

79. COMMUNICATION FRIENDLY ENVIRONMENT POLICY

Ladybird Forest Pre-School provides a communication friendly environment to help promote children's communication and language development. We aim to ensure that all children in our care become confident and independent, and enjoy exploring and learning. The setting follows the follows steps below to make for a more communication friendly environment.

Use Single Words

- Ladybird Forest Pre-School uses single key words of interest on display boards. This can promote communication and language as the single words are read to the child and have more meaning than long sentences.

Light

- Ladybird Forest Pre-School provides a light, bright and open space as possible. This enables improved communication and language development by allowing better face-to-face communication and space for large and small group interactions building important social communication and language skills.

Noise Management

- Playing loud music on the CD player is limited as this creates too much background noise and distractions. It also increases the noise levels in the room as the children become louder and louder to compete with the sounds levels of the CD. Children also gain a lot more from practitioners singing to them at slower paces with props rather than listening to a nursery rhyme CD.
- Each room has its own voice level number
 - 1. Quiet Turtles (Owl/Sensory Room)
 - 2. Whispering Whales (Jungle/Roleplay Room)
 - 3. Chatty Chickens (Squirrel/Hedgehog Room)
 - 4. Loud Lions (Outside Play)

allowing the setting to manage background noise within the environment. All children are reminded of the voice levels and picture card are displayed around the setting to help promote this.

Routine

- Provide a clear and consistent routine so that the children feel safe, secure and confident in their environment allowing them to develop in all areas of the EYFS including communication and language.
- Use visual aids - provide symbols to aid the development of those who are having communication and language difficulties or may speak a different language. It enables you to communicate more effectively with the child and for the child to communicate more effectively with you.
- Use individual packs on key rings that practitioners can carry around the room, provide a visual timetable so all children know what is happening next.

Planning

- Plan to incorporate specific communication and language periods into the day. You may choose to do this through small/large groups, one to one, use of visual aids, songs, stories, specific strategies, or simply some quiet time.
- We introduced 'Lift Off to Language' within our setting for our 2, 3 and 4-year olds to promote their speech and language the best we possibly can before they begin further education. Lift off to Language includes a variety of activities, which introduced a wide range of vocabulary for each child and by working in small groups, each activity allows the children to express themselves individually. Each session lasts 20-30 minutes and every child will benefit from 'Lift Off to Language' at least once a week. Each half term we rotate Lift Off to Language and Topic group learning to keep it exciting for the children. In addition, 'Bertie the Bear' also helps promote good behaviour within our sessions.
- It is important to help the children with their speech and language development, which is why we incorporate communication into the setting as much as we can. At snack time, lunch time and dinner time we encourage and support the children with sign language. Sign language posters are stuck around the setting at eye level for the children, they use these to sign to each other and the staff. We also have labels around the setting, for example on the toy boxes. The staff are encouraged to promote good communication by talking to the other staff and children. The setting **'Lift Off to Language'** Coordinator is **Katie Smith**

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Managers signature	
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