

Richmond Hill School
The Enabling Environment School Acronym

This acronym describes the integrated, specialist expertise provided by the skilled staff team and learning environment.

- A** All SMART targets are jointly agreed and reviewed, including for embedded approaches (e.g. II, AA, accessible choice-making, signing).
- P** Promote independence, generalisation, and functionality of multi-modal communication skills by using physical prompting which is faded as each pupil's skills develop.
- R** Remember that learning to use AAC functionally requires good relationships, opportunities (at least 50 per day), and a range of motivators that are important to each pupil
- I** Integrate opportunities to develop social communication skills and to then practice these in a range of real life situations across the day, including turn-taking, joint attention skill, initiation of interactions, sharing toys, and greeting others.
- C** Create opportunities for communication throughout the day, making sure that the reasons for these opportunities are not only to request, but also to reject, give opinions, comment, ask for help & show knowledge.
- O** Observe how pupils may use learnt phrases or complex, delayed echolalia as part of their expressive language, and when they do, model what they could say instead.
- T** Take time to use the visuals and structure each pupil responds to consistently in order to reduce anxiety and support transitions:
 - what: timetable, now-next, changes in routine, workstations, start-finish, shoebox
 - how: OoR, photos, symbols, timers, signing



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- C** Continuously use & review appropriate AAC mode(s) for each pupil, remembering to focus on generalisation of skills across people, activities & settings (N.B. these may be different for expression and understanding)
- H** Help with the development of verbal language, as appropriate to developmental needs:
 - chunking instructions and pre-teaching vocabulary,
 - commenting rather than questioning (at the appropriate BLANKs level(s) for each pupil),
 - expanding what is communicated by one key word,
 - modelling of targeted temporal concepts/conjunctions/tenses/pronouns (as advised))
- E** Empower parents to successfully use visuals, structure, and AAC at home
- E** Ensure consistent learning strategies are used by all who support each pupil e.g. predictable routines, repetition, reduce distractions, rewards, give processing time, backward chaining, learning breaks
- S** Specialist approaches are implemented as modelled and recommended (e.g. language programs, speech sound therapy, Identiplay, Social Stories, and Comic Strip Conversations).
- E** Expected behaviours & communication modes should be modelled consistently
- C** Children should have a functional, low-tech communication mode in place, which is no longer meeting their needs, before trialling a hi-tech communication mode alongside it.
- A** Use all opportunities (e.g. training, demonstrations, modelling in class, targeted discussions) to develop skills and knowledge to support pupils, and when implementing these skills, seek further advice as needed.
- K** Know that behaviour is communication, and expressive language skills can be affected by emotions, the visual support in place, health and/or physiological needs
- E** Enable a pupil's emotional development by labelling their emotion, giving a brief possible reason for it, and showing them how to make themselves feel better or reassuring them that it is ok to not be ok.



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