



**This school is developing a  
Communication Friendly Environment (CFE)  
where everyone feels safe enough to:**

- listen**
- understand**
- express themselves**

*Working for  
Warwickshire*



Specific Language Disorder Team



Warwickshire Primary Care Trust

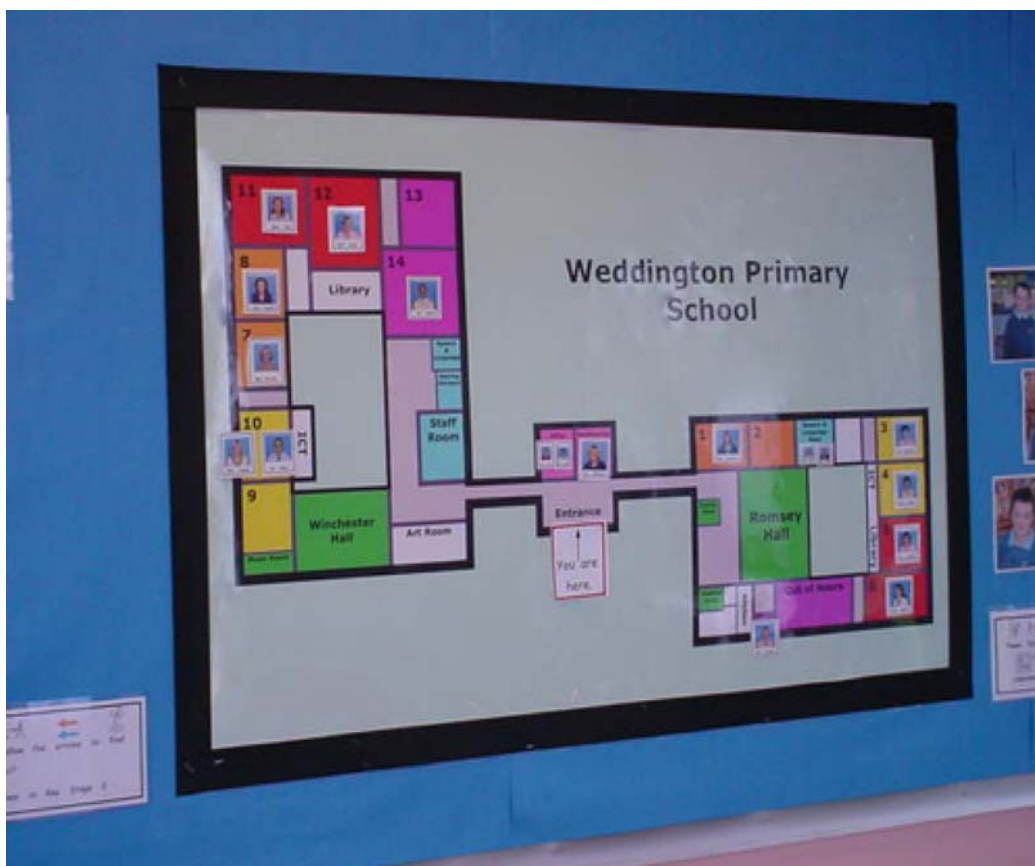


*Working for  
Warwickshire*

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

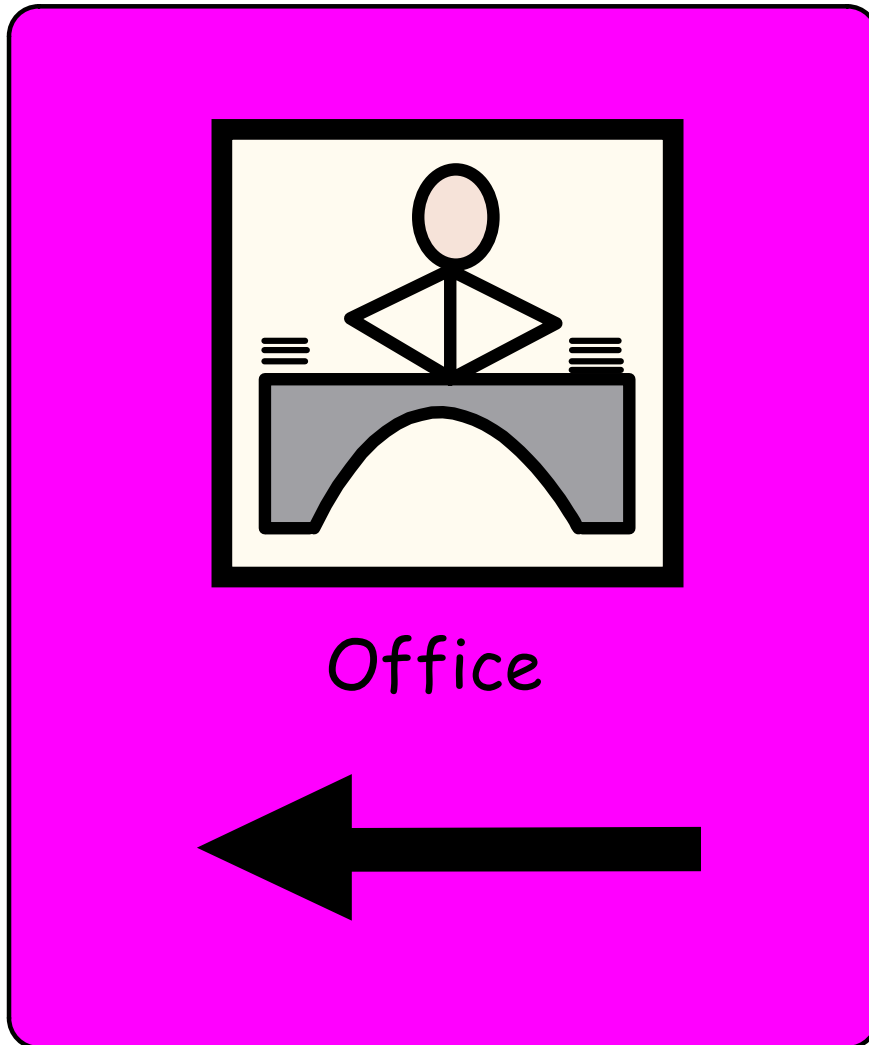
- their names
- their responsibilities



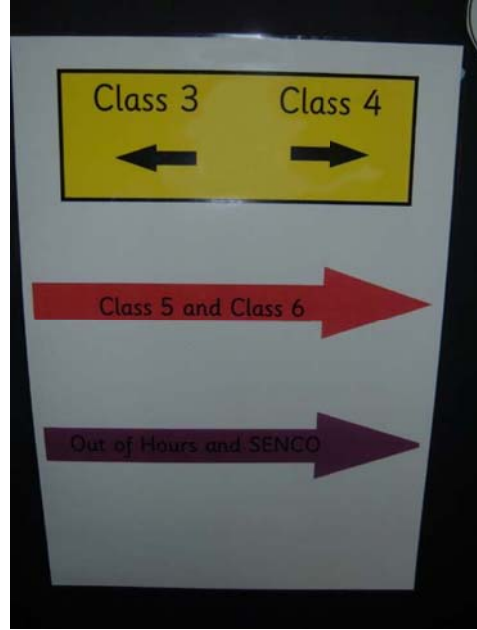
Plastic wallets are used so that photographs can be changed as required.



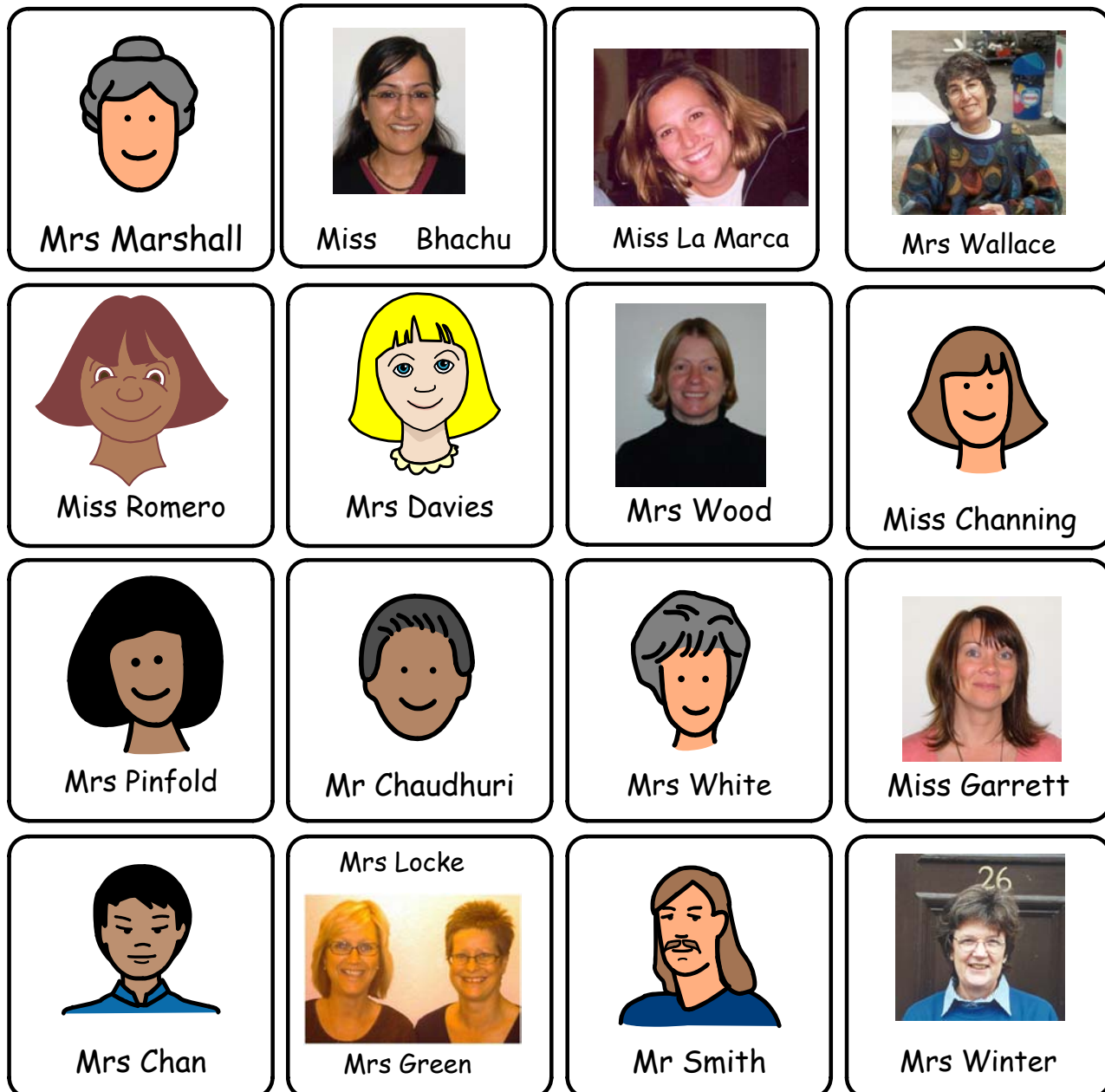
There are clear directions to specific areas using consistent colour coding.







Photographs are shown of all staff that visitors and pupils might meet.



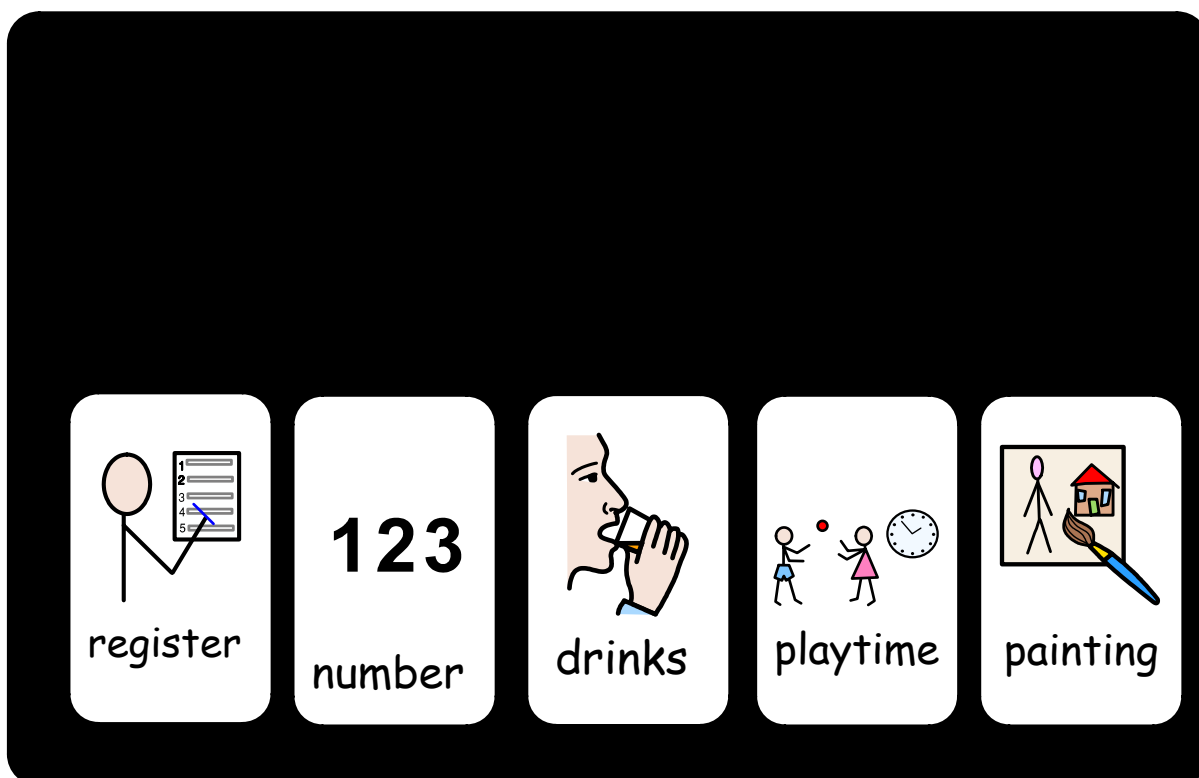


All staff use either real objects, photographs or symbols with text to explain regular routines. This will include





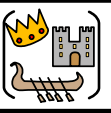
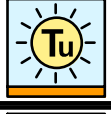




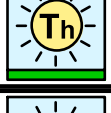

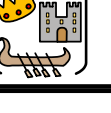

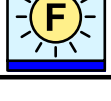

- getting the right equipment for a lesson,
- getting ready for P.E.



















































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.

					
	3+1+2=				
					
					
					

								
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								



## **Staff adapt their language**

Staff help pupils pay attention to what is said by:

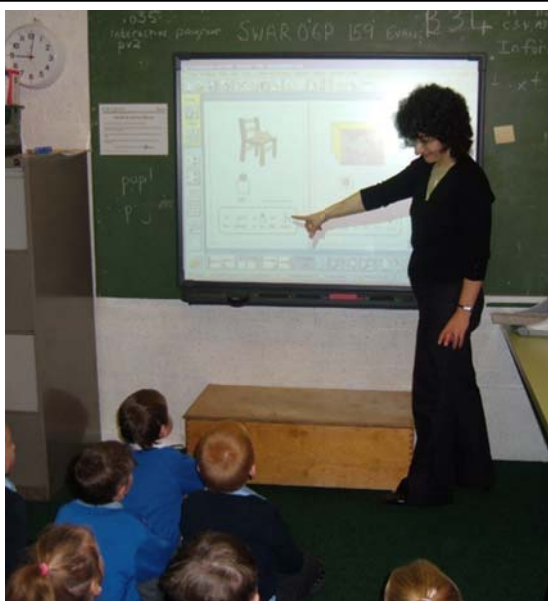
- slowing down their language,
- emphasizing the important words,
- simplifying their language,
- reinforcing important concepts with real objects, photographs or symbols,
- giving the pupils time to think,
- always using the pupil's name.



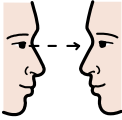


When speaking, staff may add a simple gesture or sign.



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:

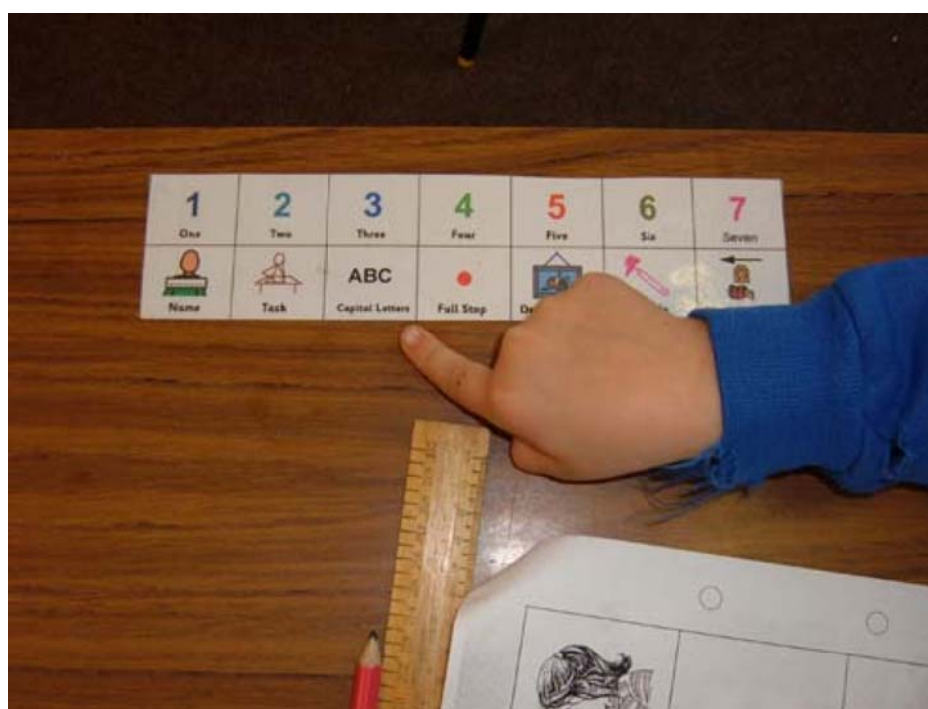
 <p>eye contact</p>	 <p>facial expressions</p>				
 <p>giving pupils time to think</p>	<table border="1"><tr><td>stop</td><td>start</td></tr><tr><td>write your name here</td><td>fold your clothes</td></tr></table> <p>clear, concise instructions</p>	stop	start	write your name here	fold your clothes
stop	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:

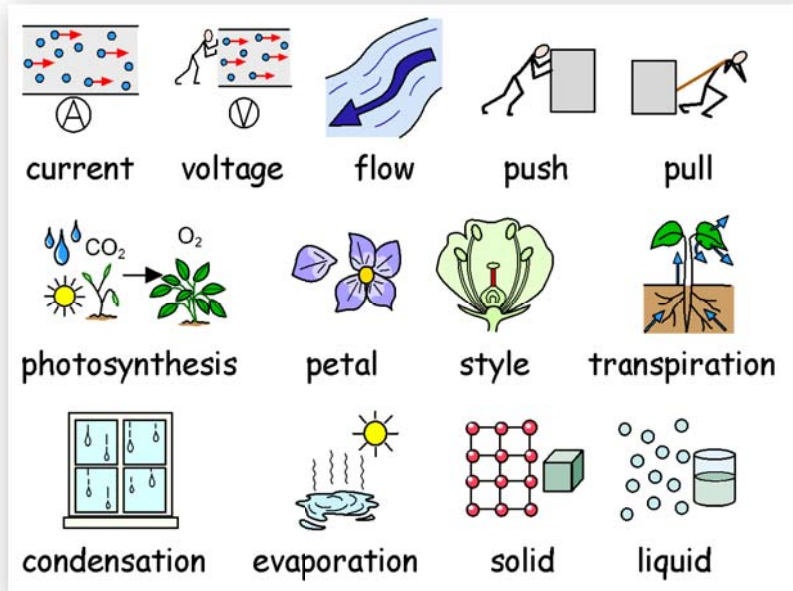
- Learning and curriculum
- Learning to read
- Developing vocabulary
- Independence

## Labels in the classroom

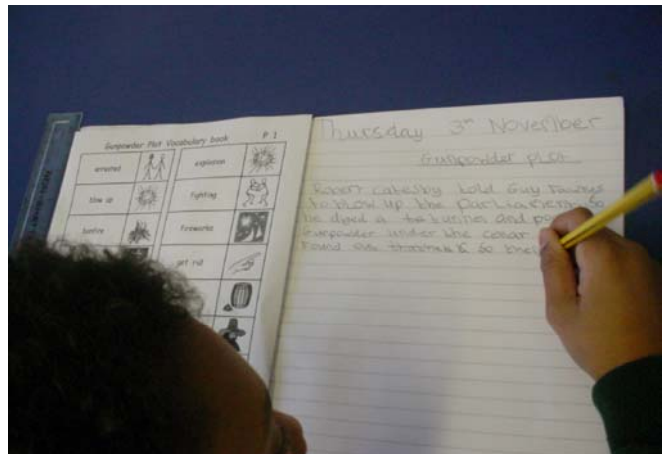




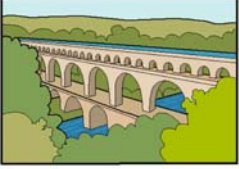
Symbols can help pupils visualise the meanings of words.



Symbol supported word books can help pupils in their writing.



# Differentiated reading books can enable pupils with literacy difficulties to read for research.



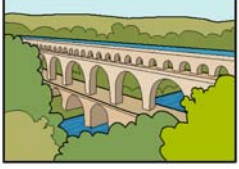
Soldiers were also taught other skills.

They learned to be engineers.

They supervised building the roads.

They built aqueducts and bridges.

7



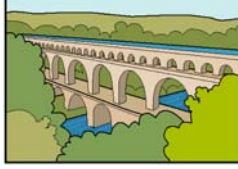
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Soldiers learned to be engineers.

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They built aqueducts and bridges.

7

# Symbol supported worksheets can enable pupils to work independently

Unit 20-13 cut and sequence





Cut and sequence

 table	 wood	 tree
 wool	 sheep	 jumper
 leather	 bag	 cow
 dress	 plant	 cotton

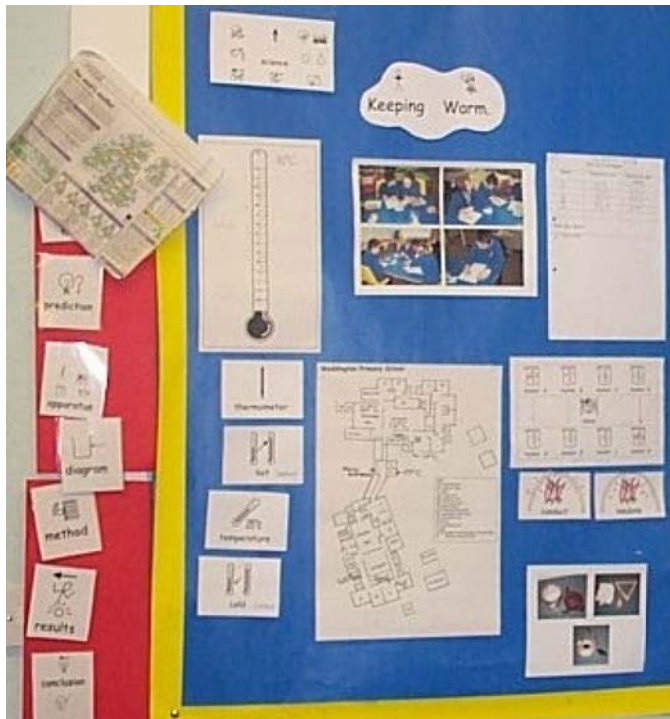
Unit 2E-04 quiz

Forces Quiz

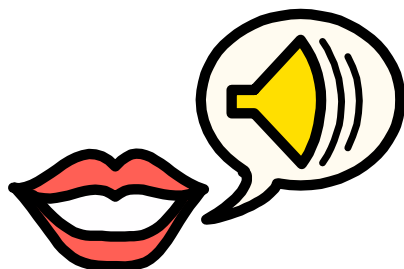
- What are forces measured in? \_\_\_\_\_
- A force that pulls an apple to earth is called? \_\_\_\_\_
- Which force slows down moving objects? \_\_\_\_\_
- Which force would slow down a parachute? \_\_\_\_\_

 Gravity	 Air resistance	 Newtons	 Friction
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Classroom displays are supported by symbols and pictures.



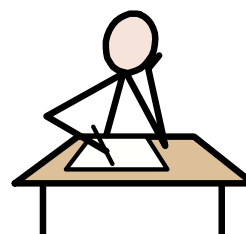
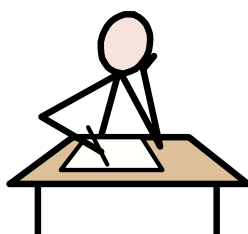
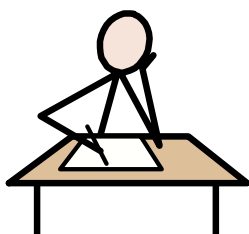
# Survey of the Environment



There is a good acoustic environment.  
The teacher's voice can be easily heard.

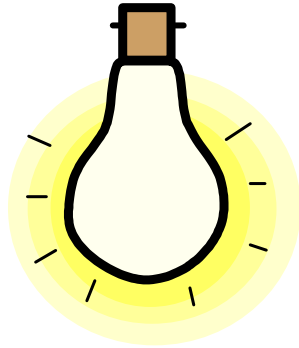


Materials and resources for tasks are readily available.

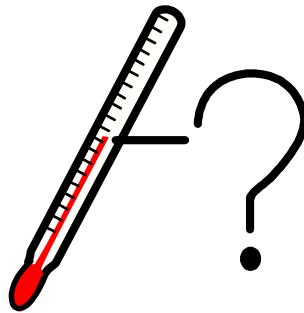


There is sufficient space on the table for  
children to work.

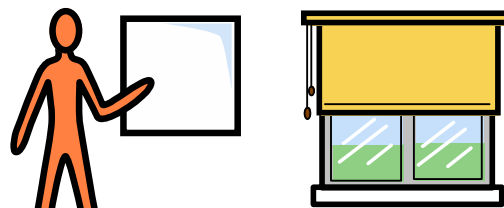
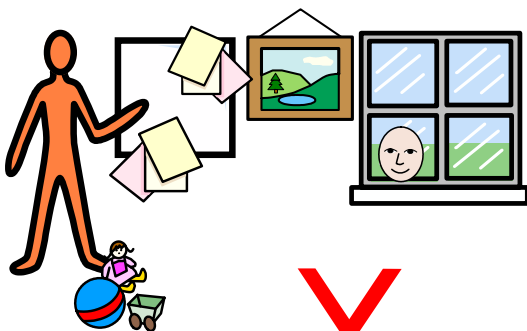
# Survey of the Environment



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.

### Website Details

[www.widgit.com/SIP](http://www.widgit.com/SIP)

#### **Contact details**

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