This school is developing a Communication Friendly Environment (CFE) where everyone feels safe enough to:
- listen
- understand
- express themselves
Specific Language Disorder Team

Warwickshire Primary Care Trust

Warwickshire County Council
Ways in which a C.F.E. can help everyone to be independent. Information is clearly available about:
- who works in the school,
- where they work and
- how to get there.

A map of the school site is available using consistent colour coding.
The entrance foyer has photographs of staff with

- their names
- their responsibilities
Plastic wallets are used so that photographs can be changed as required.
There are clear directions to specific areas using consistent colour coding.
Photographs are shown of all staff that visitors and pupils might meet.

Mrs Marshall  Miss Bhachu  Miss La Marca  Mrs Wallace
Miss Romero  Mrs Davies  Mrs Wood  Miss Channing
Mrs Pinfold  Mr Chaudhuri  Mrs White  Miss Garrett
Mrs Chan  Mrs Green  Mr Smith  Mrs Winter

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All staff use either real objects, photographs or symbols with text to explain regular routines. This will include
- getting the right equipment for a lesson,
- getting ready for P.E.
Timetables are clearly displayed and referred to. Staff use a visual timetable either with photos or symbols showing the activities for the day. This will reduce anxiety about what is happening and help make everyone feel safe.
A visual timetable showing the structure of a week.
Staff adapt their language
Staff help pupils pay attention to what is said by:

- slowing down their language,
- emphasizing the important words,
- simplifying their language,
- reinforcing important concepts with real objects, photographs or symbols,
- giving the pupils time to think,
- always using the pupil's name.
When speaking, staff may add a simple gesture or sign.
To maintain interest when reading a story, staff show relevant pictures and objects. This gives an opportunity to link something real to the spoken word. It makes the story come to life.
The teacher adapts his/her presentation according to the environment and situation by the appropriate use of:

- eye contact
- facial expressions
- giving pupils time to think
- clear, concise instructions
- stop
- start
- write your name here
- fold your clothes

Active listening skills are taught and reinforced:
- good sitting,
- looking at the person who is speaking,
- thinking about the same thing as the speaker.
Pupils are given the opportunity to demonstrate their knowledge in a variety of ways.
Symbol supported learning materials

Symbols and words together can provide useful 'stepping stones' in supporting learning.

They can help with:
- Learning and curriculum
- Learning to read
- Developing vocabulary
- Independence

Labels in the classroom
Symbols can help pupils visualise the meanings of words.

Symbol supported word books can help pupils in their writing.
Differentiated reading books can enable pupils with literacy difficulties to read for research.

Symbol supported worksheets can enable pupils to work independently.
Classroom displays are supported by symbols and pictures.
There is a good acoustic environment. The teacher's voice can be easily heard.

Materials and resources for tasks are readily available.

There is sufficient space on the table for children to work.
Survey of the Environment

There is good light

The temperature is comfortable.

There is an awareness of visual distractions.
The Symbols Inclusion Project, is a collaboration between Widgit Software and Warwickshire IDS. This project has been developing symbol resources and support strategies. These are available to Warwickshire Schools, along with the software to print them out.

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www.widgit.com/SIP

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