







Storyboard at a Glance...



- Families
- Environment
- Workforce
- Identification
- Intervention
- Universal
- Targeted

Communication Friendly Environment Tool and Training

An Early Language and Communication Improvement Story Board from Orkney

 The issue	 The team	 Our idea
<p>Many requests for advice made to the specialist teacher, and referrals made to Speech and Language, all seeking targeted or specialist interventions for individual pupils. We identified that universal strategies for a high-quality communication environment would be beneficial for individuals and would remove some of the barriers referred to in the original referrals.</p>	<p>Jean Kocemba, Communication and Language specialist teacher. Nicola Kilpatrick, Speech and Language Therapist (SLT). Also assisted by Ibolya Sandor, Visual Impairment teacher and Carole Atkins, SLT. All overseen by Elizabeth Morris, paediatric lead SLT.</p>	<p>To create a programme of training for schools and Early Years settings, sharing the rationale for communication friendly settings and giving practical tools to level up the communication environment.</p>
 Tools & resources we used.	 What we did	 The impact
<p>After looking at lots of communication environment audits, and reviewing their pros and cons, we eventually settled on using the one published by the Communication Trust in 2012. We kept the headings of Environment, Opportunities and Interactions and added in some other ideas around use of AAC, the hearing environment and explicit information on visual supports. Jean created a PowerPoint to help settings “tune in” to SLCN. The three stages were therefore “Tuning In, Checking Out (the audit phase) and Levelling Up – putting in places tools, supports and strategies to upgrade the communication environment.</p>	<p>The detailed programme we’d written was time consuming and settings couldn’t fit it into their planning. Instead, I have been piloting the project by working on a bespoke basis with EY settings. I have delivered discrete workshops on visual supports, communication passports, group work for children with complex ASN, planning for children with SLCN, always referring to our original source materials. In one nursery, I have been able to observe the children within the context of Environment, opportunities and Interactions, and make suggestions to improve practice. This has culminated in them creating a display board showcasing their commitment to Communication Friendly practice. This is attached. In an ideal world, the steps to excellence would be a six-step approach, also attached.</p>	<p>Staff in the pilot are more confident in their own practice and have the language to talk about what they are doing and why. Mission Statements for Communication Friendly Settings are displayed at the front of the nursery in symbolised text, so that a wide range of readers can see the practical tools in use and the ethos underpinning them.</p>

Early Language and Communication Project

 Our learning & next steps	Work with nurseries where they are at, don't assume a level of competence, listen and advise without preaching. Keep tools practical and link them into the quality indicators from Care Inspectorate and HMIE. Begin by asking nurseries to create their display board/mission statement and then add to it as I go along, as understanding and tools are developed.
 Find out more	<i>Jean Kocemba, Orkney Islands Council, jean.kocemba@orkney.gov.uk 01856 873535 ex 2463</i>