

AAC at the Milestone School

The Milestone school recognises that pupils, regardless of developmental stage, should be regulated and build relationships before any meaningful learning can take place. We also recognise the need to generalise acquired skills across all areas of life. Transferring skills beyond the classroom is a key goal.

Pupils who use Augmentative and Alternative Communication may be assessed using the AAC Pathway

Intent

Communication is a **fundamental skill** and every pupil has the **right** to develop their communication.

Through the AAC Pathway, Milestone wants pupils to become:

- Confident AAC users
- As proficient as possible in their use of AAC
- As independent as possible using their AAC

Implementation

- Staff to model effective use of AAC
- Staff to model and offer a range of AAC to pupils
- Pupils to explore use of AACs in a range of situations: 1:1 work, small group work, whole class work
- Opportunities to explore use of AAC across all subjects and areas of the curriculum
- New skills to be generalised beyond the classroom
- Communication interventions to be offered as appropriate
- Differentiation of outcomes, expectations, support and resources
- Assessment of progress to be tracked against the AAC pathway

Impact

The impact of the teaching of AAC usage at the Milestone School can be seen through ongoing assessment and discussion throughout the year. This includes but is not limited to:

- Updating SOLAR (our assessment tool)
- Pupil progress meetings
- EHCP reviews
- Internal/external moderation
- End of year reports
- Anecdotal evidence
- Engagement model