

## RICE: Renfrewshire's Inclusive Communication Environments

An Early Language and Communication Improvement Story Board from Renfrewshire

 <b>The issue</b>	 <b>The team</b>	 <b>Our idea</b>
<ul style="list-style-type: none"> <li>• Need to support the rising numbers of children and young people in mainstream establishments with SLCN and Autism</li> <li>• Statistics around early language and poverty, and the cross-over with additional support needs</li> <li>• How best to use outreach support teams to support these needs?</li> <li>• How SLT could increase universal supports in education?</li> <li>• A quality in referrals so that children being referred to SLT were appropriate in need/timing?</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Psychology</li> <li>• Speech and Language Therapy</li> <li>• Education Outreach Teams</li> <li>• Education Inclusion Officers</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt Glasgow's Language and Communication Friendly Environment framework to suit Renfrewshire's context.</li> <li>• Multi-agency collaborative development and delivery of the framework (Ed Psych, SLT, Education Outreach)</li> <li>• Training and coaching embedded in delivery approach.</li> </ul>
 <b>Tools &amp; resources we used</b>	 <b>What we did</b>	 <b>The impact</b>
<ul style="list-style-type: none"> <li>• We developed Renfrewshire's Inclusive Communication Environments (RICE) Framework – with 5 key indicators for SLC supportive practice.</li> <li>• We offered RICE Whole Establishment Training using a multi-professional approach.</li> <li>• We offered establishments coaching, mentoring and training from SLT and education outreach whilst they developed practice.</li> <li>• We used implementation and improvement science to monitor change and supported settings to undertake self-evaluation.</li> <li>• We invested in the use of Widgit across the area to develop visually supported environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapted Glasgow LCFE Framework; initially used 5 indicators in Renfrewshire but refined to 3 indicators in 2022:-</li> </ul> <ol style="list-style-type: none"> <li>1. A physical environment that enhances and promotes opportunities for speech, language, and communication for all.</li> <li>2. Adult communication (verbal and non-verbal) that promotes interaction and responds to individual needs.</li> <li>3. The use of supportive learning strategies to develop language and communication skills and promote participation from all learners.</li> </ol>	<ul style="list-style-type: none"> <li>• Spread of approach: to 5 ELCCs, 10 Primary Schools, 1 Secondary School, 1 Specialist Establishment</li> <li>• Accreditation has been achieved by 2 ELCCs, 1 Primary School</li> <li>• Establishments commented on impact relating to: increased use of consistent visual supports across environments supporting children's understanding, more ways for children to communicate non-verbally, more awareness of the need to support SLCN e.g. vocabulary teaching, sensory/experiential learning, children feeling safer in environments, adults reflecting on interactions and relationships that support communication.</li> </ul>

	<ul style="list-style-type: none"> <li>• Started with a number of Pilot establishments: 1 ELCC and 4 Primary Schools (all staff trained in RICE)</li> <li>• Offered coaching visits from SLT and Education staff to support implementation.</li> <li>• Accreditation process initiated once establishment could evidence change and impact.</li> <li>• Support &amp; Development Groups offered for primary teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Local authority is more aware of inclusive communication environments and the importance of adapting these to include all children and young people; these are mentioned outside of RICE-specific work and developments</li> <li>• Increased collaborative working links between Education and SLT; sustainable partnership that covers multiple areas of work in authority.</li> </ul>
 <p><b>Our learning &amp; next steps</b></p>	<p><b>Our Learning</b></p> <ul style="list-style-type: none"> <li>• Adapting framework from 5 to 3 indicators was in response to establishments' finding overlap and difficulties identifying changes and impact across all 5 areas.</li> <li>• Pace of implementation had to slow down due to Covid and competing priorities within local authority and educational psychology service; staffing across teams also impacted this.</li> <li>• Whole establishment developments are more challenging to implement and sustain compared with individual practitioners opting into supports.</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Support &amp; Development Groups model will be spread into Early Years</li> <li>• RICE whole establishment training will become embedded in our Renfrewshire's Nurturing Relationships Approach (RNRA) to support establishments' development of whole-staff training and initiatives.</li> <li>• SLT will continue to provide coaching support for ELCCs who are focusing on key RNRA/RICE overlap principles.</li> <li>• Modules are being developed for early years to support practitioner understanding of language and communication, and other areas of child development.</li> <li>• Renfrewshire Funded Providers also have access to our RNRA approach which will include elements of SLCN.</li> </ul>	
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