



# LOCHNORRIS SUPPORTED LEARNING CENTRE

COMMUNICATION FRIENDLY SCHOOL ACCREDITATION

## WHY DID WE DECIDE TO START OUR COMMUNICATION FRIENDLY JOURNEY?

- Our children's needs
- More complex needs
- Higher levels of autism
- To support our learners and their families





## OUR JOURNEY

The Environment

I can use bricks  
tell sentence  
little tricky

Science Experiment: Ice

1. I am learning to take part in science experiments.

2. I can predict what will happen.

3. I can record what has happened and compare my feelings.

I predict that when I hold the ice it will stay the same.

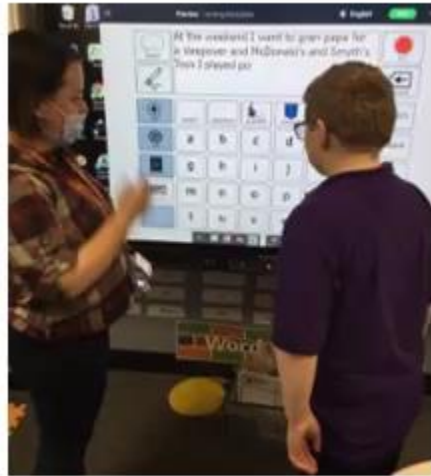
I predict that when I hold the ice it will melt and turn to water.

When I held the ice cube it stayed  ice  turned to water.

Name: LEWIS Date: 11.1.22

This is Hairy Maclary.  
He is a dog. He is  
black and white. He  
has a waggly tail. He  
is friendly.

My penguin  
Santa's list  
Hairy Maclary  
Name: Lewis



## OUR JOURNEY

Learning and Teaching



Title: ASN Adult Interactions  
Date of Reflection / PL Activity: 19/01/2022  
Link to Areas for Development: Communication Friendly  
Key Activity: Course/event/conference  
Related to: Establishment Plan

Description of your Professional Learning:

The style in which adults speak, and what they say, can significantly influence the learning environment and its accessibility and inclusiveness. Adults can enhance the learning environment, and support language and communication development by adapting the ways in which they interact with children and young people. A supportive environment and the right kind of positive care-giver responses are the two most important factors for children and young people developing speech, language and communication abilities.

Comments and Connections:


Reflection on Impact:

- \* Ensure 'face to face' when engaging in conversations with children.
- \* Visuals in and around classroom through Boardmaker. These can be used during the running day, at times of transition etc.
- \* Allow process time when issuing directions / asking questions.
- \* Use a variety of vocabulary - ask a question in different ways, short instructions, ask questions to encourage child participation.

[Need help?](#)






























## OUR JOURNEY

Staff Training



## HIGHLIGHTS



Transport Communication			Transport Home		Transport School	
I am happy 	I am sad 	I am worried 	 bye school		 bye home	
It is too loud 	I need toilet 	I am thirsty 	 sit on my seat		 sit on my seat	
I am too cold 	I am too hot 	I don't feel well 	 put on my seat belt		 put on my seat belt	
			 sit quietly with my seatbelt on		 sit quietly with my seatbelt on	
			 wait for the taxi to stop and an adult to tell me it is safe		 wait for the taxi to stop and an adult to tell me it is safe	
			 take seatbelt off		 take seatbelt off	
			 remember my jacket and bag		 remember my jacket and bag	
			 go home		 go to my class	

## COMMUNICATION VISUALS FOR THE TAXIS

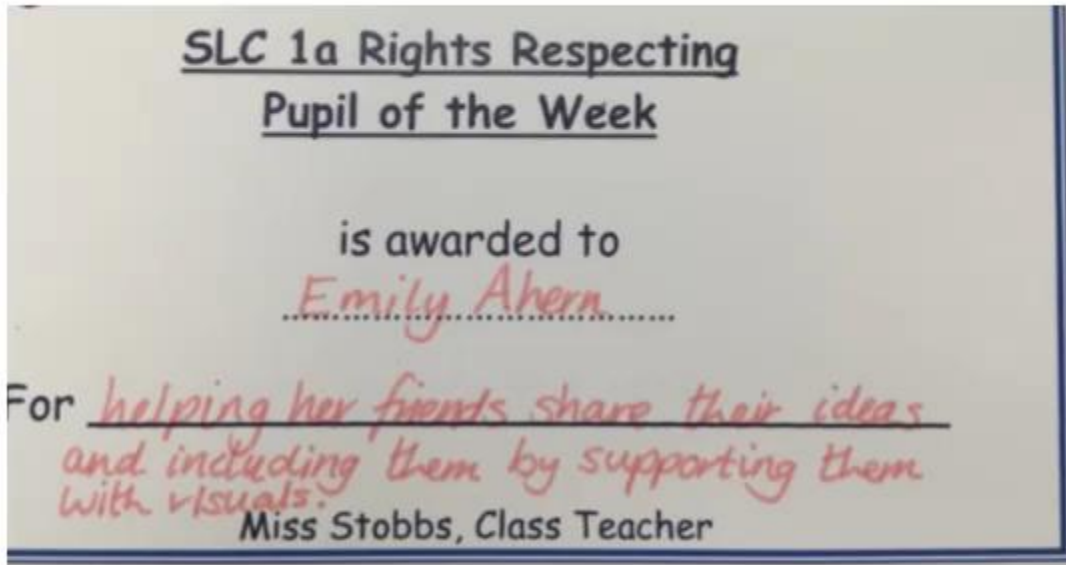
All taxis have visuals that our children are familiar with in the taxi to support communication specific for the taxi environment.





## COMMUNICATION STATION

All classes have a Communication Station that can be used anywhere in the school, outside or at the gym hall. At present it has general communication and games to choose from as we have been using this mainly outside at play time and at the gym hall.



## CHANGE IN ALL OUR LEARNERS

Learners are now much more inclusive of each others needs and much more inclusive of our non-verbal learners,





## SCOTS POEM WINNERS

A good majority of our learners this year were Makaton users and were clear winners by their excellent communication and learning of the poems or songs.



## SUCCESS WALKS

Learners enjoy our success walks on a Friday. It is a great way to share our Communication Champion and our Rights Respecting Award winners each week.





## RESTORATIVE VISUALS

Each class has a set of restorative visuals for assisting in conversations about feelings and strategies to support these feelings in the future.

## February 2022

Su SUNDAY	Mo MONDAY	Tu TUESDAY	We WEDNESDAY	Th THURSDAY	Fri FRIDAY	Sa SATURDAY
	Languages Week	Chinese New Year		Time to Talk Day		
6		Safer Internet Day	Valentine's Day craft	Last day of school before Feb Holiday close at 2:00pm	School Holiday	12
13	School Holiday	School Holiday	Parent Group Meeting 7-8pm			19
20						26
27		Rights of the Month	Article 12: Right to express their views, feelings and wishes in all matters affecting them.	Article 13: Child has the right to express their thoughts and opinions and have access to all kinds of reliable information from a variety of sources.	Article 15: Child has the right to privacy.	

## March 2022

Su SUNDAY	Mo MONDAY	Tu TUESDAY	We WEDNESDAY	Th THURSDAY	Fri FRIDAY	Sa SATURDAY
Mother's Day	Article 18: Right to freedom of thought, conscience and religion. This right includes the freedom to have or to adopt a religion or belief of one's choice.	Pi Day		BOOK DAY		
				WESAK DAY		
13	14	15	16	17	RED NOSE DAY	International Feed To Me Day
20	World Poetry Day	22	23	24	25	26
27	Earth Hour	29	30	31		

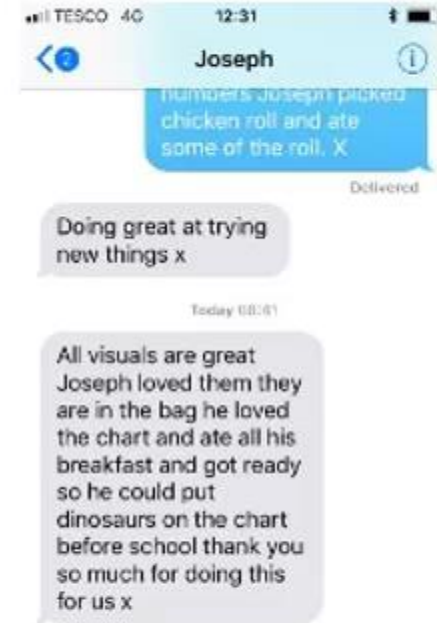
## BOARDMAKER CALENDAR

Each month we use Boardmaker to create a Boardmaker calendar to share important dates with learner, parents and staff. The calendars are in all classes, sent home and are available on the school blog and app.



## STAFF SUCCESS SLIPS

We have staff success slips and they are awarded privately for observed successes in areas of communication and interactions with children. It has been a great way to boost our team and just highlight the amazing job they are doing so often that they don't always notice it.



## SUPPORTING HOME

Since the beginning of our journey we have supported a number of our learners at home by providing visuals and routines for the home environment by working with their parents.





## INTERACTIVE WALL DISPLAYS

Our thumbs up for each child and staff member has been a success. It is so nice to see the children engaging more with their environment and showing work/ activities they are proud of or like. Using the Praise Point has also been great as learners are now looking around each day to see who has it and celebrating their achievement.

# GREATEST ACHIEVEMENTS

- Staff QR Code Training
- Big Talk
- Embracing Visuals
- Makaton Sign of the Week
- Total Communication Approach and celebrating all communication
- Updating paperwork having communication at the forefront of thinking- ABC paperwork and Pace and Challenge paperwork .
- Most importantly the change in our learners and them all having a voice!



## STILL TO COMPLETE THIS SESSION

- Work on creating a pupil passports to share with staff and other professionals using visuals, so all learners can also engage with this passport.
- Create Zones of Regulation interactive whiteboard resource with photos and sound for classroom or breakout spaces that do not have wall display space for learners to engage with.
- Create sensory terrace for breakout quiet space for learners- use visuals to support all learners being involved in the planning and creating of this safe space.
- Makaton training level 1 for all staff hopefully beginning April- 3 sessions for 2 hours.
- Organise Makaton taster session for parents- Parent Council Chair already taken note of interest for training.
- New members of staff to complete Teacher Talks training.
- Continue to select an area of adult interactions to work on weekly for all members of the staff in the room to be more mindful and reflective.
- Highlight in timetables where teachers are giving communication time and time to discuss Big Talk homework.

## STILL TO COMPLETE THIS SESSION

- All classes to complete Pace and Challenge paperwork with the management team. Paperwork has a new focus on communication including communication styles, communication stage, zones of regulation and level of regulation support.
- Communication Champion to complete AAC online modules.
- Create a bank of social stories using SWAYs.
- Create communication book template and examples for use in classes.
- OT and Speech Therapist to speak at Parent Council meeting and have a drop in session for parents.
- Explore use of objects of reference for new starts in August.
- Speak to Head of Campus about large communication signage around the campus.

## SLC BIG PLANS FOR THE FUTURE

- Support SLC academy on their Communication Friendly Journey
- Work with Lochnorris Primary on their Communication Journey for symbols etc. for shared areas
- Work with others to achieve a Communication Friendly Campus
- Share good practice with others
- Community work