2025 to January 2026. These resources provide additional structured literacy opportunities, enabling students to experience predictable, repetitive, and accessible reading practice. Collectively, these initiatives lay the foundation for a cohesive early literacy pathway, ensuring students have systematic access to structured reading experiences that build on their emerging communication and language skills.

**Whole-School Lámh Culture Established**

At LSST, we have established a consistent and motivating whole school approach to Lámh, embedding this key communication method across classrooms and routines. The strategy promotes both receptive and expressive skills, ensuring students have regular, meaningful exposure to sign supported communication.

Key elements of this approach include:

- Lámh Combined - introducing four new signs per week, carefully selected to support functional communication and curriculum engagement. This structured pacing allows students to gradually build their sign vocabulary while maintaining motivation and success.
- Lámh Trophy Initiative - a motivational system recognising students' engagement and progress in using Lámh, reinforcing participation, effort, and consistency in daily practice.
- Lámh Poster Launch and "Lámh for School Life" Resources - visual supports were created and displayed throughout the school, promoting consistency, generalisation, and staff modelling of signs in everyday interactions.

Through these coordinated initiatives, a whole school Lámh culture has been established, supporting communication development, reinforcing Total Communication practices, and creating an engaging, inclusive environment where students are encouraged to express themselves confidently.

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**Areas for Development**

Our evaluation team identified clear next steps to enhance consistency, embed best practice, and maximise the impact of L&C supports across all school settings and routines:

- **More consistent visuals across classes and shared spaces** - Standardisation of format, placement and expectations for visual supports is needed to ensure predictability, comprehension and independence for students throughout the school environment.
- **Variable staff confidence and consistency in aided language input** - Some staff require further support in modelling communication, prompting appropriately and generalising AAC use beyond the classroom. Strengthening staff competence and consistency will enhance student engagement and communication success.
- **AAC (Grid) not yet fully embedded across all contexts** - While Grid is established on classroom iPads, its use in yard time, transitions, PE, lunch, sensory spaces and community settings remains inconsistent. Expanding and embedding AAC across all contexts will ensure students have meaningful communication opportunities throughout the school day.
- **Communication goal setting and progress monitoring** - School wide systems for setting measurable communication goals and tracking student progress are still developing. Standardising this practice will enable more effective planning, targeted intervention and data-informed decision-making.
- **Early literacy routines and pathways** - Implementation of literacy programmes and structured reading opportunities varies between classes. Greater consistency will support student progression and strengthen links between communication and literacy development.
- **Home school consistency for visuals, Lámh, and AAC** - Collaboration with families to align approaches at home and school remains a priority. Strengthening this partnership will promote continuity, reinforce learning and support generalisation of communication skills across environments.

Collectively, addressing these areas will consolidate the school's Total Communication Approach, ensure equitable access to supports and enhance both student outcomes and staff confidence.

# How We Assessed the Impact of Work Completed

Impact was evaluated using a combination of qualitative and practical measures aligned with SSE practice and the *Looking at Our School* approach (evidence-informed improvement).

**Staff and parent survey outcomes**

- Surveys confirmed strong support for whole-school consistency in visuals and communication systems.
- Follow-up discussions indicated improved clarity for staff regarding shared expectations and next priorities.

**Walkthrough observations and practical audits**

The school adopted a simple audit checklist approach (January and June reviews) as a walkthrough tool to examine:

- Presence and consistent use of standardised visuals
- Daily access to AAC devices and evidence of modelling
- Lámh implementation and visibility
- Literacy routines, timetabling, resource access, and tracking

This provided observable evidence of what was embedded and what required further support.

**Monitoring implementation**

Implementation was tracked through:

- Evidence of Grid being available, charged, and used daily
- Increased presence of consistent Widgit visuals in classrooms and key areas and on staff lanyard for quick and ease of use
- Staff engagement in coaching/training supports
- Visible and consistent Lámh focus (bimonthly sign teaching and reinforcement)

**Learner-level indicators of impact**

While formal standardised monitoring was identified as a development need, the school monitored impact through:

- Increased communication opportunities planned across the day
- Increased student access to communication tools (visuals, Grid, Lámh spell to communicate)
- Improved predictability and smoother transitions where visuals were consistently used

- Increased student engagement with structured literacy routines were implemented
- Development towards consistent learner profiles through the planned introduction of Communication Passports

# Links to Looking at Our School (2016) / Looking at Our School 2022 Domains

The SSE findings and improvement actions align with key statements of effective practice within *Looking at Our School*:

**Teaching and Learning**

- **Learner experiences:** Students are supported to communicate in ways that are meaningful and accessible to them; predictability and structure are prioritised
- **Teaching individual practice:** Staff are developing shared approaches to modelling communication, scaffolding interactions, and embedding communication through routines
- **Teachers collective practice:** Whole school decisions (Grid, Widgit/Widgets, Lámh Combined) demonstrate a move towards coherent, consistent practice

**Leadership and Management**

- **Leading learning and teaching:** Leadership has prioritised communication as the foundation for access to learning and wellbeing
- **Managing the organisation:** Systems were put in place to support device access (32 iPads, accounts, routines)
- **Leading school development:** SSE, surveys, consultation, and audit tools reflect a structured improvement process in a newly established setting

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# Conclusion

The SSE process confirms that the LSST school community, under the leadership of the School Management Team, has invested significant time, expertise and reflection in establishing a coherent and responsive approach to L&C. Within a short period, and despite limited access to SLT, the school has achieved substantial progress in developing a strong foundation for learning, wellbeing, and inclusion.

Key achievements include:

- Prioritising Total Communication as a whole school approach, ensuring that all students have access to multiple, complementary modes of communication
- Building staff capacity through targeted training and coaching, enabling consistent modelling, prompting and facilitation of communication across settings
- Implementing a whole school AAC system, with Grid installed and personalised accounts providing increased, functional access for all students
- Establishing a consistent and motivating Lámh culture, incorporating structured teaching, visual resources and engagement initiatives to support expressive and receptive signing skills
- Beginning a structured early literacy pathway, supported by selected programmes and resources, designed to complement communication development and provide predictable, scaffolded reading experiences

The SSE process also identified clear next steps for LSST, including the need for greater consistency of visual supports, broader embedding of AAC across all contexts, strengthened home school partnerships, and the standardisation of communication goal setting and progress monitoring. Addressing these priorities will ensure that the school continues to consolidate its communication culture, support generalisation beyond classrooms, and measure meaningful student progress effectively.

# Summary of Main Strengths

(as identified in SSE commenced September 2025)

**Language & Communication**

- **Whole school priority:** L&C has been established as a core focus, reflecting the diverse needs of the cohort and the limited access to SLT and therapy services.
- **Collaborative practice:** The school worked closely with CDNT SLT (Beth Milofsky) and school leadership (Sarah Ryan) to identify the most appropriate whole school AAC system and communication strategies.
- **Staff training:** Professional learning including Lámh instruction was delivered by CDNT SLT to build staff confidence and competence in supporting all learners.
- **Unified visuals identified:** Surveys with staff highlighted the need for consistent visual supports across the school using Widgit prioritising predictability, independence and reduced anxiety for students.
- **Whole School AAC implementation:** Grid was selected as the school wide AAC system and installed on 32 iPads. David Sheey created and personalised accounts for each student, enabling individualised access and functional use. Ongoing coaching and support were provided to teachers and SNAs through CDNT SLT input and Smartbox online training.
- **Early literacy pathway:** Multiple reading schemes (Edmark, See and Learn, Oxford Reading Tree, Over the Moon) were trialled to identify the best fit. See and Learn was selected for younger or emerging learners, with links to Lámh to reinforce communication development.
- **Whole School Lámh culture:** Consistency and motivation were promoted through structured initiatives including Lámh Combined (4 new signs per week), the Lámh Trophy, and the launch of Lámh posters and "Lámh for School Life" resources, embedding sign supported communication throughout the school day.

**Summary of main areas requiring improvement (as identified in SSE)**

- **Consistency of visual supports:** Visuals across classrooms and shared spaces require greater standardisation in terms of format, placement, and expected use to enhance predictability, comprehension, and independence for students.
- **Staff confidence and consistency in aided language input:** Variable staff expertise in modelling communication, using prompting hierarchies, and generalising AAC beyond the classroom highlights a need for ongoing professional support and coaching.
- **AAC (Grid) embedding across contexts:** While Grid is established in classrooms, its use remains inconsistent in yard time, transitions, PE, lunch, sensory spaces, and community settings. Full embedding across all school environments is required.

- **Communication goal setting and progress monitoring:** School wide systems for establishing measurable communication goals and tracking student progress are still developing and need to be standardised.
- **Consistency of early literacy routines and pathways:** Literacy programmes and structured reading opportunities need to be implemented more consistently across classes to support progression and link with communication development.
- **Home - school consistency:** Collaboration with families to align approaches for visuals, Lámh and AAC remains an area for development, supporting continuity, reinforcement and generalisation of communication skills beyond school.

**Improvement targets – L&C**

1. **Implement a consistent whole school Total Communication Approach**: Ensure visuals, AAC and Lámh are embedded across all classrooms and shared spaces, creating predictable, accessible and inclusive communication opportunities for every student.

2. **Standardise Widgit Visuals**: Develop a uniform system of visual supports across the school, including format, placement, and usage expectations, to enhance comprehension, independence and engagement.

3. **Embed Grid AAC as a daily communication tool**: Encourage consistent staff modelling and planned communication opportunities throughout the school day, across classrooms, shared spaces and routines.

4. **Increase staff consistency and confidence**: Provide ongoing training and coaching to strengthen staff skills in using Grid, aided language input, prompting and modelling strategies and Lámh within key routines.

5. **Implement a consistent early literacy pathway**: Deliver a structured programme (e.g., See and Learn or an age-appropriate reading scheme) aligned with student developmental level and communication skills, ensuring consistent delivery across classes.

6. **Establish baseline and review timeline for progress monitoring**: Introduce simple, consistent measures to track communication and literacy development, enabling clear evaluation of student progress and informing teaching.

## Required actions / Persons responsible / Timeframe / Success criteria / Review dates

| Required actions | Persons responsible | Timeframe for action | Success criteria / measurable outcomes | Review dates |
|---|---|---|---|---|
| 1. Language & Communication and agree Whole-School Total Communication AAC | DP Sarah Ryan and Beth Milofsky (SLT input as available) | Dec 2024–Jan 2025 | brief whole-school | Jan 2025 / Jun 2026 |
| 2. Create standardised Widgets templates (schedules, first/then, choice, help/break/finished/wait, transitions) and rollout across all rooms/shared spaces. | class teachers; SNAs | Jan–Feb 2025 | Ensure consistent visuals in all classrooms + key shared areas; staff report improved consistency. | Jan 2025 / Jun 2026 |
| 3. Ensure daily access to 32 personalised Grid iPads (charging/storage routines; use across contexts). | David Sheey (IT); class teachers; SNAs | Dec 2024–ongoing | All students can access iPad daily; device routines established; fewer access issues logged. | Jan 2025 / Jun 2026 |
| 4. Implement Grid coaching: modelling (aided language input), creating communication opportunities, consistent prompting hierarchy, generalisation beyond classroom. | Beth Milofsky; class teachers | Jan–May 2024 | Observations show increased staff modelling; more student AAC opportunities across day; teacher confidence improves (survey). | Jan 2025 / Jun 2026 |
| 5. implement Early Literacy Pathway: See and Learn for emerging readers | Daniel Freemann and class teachers | Feb–May 2025 | Literacy routines evident in planning; simple tracking completed; student engagement/progress evident. | Jun 2025 |
| 6. Continue and embed Lámh Combined (4 signs/week) + Lámh Trophy; display “Lámh for School Life” in each room. | LCT; all staff | Dec 2024–ongoing | Regular weekly signs taught and used; visible Lámh displays; consistent signs used in routines. | Jan 2025 / Jun 2026 |
| 7. Strengthen home–school consistency: send home key visuals/Lámh focus; | DP; HSCL/parent link (if applicable); | Feb–Jun 2025 | Parents receive simple supports; parent feedback indicates improved understanding/consistency. | Jun 2025 |

| Required actions | Persons responsible | Timeframe for action | Success criteria / measurable outcomes | Review dates |
|---|---|---|---|---|
| short parent info supports where feasible. | class teachers | | | |
| 8. Develop student Communication Passports (preferred communication, regulation supports, motivators, AAC access, key visuals/Lámh). | Class teachers (lead per student); SNAs | Jan–Mar 2026 | Passports completed for all 32 students; used to support consistency across staff/settings. | Jun 2026 |