**The ‘Language and Communication Friendly’ Key Indicators Framework;** **Results of the Accreditation**

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| Establishment: | Hospital Education Service (HES) |
| Head of Establishment/Lead Practitioner: | Jim McElhone, Anne Gillespie, Ann MacLennan, Ann Pettigrew |
| Accreditors: | Sharon Fitzpatrick, Danielle McShane, Julie McCracken |

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| **FEEDBACK** | **COMMENTS** |
| **Indicator One: A physical**  **environment that enhances**  **and promotes opportunities**  **for speech language and**  **communication for all pupils** | The environment where education is delivered is tailored to the child’s medical needs, e.g. if a child needs education at their bedside, this happens. Staff at the RHC are flexible in their planning to allow them to bring all resources they may need to the child’s bedside.  Both sets of staff commented how the classrooms are much less cluttered now and, as a result, are calmer. They constantly evaluate the sensory stimuli in the teaching area; e.g. temperature, lighting, noise levels etc. to enhance the pupils’ learning experience. An example of this is the use of aromatherapy bulbs. The young people at Stobhill were consulted about the new colour schemes during refurbishments and several pupils commented that the classroom felt like a more homely place.  Various carefully chosen resources are displayed on the classroom walls and are easily accessible on children’s desks; e.g. “Struggling in class” cards. One teacher commented that only meaningful things are now displayed. Some resources on the walls are replicated on desks so young people can access them there.  Hallways and doors of classrooms have clear and consistent signage (in terms of font, colour and format), photos and teachers’ names displayed, as well as icons for each subject.  Children’s work is displayed on the Wall of Achievement as a key focus in the hallway of Stobhill School.  There are breakout spaces, such as the garden area and Nurture Room, available for flexible use with pupils as and when required and these aim to help re-regulate the young people.  **Working point:**  **Keep maintaining this high standard of planning the Physical Environment you create for your pupils.** |
| **Indicator Two: Adult talk that encourages and promotes participation from all learners.** | Staff actively seek out the children’s views; e.g. they are consulted regularly for their views regarding learning and the physical environment through use of a sensory questionnaire. Pupils are sometimes able to decide if music is to be played and this gives them a sense of ownership.  Several of the staff often referred back explicitly to the TALK strategies. It was clear this framework is now embedded in their practice. A visual reminder for staff about the TALK strategies is positioned in a way that adults can use them during interactions with young people.  Subject vocabulary cards were clearly displayed and were consistent in format and font, as were Improvement code information. Staff showed the validators an EAL fan to ease basic communication (for making requests) between the young people and staff. Translator facilities are used on Ipads to support pupils and their parents with EAL.  Staff ensure that they offer written or verbal feedback to the pupils, including using labelled praise to support self-esteem.  **Working point:**  **Continue working with the TALK strategies in supporting young people with all aspects of their learning.** |
| **Indicator Three: Adult interaction styles that are responsive to individual pupils needs** | Staff describe how they take time to get to know pupils and families to build effective working relationships.  Staff undertake weekly multi-disciplinary meetings to ensure all information is shared between all involved professionals. Monthly meetings with each child’s base school are valued as a positive way to support the exchange of relevant information. The staff write regular reports about their young people to share with core professionals and parents.  Each young person’s presentation on a daily basis is established as early as possible to help build a relationship with them. This includes making sure there is a balance between asking interested questions while not appearing to pry. In addition, staff adapt to recognise the medical needs of each child.  Staff use emotional check-in cards and emotion posters on the wall for young people to point to express how they feel to if they don’t want to talk. Again, this is tailored to particular needs of the young person at that time.  Staff are flexible in their methods of communication with pupils; for example, using non-verbal means like Makaton and communication apps, to support interaction.  Staff ensure that children are able to give feedback on their learning and this is reordered on their daily plans.  Staff aim for their students to be empowered to make good choices as a result of their positive experiences at school.  Staff are all acutely aware of the impact their own non-verbal communication has on the young people they work with and reflect on how to adapt this accordingly.  **Working point:**  **Keep up all of the strategies noted above to maintain this high level of support.** |
| **Indicator Four: The use of supportive learning strategies to develop language and communication skills** | Staff gave many examples of supportive learning strategies they use routinely and consistently in both Stobhill and the RHC.  These include:   * ‘Distraction boxes’: these are individualised and accessible for each pupil * Daily learning plans * Assessments of learning carried out early on if little or no information has been shared from the child’s base school, in order to pitch the teaching and learning at the correct stage * Movement breaks built in to the day – the type of movement can be chosen by the pupil * Nurture Group to build social and emotional development and recovery. * Use of visual supports such as First / Then / Next, Use of timer tools * Settling activity at the beginning of a class * Linking in with other agencies to support young people with technology – e.g. developing use of eye gaze technology with a pupil thorough work with CALL Scotland   **Working points:**  **Maintenance of the above strategies, including sharing information about how to implement these with any new volunteers/future colleagues.**  **Considering the benefits of using Talking Mats as a tool to enhance incorporating the Pupil Voice in the HES.** |
| **Indicator Five: The establishment can demonstrate a strong commitment to staff training and development to meet the speech, language and communication needs of all pupils.** | Staff have accessed and taken part in a wide range of formal and informal training and have cascaded this throughout the team to their colleagues. This has included:   * Productive ongoing work / self-evaluation with the LCFE mentor * Staff induction and resources pack for LCFE * CAT nights and reflective practice * ‘What’s the Harm’ training * Mental Health First Aid * ASD / Autism Toolbox * Visit to LCFE accredited primary school. * Evaluation of Nurture Group * Inclusion Support and Development Group * All information and materials kept up to date * Ongoing dialogue with colleagues * Awareness of overlap between Nurture and LCFE – Nurture Group but also in general * Individualised training with CALL Scotland about using eye gaze technology to enable a pupil to access the curriculum   **Working Points:**  **Ensure all staff, including volunteers, are aware of LCFE and TALK strategies**  **Use of Twitter (@LfceG) to keep up to date with all LCFE information**  **Highlight LCFE strategies to staff working across the RHC and Stobhill School** |
| **To be awarded full status, an establishment must achieve three out five indicators and 2 (developing) in the remaining indicators. Indicator Two must be achieved for Language and Communication Friendly status to be awarded.** | |

**Areas of strength:**

There is a noticeably strong ethos of team working in the HES, within your own teaching team and within the wider multi-disciplinary teams you integrate with. This includes collaborating with your colleague in base schools as well as the families of your pupils. This has far-reaching impact on the quality of learning your pupils experience.

Staff are openly reflective about how the TALK strategies have enhanced their practice and in turn the positive effects this has on their pupils’ participation and learning. This approach seems to underpin how each member of staff builds positive relationships with their pupils.

A great deal of productive work has been carried out to maximise the physical environment of the pupils. Staff were clear that their efforts to adapt the physical surroundings has created a calmer atmosphere in which to teach and learn.

Staff have a strong commitment to Continuous Professional Development and relate this in very active and reflective ways to supporting the learning and communication needs of their pupils.

**Areas for development:**

Maintenance of the integral role the TALK framework has become in the service.

Incorporation of the TALK strategies in induction packs for new volunteers/members of staff.

Sustaining ways of hearing the pupils’ voices.

**General Comments:**

It has been inspiring validating the HES. We wish you and your pupils every success in the future. There was no need for anyone from the HES to refer to the GIRFEC model during the validation discussion and focus group with us, because it is clear that the staff at the HES implicitly and actively aim to “get it right for every child” they encounter.

**This establishment has achieved FULL accreditation.**

**SIGNATURE OF ACCREDITOR:**   **DATE:** 23rd November 2020

Sharon Fitzpatrick – Educational Psychologist

Julie McCracken – Speech and Language Therapist

Danielle McShane – Trainee Educational Psychologist