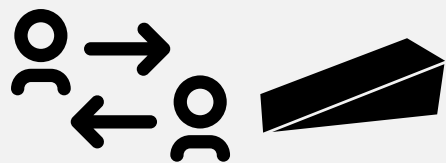
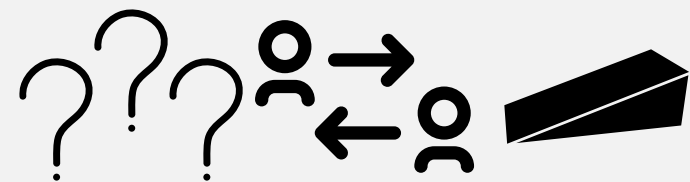


SymbolGo

by Commtap

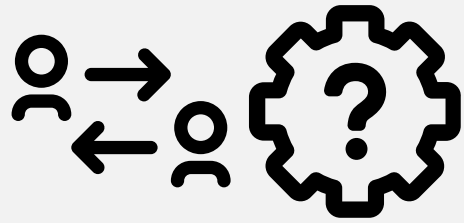


Creating communication access ramps in schools

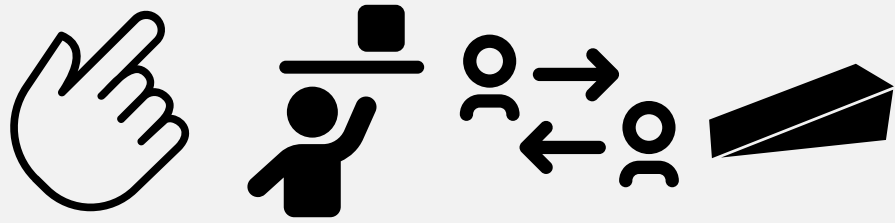


Introduction – why we need “communication” access ramps

Background



- 1 in 5 children with significant communication difficulties in mainstream classes



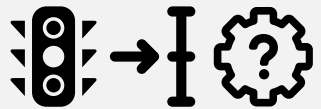
What are the signs that a class could do with having a communication access ramp (or to improve its existing one)?

 Non-verbal sign	 Comprehension checking	 Interactions, comprehension	 Recall of learning	 Interactions, speaking	 Tasks
Disengaged	Rarely/never asks for repetition and evidence student not understanding	Nearly always has difficulties answering questions	Unable to recall key information in current lesson	Uses inconsistent or incomplete responses	Hesitates in starting or completing tasks
Signs of anxiety	Frequently asks for repetition	Frequent misunderstandings (with staff or peers)	Unable to recall key information from previous lessons	Quiet, rarely interacts with teacher or peers	Copies what peers say or do without fully understanding
Signs of frustration		Never volunteers answers to questions		Avoids interaction with peers	Copies peers' work, or often seeks help from peers
Avoids eye contact		Occasional misunderstandings		Reduced participation in class	Often asks for reassurance
No signs of frustration	Occasionally asks for repetition	Able to negotiate with peers	Recalls key information from current lesson	Interacts with peers	Helps peers
Engaged, attentive	Rarely/never asks for repetition and evidence that they are understanding	Always able to answer questions	Recalls key information from previous lessons	Confident in interactions with peers	Can carry out tasks fully independently

What the boxes suggest



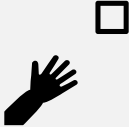
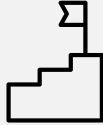
Red boxes: strong indicators of being impacted negatively by language or communication difficulties.



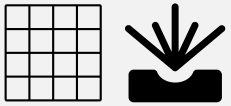
Amber boxes: moderate indicators of negative impacts which may be caused by language or communication difficulties.



Green boxes: language or communication difficulties causing negative impacts unlikely.

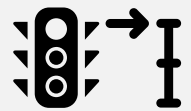
 Demands from students for individual attention	 Lesson flow	 Academic achievement	 Adapting lessons to different learning needs	 Class and behaviour management	 Maintaining engagement
Several students require significant amounts of individualised time	Frequent interruptions to lesson flow	Several students struggling with assessments - one or more of them unexpectedly	Extensive amount of extra time required to adapt lessons	Frequent problems	Several students not engaging with most or all aspects of lessons
A few students require individualised time		Several students struggling with assessments	Significant extra time required to adapt lessons	Some problems	Several students not engaging with some aspects of the lessons
One or two students require individualised time	Occasional interruptions to lesson flow	Some students struggling with assessments	Some extra time required to adapt lessons	Occasional problems	One or two students not engaging with some aspects of the lessons
No or very little additional individualised time required	No or very few interruptions to lesson flow	Most or all students have few or no difficulties with assessments	Little or no extra time required to adapt lessons	No or very few problems	Most or all students engaging with most aspects of the lessons

Impacts on teachers

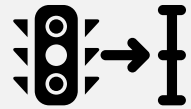


Including children and young people with speech, language, and communication needs in lessons can present challenges.

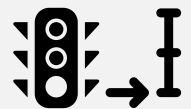
The previous grid lays out some key negative impacts.



Red boxes: high impact.



Amber boxes: medium impact.



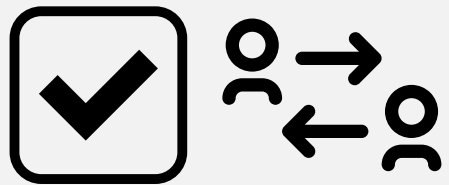
Green boxes: low/no impact.



Think of an individual lesson. Which boxes would you circle? Is it more red, amber, or green? Does it mirror how you feel?

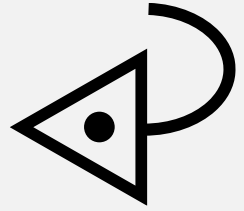


What is a communication access ramp



Good communication practices

- Using clear language
- Shorter sentences
- One instruction at a time
- Slow down
- Support speech with visuals
- Allow processing time
- Waiting for pupils to complete their sentences
- Checking understanding



But ...

What issues might come up with applying these principles?

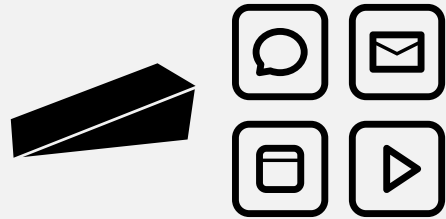


- Your comments

What issues might come up with applying these principles?



- Slower pace may be frustrating for some
- Delivering simpler and then more complex language can be demanding on the teacher: the challenge of delivering one lesson at more than one level at the same time
- What visuals are actually helpful for improving understanding?



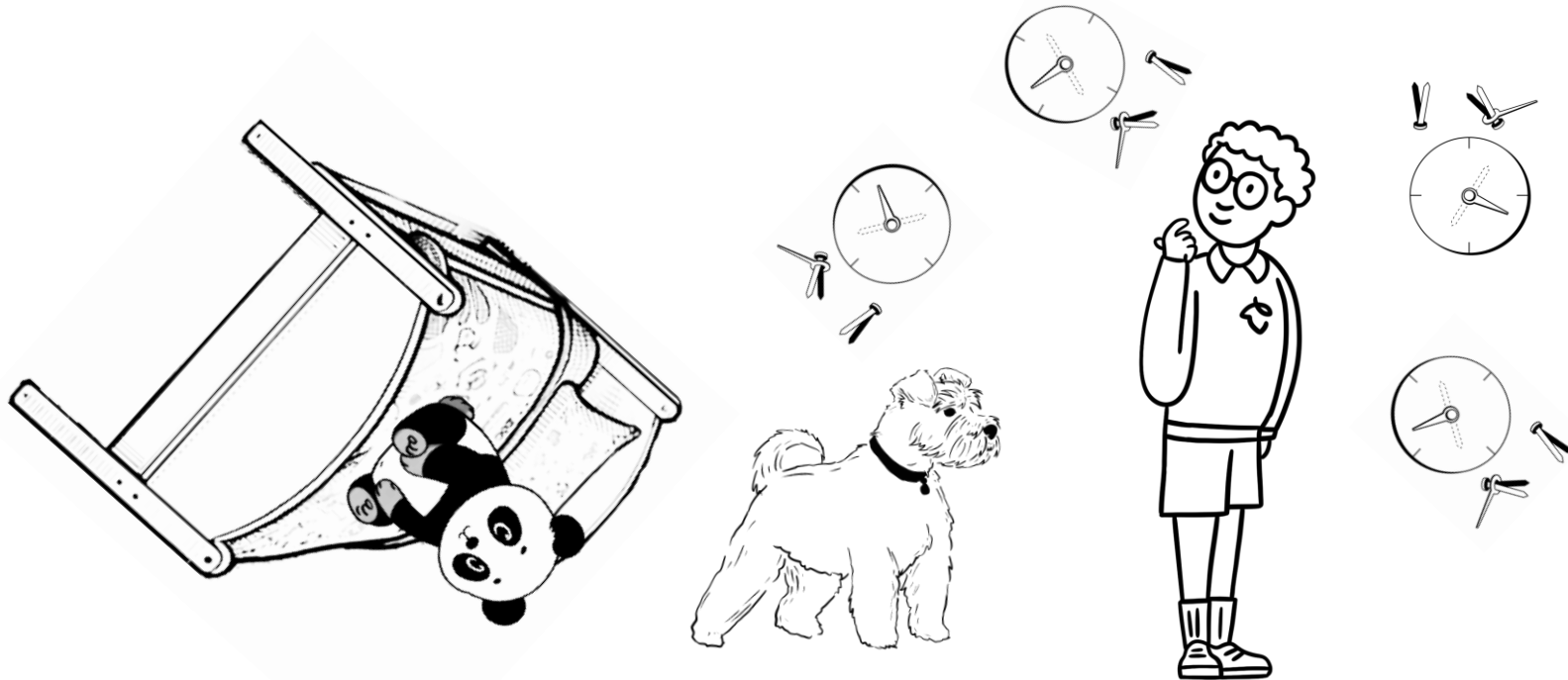
Making an access ramp using symbols

Live demo!!

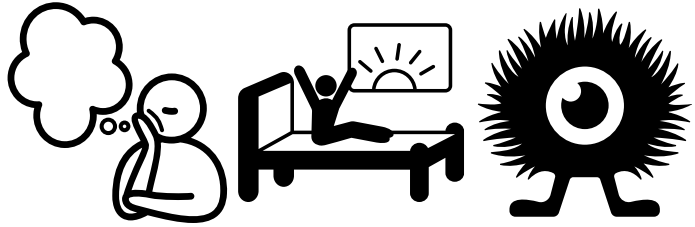
Who were the Surrealists?



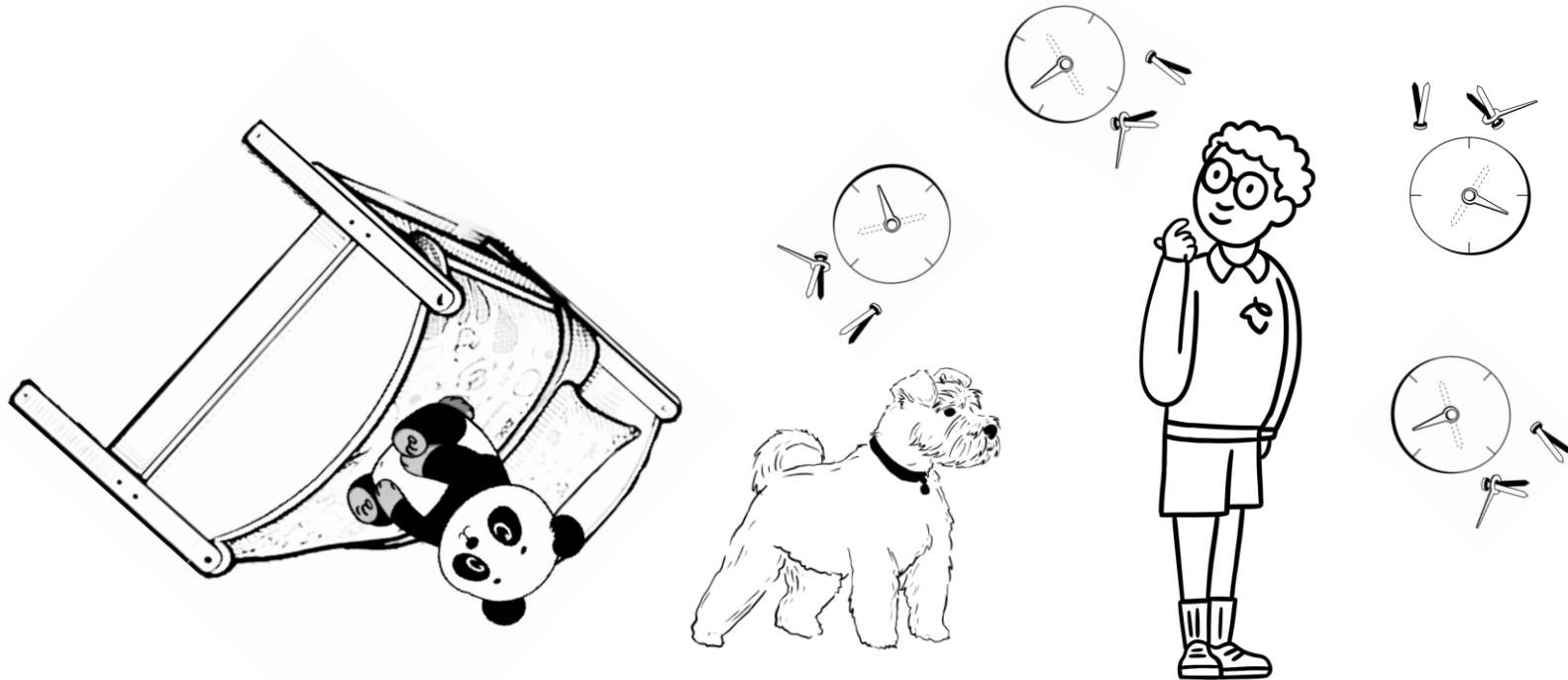
Imagine that you woke up one morning and everything in your house was strange, your bed was floating, your pet could talk, and the sky was made of strange clocks!



Who were the Surrealists?



Imagine that you woke up one morning and everything in your house was strange, your bed was floating, your pet could talk, and the sky was made of strange clocks!





Benefits of using symbols to support lesson content

Benefits for children and young people

Helps children and young people to



Engage actively with lessons.



Better understand language.



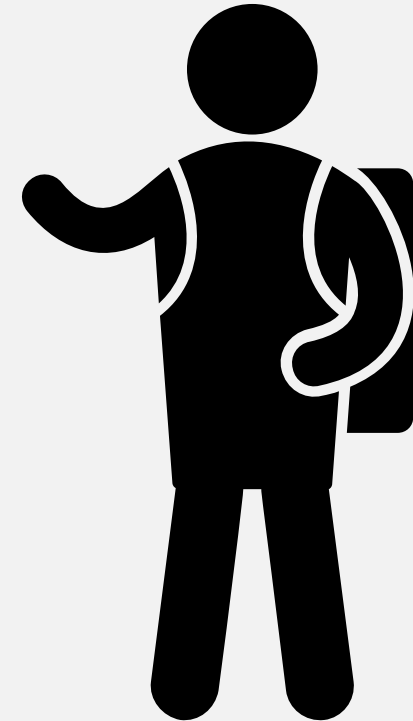
Improve recall of learning.



Speak with confidence.



Develop independence.



Benefits for teachers

Helps teachers to



Maintain lesson flow.



Spend less time on lesson differentiation.



Engage more students.



Reduce time spent managing behaviour.



Improve student learning.



Benefits for schools

Helps schools and colleges to



Reduce reliance on external services, prioritising them for students with the greatest need.



Minimize time students spend out of class for additional support.

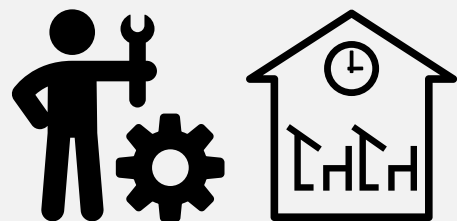


Meet SEND obligations by ensuring access to a broad curriculum (SEND Code of Practice, Equality Act).



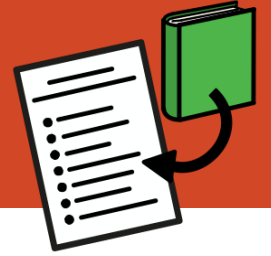
Create a better environment for all.



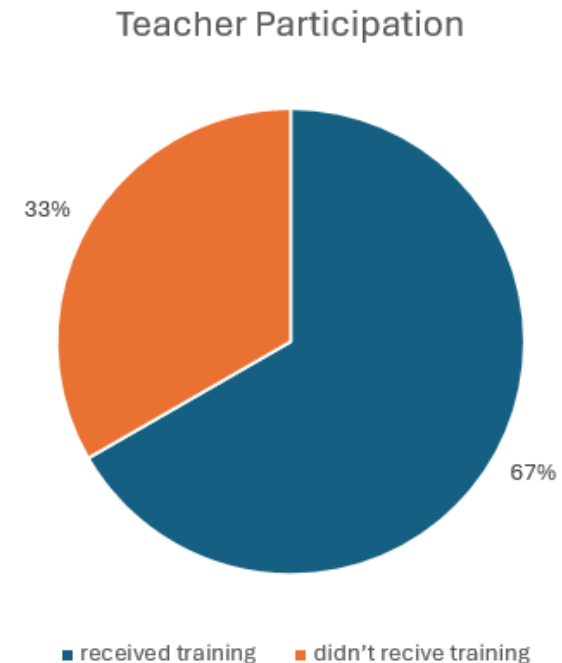


Recent work in schools

Summary

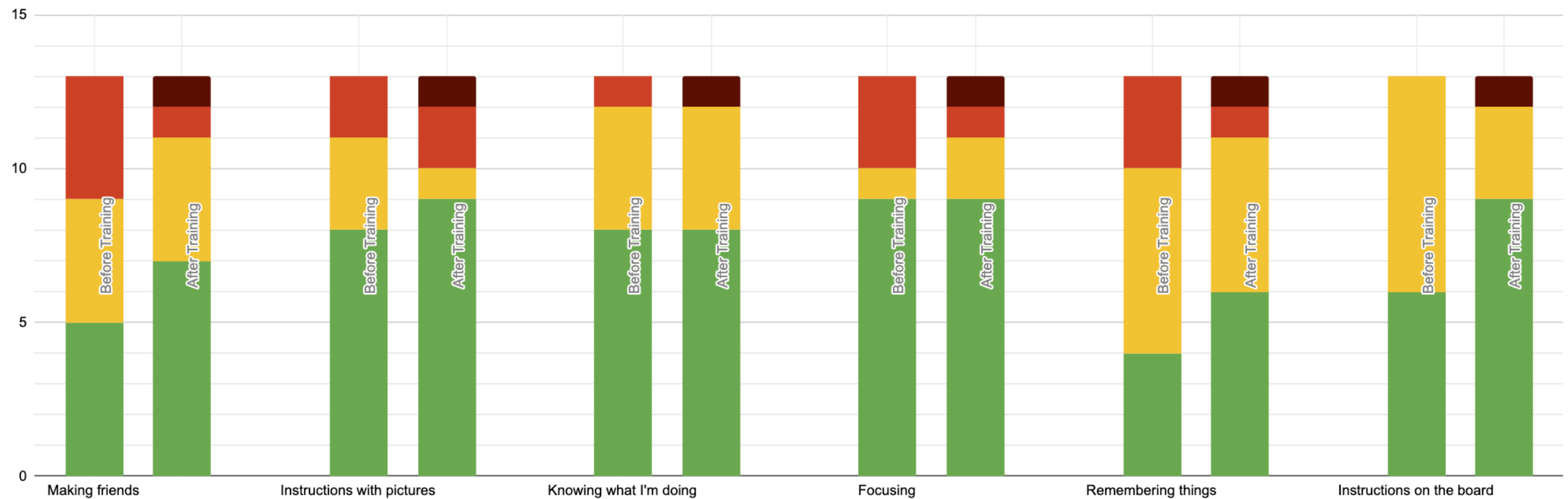


- Ran across six year 3 and 4 classes, 21 pupil's total
- 4/6 of teachers received training
- 4 student SaLTs distributed at 5 pupils each*
- State school, high percentage of EAL
- SENCO change midway through project



Results: Talking Mats

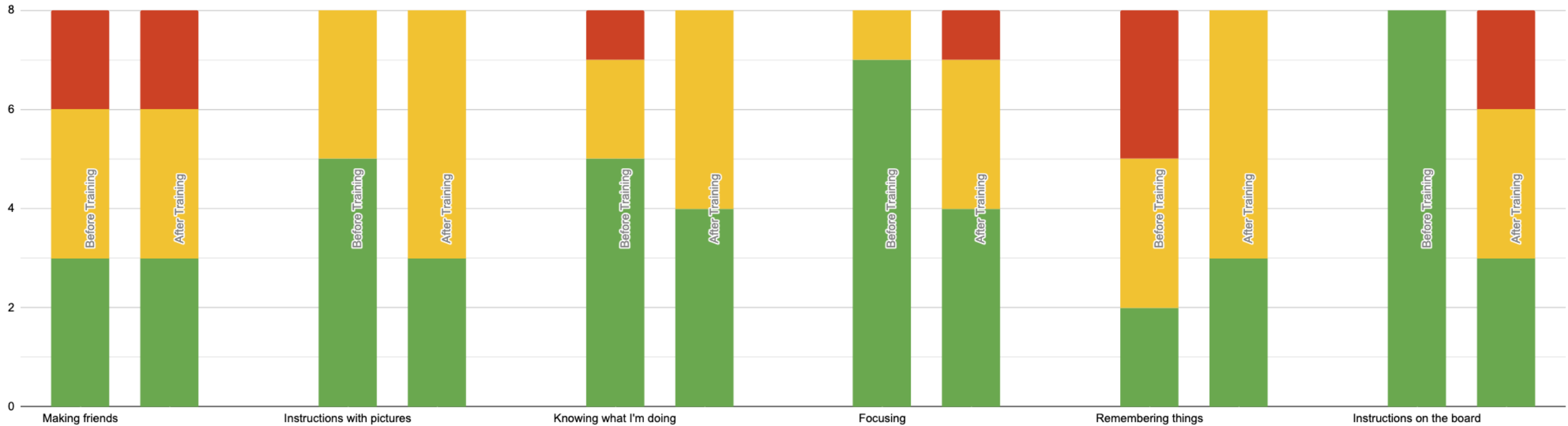
Classes which participated in training



KEY:
Green – easy. Yellow – neither easy nor hard. Red – hard.

Results: Talking Mats

Classes which did not participate in training



KEY:

Green – easy. Yellow – neither easy nor hard. Red – hard.

Find out more



Information about:

- Getting the software
 - Making lessons communication-accessible
 - Training and support for your school or area
 - Register a school's interest for possible repeat Communication Inclusion Project
-
- symbolgo.com
 - neil.thompson@commtap.org