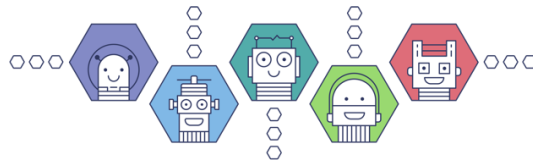




VALLEY INVICTA  
PRIMARY SCHOOL AT  
HOLBOROUGH LAKES



### **Evidence item: WORKFORCE IMPACT (Specialist)**

All school staff (teachers and TAs) have received CPD around SLCN and AAC this year. SRP training has focused particularly on the use of specialist interventions to build joint attention (Intensive Interaction and Attention Autism) and communication (the use of AAC).

As a result of this training and modelling, SRP staff have been able to embed a consistent approach to the use of AAC across a range of formats (PECS, communication books, communication boards and dynamic screens).

Staff feedback shows that staff have understood the purpose of AAC and that they have implemented their learning in their practice:

“There is a better understanding between adult and child. The needs of the child are met as all adults are able to understand what the child is asking for. SRP Staff are aware of what children have an AAC. Also, SRP staff know what stage a child is at, i.e. requesting single objects or choosing "I want etc." – SRP TA

“Our training as SRP staff has shown us that when used consistently and repetitively, AAC tools can help a child that has verbal communication issues to communicate effectively. AAC tools used correctly can also develop the child’s communication from basic wants to being able to comment on the world around them. With the use of communication boards and books for example children can start with simply exchanging a picture/ symbol card for an item or to convey a need like a drink. Training has shown that through the adult working with the child they can begin to form sentences and then progress to being able to express their likes and dislikes and make comment. The AAC tools allow this fluid communication to occur.” - SRP HLTA