

Language and Communication Classes



Language and Communication Classes (LCCs)

- ▶ Primary aged children requiring specialised curriculum. Children who attend these classes have additional language and communication needs, often with a diagnosis of autism.
- ▶ Small class sizes of 6
- ▶ 6 mainstream schools across Edinburgh
 - ▶ Broughton primary school (NE locality)
 - ▶ Craigentenny primary school (NE Locality)
 - ▶ Murrayburn primary school (NW locality)
 - ▶ Royal Mile primary school (SE Locality)
 - ▶ St. Cuthbert's primary school (SW Locality)
 - ▶ Stenhouse Primary School (SW Locality)
- ▶ 2 classes in each school organised flexibly as to the needs of the pupils (4 classes at Murrayburn)

Additional Support for Learning Service

The Additional Support for Learning Service aims to strengthen the capacity of schools to anticipate and meet learners' needs and to support families playing a key role in the education and well-being of their children and young people with additional support needs.

ASLS Specialist Provision Support

- ▶ LCCs are managed by the Headteachers of the mainstream schools with support from ASL Service
- ▶ Dedicated ASLS team to support LCC staff, provide advice and training to meet the needs of learners
- ▶ ASLS Specialist Provision Support team works in collaboration with CAMHS, Psychological Services and Allied Health Professionals to provide support clinics to LCCs to develop practice

Environment

- ▶ *Inclusive communication environment*
- ▶ *Low sensory stimulation*

Broughton LCC



The language classes are in The Link building.



This is the LC1 classroom.



This is the LC2 classroom.



This is the deck. This is used as a safe space and for movement breaks.



This is the playground.



This is the LC team.



Miss Bishop



Mrs Venn



Mrs McIntyre



Miss Blair-Watt



Mrs Rabbi

Individualised Support

- ▶ Individualised Educational Programme (IEP)
- ▶ High staffing ratio
- ▶ Support from various partner agencies such as AHP
- ▶ Educational Psychology link
- ▶ Support to access playtime
- ▶ Support to access mainstream and wider life of the school as appropriate
- ▶ Enhanced transition for pupils transitioning from class to class and across schools/sectors
- ▶ Home/school transport is provided

SCERTS model



The SCERTS Model is most concerned with helping people with autism to achieve “Authentic Progress”, which is defined as the ability to learn and spontaneously apply functional and relevant skills in a variety of settings and with a variety of partners.

SCERTS model



▶ Social Communication

- ▶ The development of spontaneous, functional communication, emotional expression, and secure and trusting relationships with others.

▶ Emotional Regulation

- ▶ The development of the ability to maintain a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting.

▶ Transactional Support

- ▶ The development and implementation of supports to help partners respond to the child's needs and interests, modify and adapt the environment, and provide tools to enhance learning.

Curriculum

- ▶ *Appropriately individualised and adapted curriculum*
- ▶ *Focus on adaptive skills for life*
 - ▶ *Communication skills*
 - ▶ *Social skills*
 - ▶ *Self-care*
 - ▶ *Self-direction*
 - ▶ *Living skills*
 - ▶ *Leisure skills*
 - ▶ *Community skills*
 - ▶ *Health and safety skills*
 - ▶ *Functional academic skills (developmentally appropriate)*

Placement requests

- ▶ City of Edinburgh will, wherever possible, support children to begin their education in mainstream school
- ▶ Consultation with Psychological Services, CCH, SLT, ASLS and regular CPMs
- ▶ Ongoing assessment with full cooperation from parents
- ▶ Placing request made through parental views form by naming the provision requested
- ▶ CMRG process (case management review group) and makes a recommendation to the authority
 - ▶ CMRG chaired by Educational Psychology, with relevant head teachers, teachers and allied health professionals and representatives from the authority
 - ▶ Reports from parents, school, Educational Psychology, SLT and other relevant professionals
 - ▶ Up to date CPM minutes and assessment of need
- ▶ Authority makes the decision regarding placement