

Auchinairn Early Years Centre



Language and Communication Friendly Environment

The Language of Learning Policy Rationale

At Auchinairn EYC we use the language of learning to empower children to ensure each child reaches his or her potential. Each child has a voice and is encouraged to reflect on their learning experiences using language that demonstrates an understanding of the learning that has taken place and celebrates their efforts.

Aim

We aim to:

- Provide a learning environment that is rich in language and supports communication in a variety of ways
- Ensure that all forms of communication are recognised, valued and encouraged.
- Support children's confidence and independence by making communication inclusive, accessible and meaningful.
- Work in partnership with families to extend language learning beyond our setting
- Promote equality, diversity and inclusion through the way we communicate, plan and celebrate.

Principles and Practice

Environment:

- All areas will be labelled with words and visuals
- A designated quiet space will be available indoors and outdoors to support children who need a calm area to communicate
- Displays and resources will reflect diverse languages and cultures.

Visual Supports:

- Staff will use now and next boards and symbols to support routines and transitions
- A visual timetable will be displayed within the playroom

Adult Interaction:

- Staff will use clear, simple and consistent language
- Children will be given time to respond
- Staff will model language and extend language during play
- Makaton will be gradually embedded into daily routines

Child Voice and Participation:

- Children will be encouraged to make choices and express themselves in their preferred communication method
- Staff will create opportunities for peer to peer communication as well as adult-child communication
- Achievements in communication will be shared with families

Family Engagement:

- Families will be invited to stay and play sessions
- Guidance will be shared with families on supporting communication at home (e.g. storytelling, book bug sessions, big bed time read and home learning bags)
- The centre will respect home languages

Inclusion and Diversity:

- Stories, songs and celebrations will be chosen to reflect different cultures, abilities and family structures
- Children will see themselves represented and celebrated

Staff Development

Some staff participated in the Language and Communication Friendly Environment initiative in collaboration with Educational Psychologist and Speech and Language Services and received accreditation in October 2017

Roles and Responsibilities

LCFE Working Party

Monitor and ensure Language of learning is promoted in accordance to this policy. Ensure staff work in partnership with parents/carers and other agencies in promoting the language of learning.

Senior Early Years Workers

Provide a role model of best practice to promote experiences in extending the language of learning.

Monitor staff working in partnership with parents/carers and other agencies.

Help other early years establishments gain their LCFE Accreditation.

Early Years Teachers

Model effective teaching and learning using a wide range of learning experiences and environments.

Working in partnership with parents/carers and other agencies to promote effective use of the language of learning.

Through identified learning groups (PATHS, Cooperative Learning, Nurture) monitor and evaluate the use of the language of learning.

Early Years Workers

Work together to ensure that the policy implementation enhances the children's use of the language of learning

Encourage parents/carers to take an active part in promoting the use of the language for learning.

Plan and implement experiences for effective implementation of the language of learning.

Resources

Health and Social Care Standard 4.6

Realising the Ambition 3.1, 4.1, 4.2, 5.4, 6.4 and 7.2

HGIELCC 1.1 1.2 2.2 3.2

UNCRC Article 3, 5, 12, 29

Signed:

August 2025