



# Communication and Learning Enterprises (Candle) collaboration with Impington Village College (IVC)

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# Background to CandLE

- Set up in response to difficulties schools experience with the inclusion of students who rely on Augmentative and Alternative Communication (AAC). We aim to help schools to support students with their communication and access to the curriculum.
- Main motivator in developing service was personal experience:



Dan in Class photo in  
Acland Burghley School in  
Camden in 2000

My first teaching job was a home education role for Zahrah who was being denied inclusion. So three years into my teaching career I was protesting on the steps of Camden Town Hall!



## Influences from:

Alliance for Inclusion: <https://www.allfie.org.uk/>

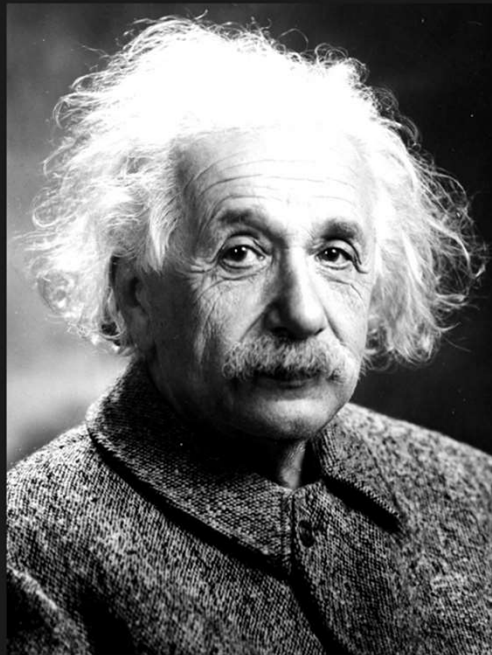
Social Model of disability:

<https://inclusionscotland.org/socialmodelofdisability/>

**CandLE's Aim: to  
remove the barriers to  
inclusion in  
mainstream schools.**



Working with Holly since she was 7 years old – struggled to convince her primary school she is not learning disabled as they kept repeatedly doing the same tests over and over again.



**"INSANITY**  
**is doing the same**  
**thing, over and**  
**over again, but**  
**expecting**  
**different results."**

- Albert Einstein



# Person Centred Plan facilitated by Inclusive-Solutions [www.inclusive-solutions.com](http://www.inclusive-solutions.com) :



A couple of years later on her first  
Day at IVC





# Our setting – Impington Village College

- North Cambridge, mainstream Academy, secondary with 1100 students
- One of the first village colleges – moral purpose
- Special needs department opened 1981 (pictured below)
- Around 7% of students have EHCPs, predominantly in class with peers
- Inclusive, inspirational, international

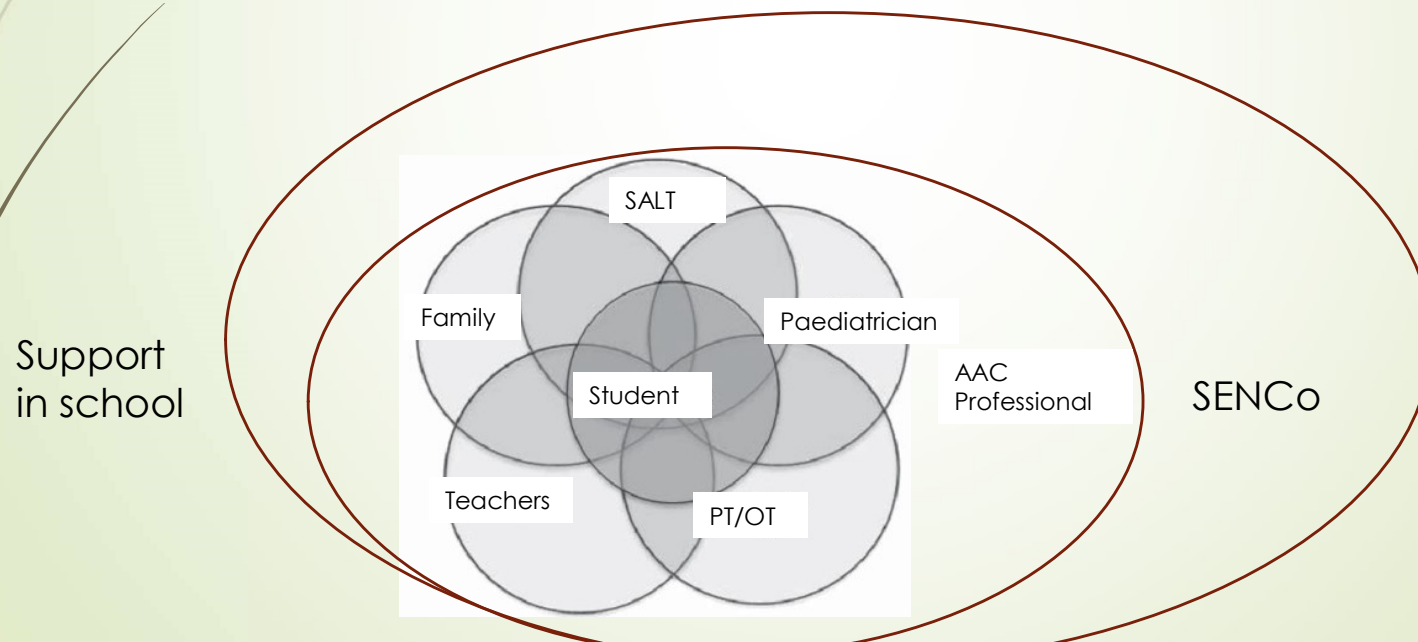




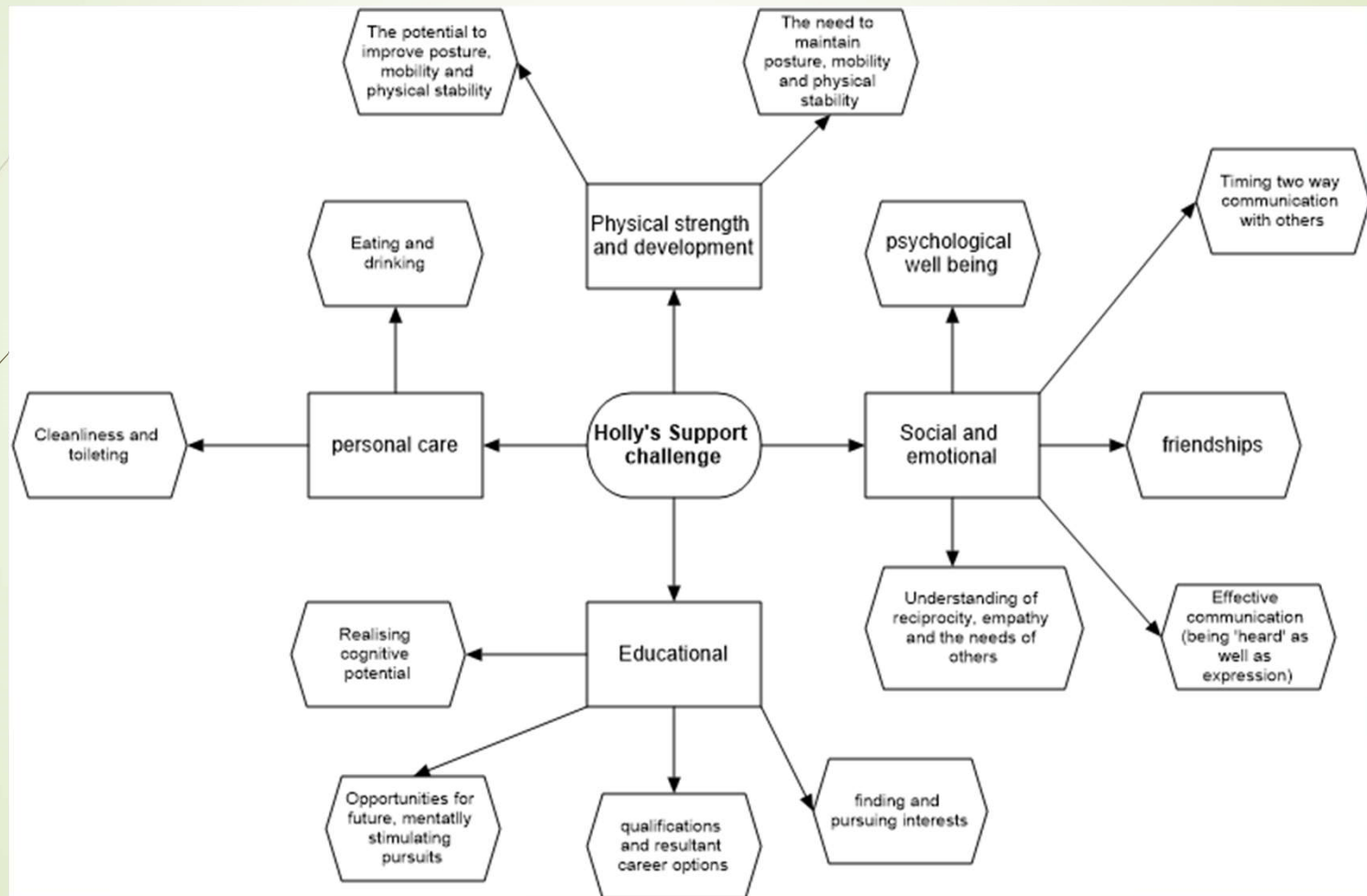
# AAC at IVC

The decision to offer places to AAC users (spoiler: there wasn't one!)

- However, sitting in a mainstream class with peers and a TA wasn't good enough
- The level of AAC required necessitated support from someone experienced and knowledgeable
- Transdisciplinary working
- Flexibility, willingness, perseverance – not 'but we don't usually...'



End of Y7 identified the support challenge for Holly with the competing priorities of professionals, her personal goals and her basic needs:



# Friendship needs: Circle of Support facilitated by Inclusive Solutions [www.inclusive-solutions.com](http://www.inclusive-solutions.com)

**WHAT'S GOING WELL?**

- IN LESSONS INTERACTING
- WHEN YOU GET TO CONTRIBUTE
- LAUGHING + SMILING
- WHEN YOU'RE AROUND NEW POSSIBLE FRIENDS
- WHEN YOU'RE ACCEPTED FOR BEING YOURSELF
- WHEN PEOPLE GET PAST AWKWARDNESS
- PEOPLE TALK TO HER IN AN ORDINARY WAY
- MAKING NEW FRIENDS
- TODAY SO MANY PEOPLE SHOWED UP
- HAPPY TO SEE HER SMILE + LAUGH
- WHEN I'M IN LESSONS

**GOOD IDEAS**

HELPER AMAZING SNACKS  
FUN THANKS PROUD COOL  
KIND SURPRISED  
RESPECT INTERESTING IMPRESSED

**PURPLE CIRCLE**

**FIRST CIRCLE MEETING IDEAS**

SAORISE + A FEW OTHERS - TO BE A RUNNER  
MISA + MIKITA + HANNAH - SPEAK TO TEACHERS ABOUT SHARING A TABLE WITH OTHER YOUNG PEOPLE  
MIKITA + HANNAH, RUBY, MISA - STEP IN TO HELP INSTEAD OF LETTING ADULTS HELP HOLLY - WILL SPEAK TO TEACHERS ABOUT GROUP WORK  
EVERYONE - VISIT HOLLY IN PAVILION AT BREAK/LUNCH  
SAORISE - GO WITH HOLLY TO PHYSIO DURING TUTOR GROUP  
POPPY - INTRODUCE OTHER FRIENDS TO HOLLY + INVITE TO CIRCLE  
FLOSSY - ARRANGE OUT OF SCHOOL ACTIVITIES WITH HOLLY  
RUBY - ORGANISE A LARGE YEAR GROUP EVENT TO MEET NEW POTENTIAL FRIENDS

**WHAT'S NOT GOING WELL?**

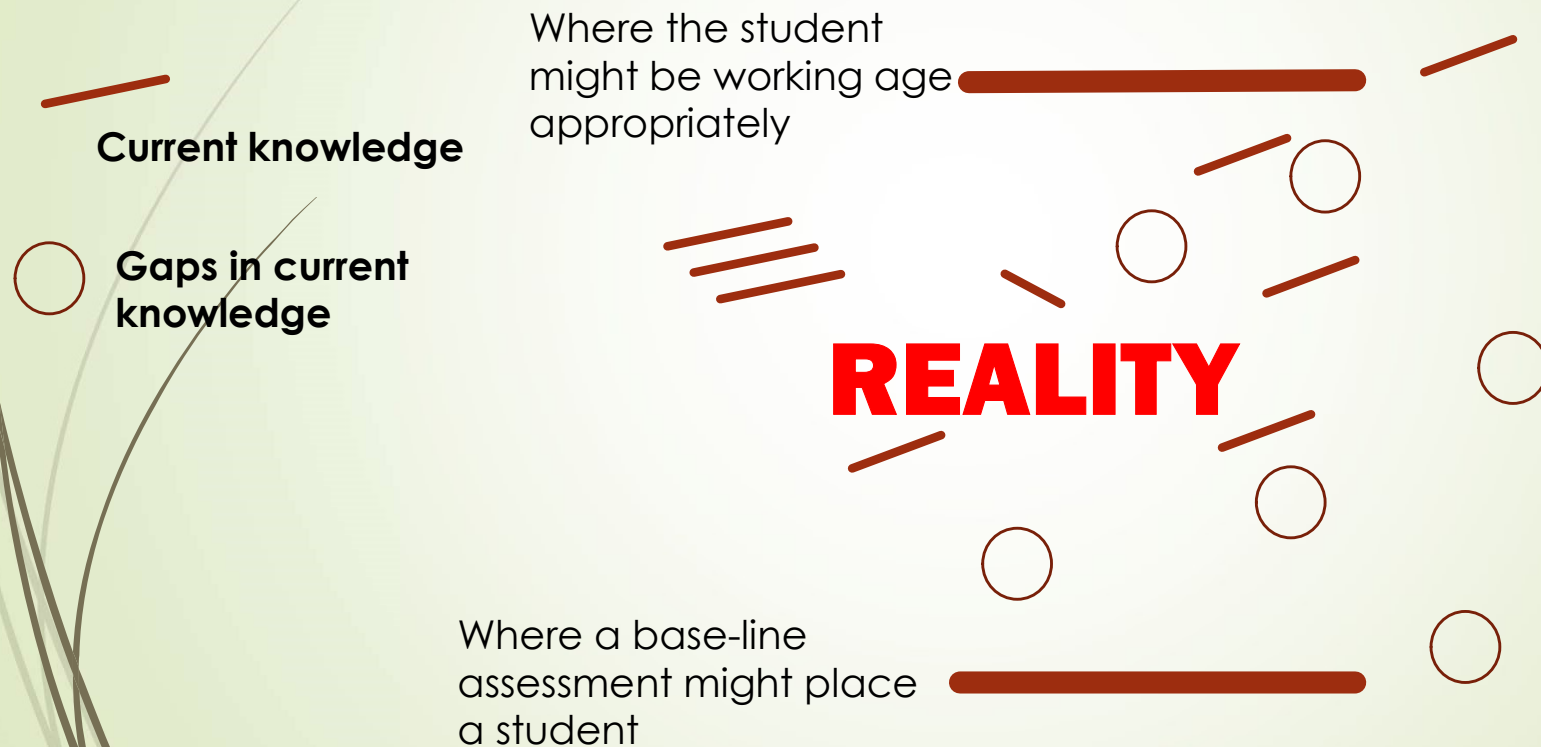
- HAVING FRIENDS
- HAVING TO LEAVE LESSONS EARLY
- TOO MUCH TIME IN THE PAVILION
- DOESN'T GET ASKED TO JOIN GROUPS
- SURROUNDED BY ADULTS

**WHY WE'RE HERE**

- WANTED TO HELP
- WANTED TO UNDERSTAND
- LEARN MORE ABOUT HOLLY
- TO HELP WITH EVERYTHING
- THOUGHT IT WOULD BE FUN
- HELP PEOPLE GET TO KNOW HOLLY
- HAPPY TO BE HERE + WOULD LIKE TO MAKE NEW FRIENDS
- HELP HOLLY COMMUNICATE + MAKE FRIENDS
- THOUGHT IT MAY HELP ME TOO
- GET CLOSER TO HOLLY
- UNDERSTAND WHAT ITS LIKE TO BE IN HOLLYS
- TO GET IT RIGHT FOR HOLLY



# High Expectations are the key to academic success.



Because there is an assumption that non-disabled students will get there eventually teaching moves on. Because there is an assumption that disabled students don't learn so easily they are made to prove themselves over and over and over again.

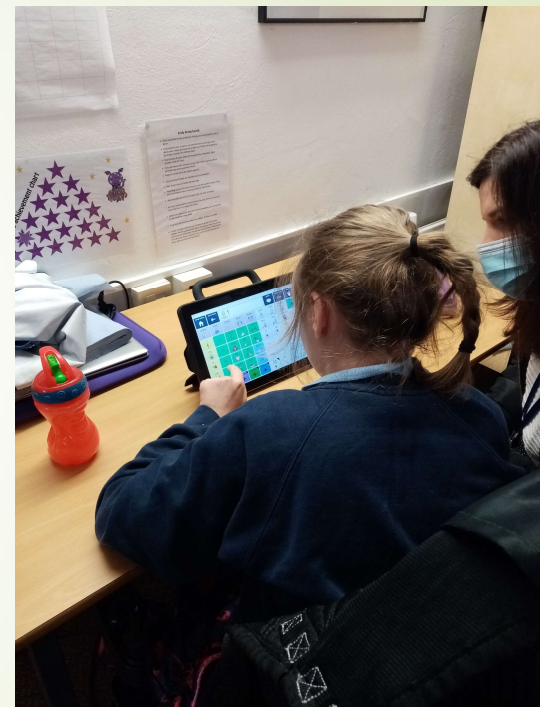
# The importance of presuming competence!

If a student finds it difficult to demonstrate their understanding and we therefore presume they don't understand what hope do they have of learning?

If understanding and potential is incorrectly presumed what have we lost?



Currently we have 3 students at IVC





# Curriculum access needs:

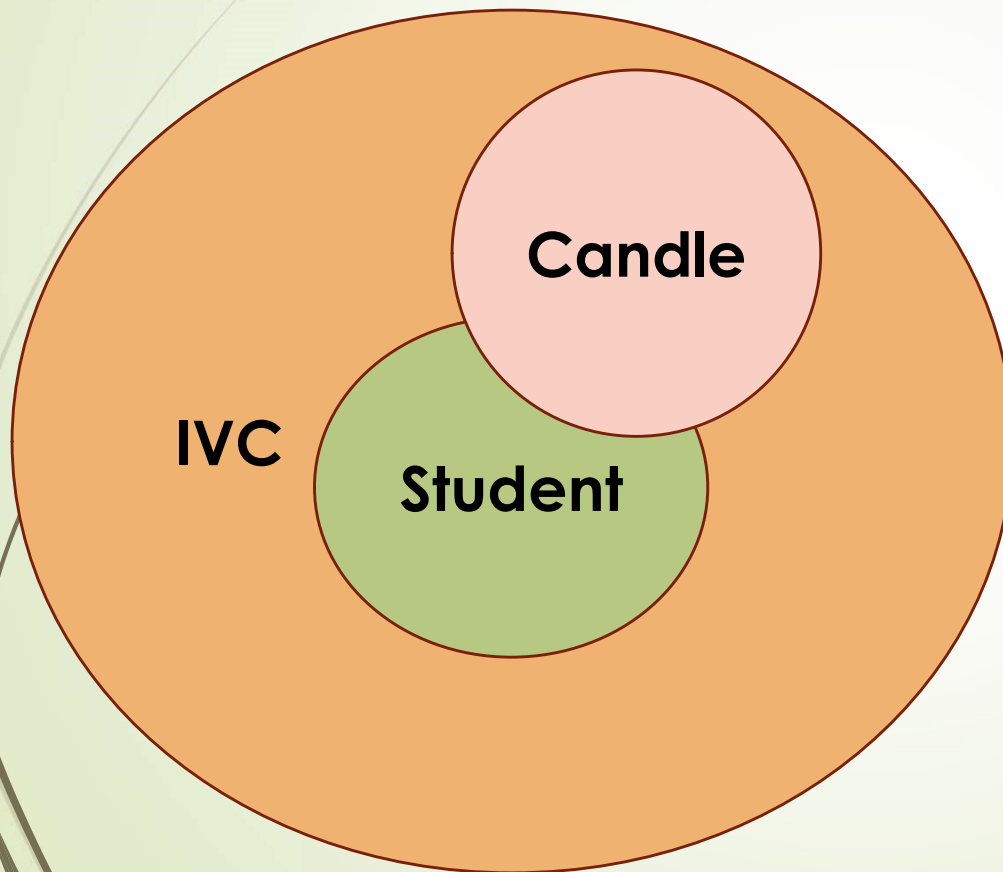
Interface for curriculum access needs (Left):

- Navigation: Back, Next, tools.
- ABC spell checker (checked).
- Question: Which images are related to civilisation (beginning of the story) and which ones are related to savagery (ending)?
- Images and labels:
  - Image 1: Fire (labeled savagery)
  - Image 2: Civilization (labeled civilisation)
  - Image 3: Wolves (labeled savagery)
  - Image 4: Pig (labeled savagery)
- Labels: savagery, civilisation, savagery, savagery.

Interface for curriculum access needs (Right):

- Navigation: Back, Next, tools.
- ABC spell checker (checked).
- Question: Circumference of a circle
- Formula: Circumference of circle =  $2\pi r$
- Task: Work out the circumference of the following circles: give your answer to 1 decimal place
- Diagram (a): Circle with radius 2cm
- Tools: Calculator, Paste, Clear.

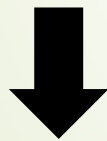
**We work as a Team and we feel part of the IVC community**



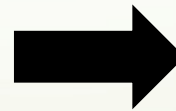
Candle's AAC Teachers and AAC TAs work alongside with the SENCO, class teachers, SEND Manager and care team.

# Our students are all different

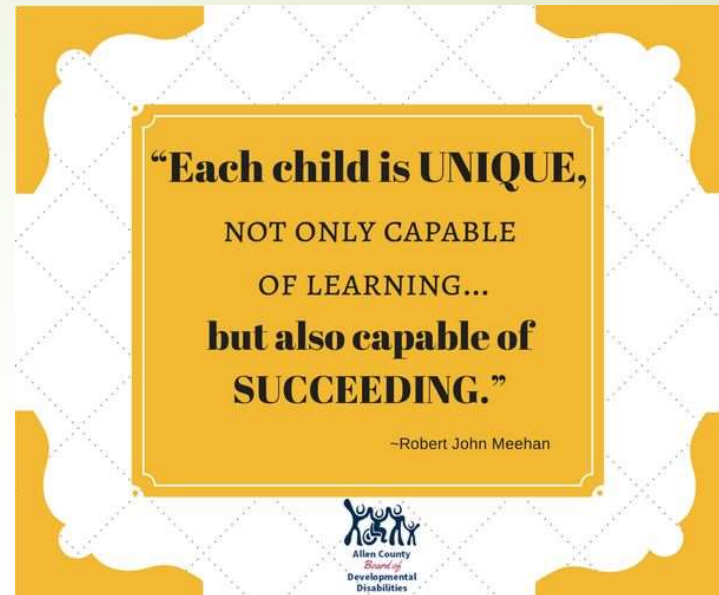
- Different abilities
- Different needs
- Different access
- Different feelings
- Different personalities
- Different interests



Different approach (methods, strategies)

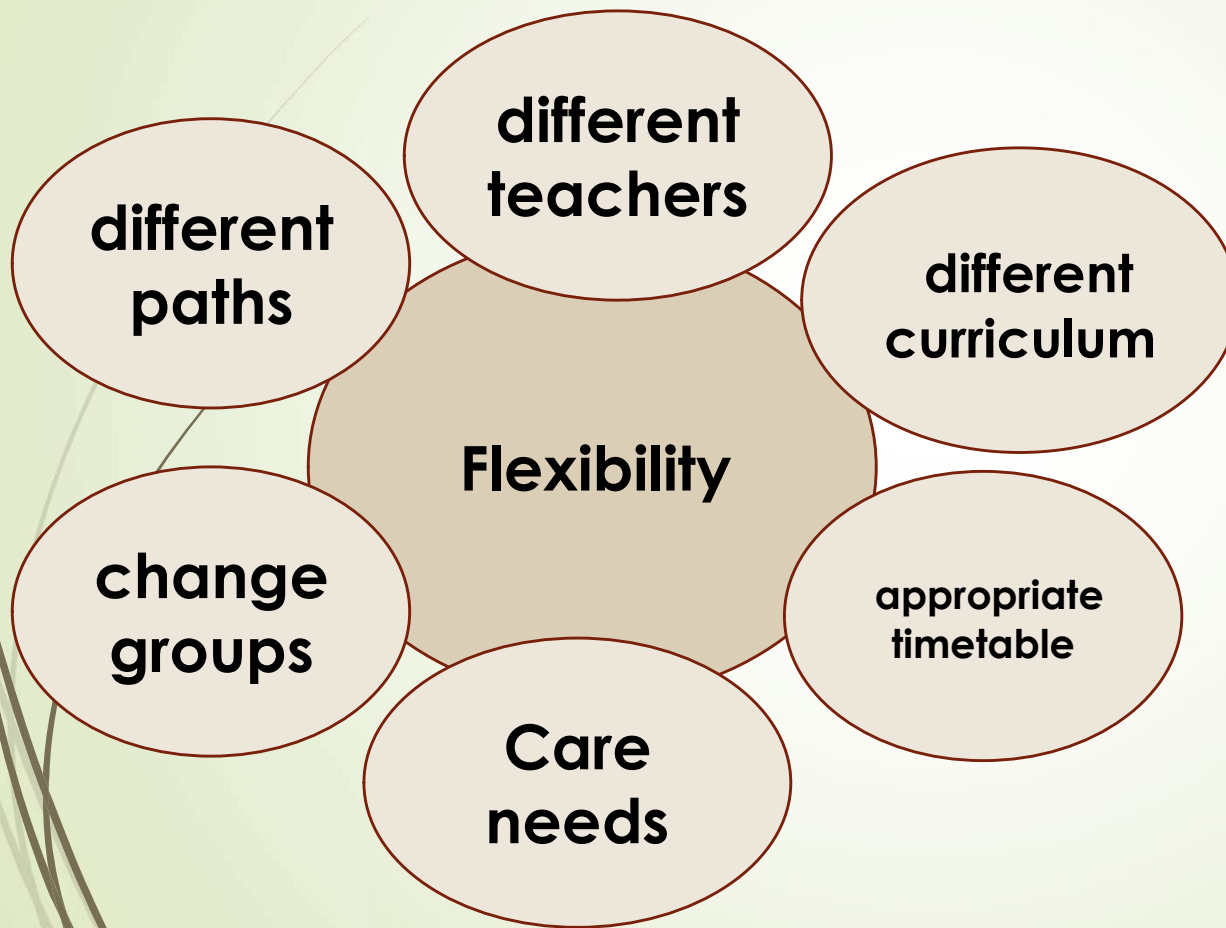


Great response at IVC,  
including students in  
mainstream lessons and  
adapting extra-curricular  
activities





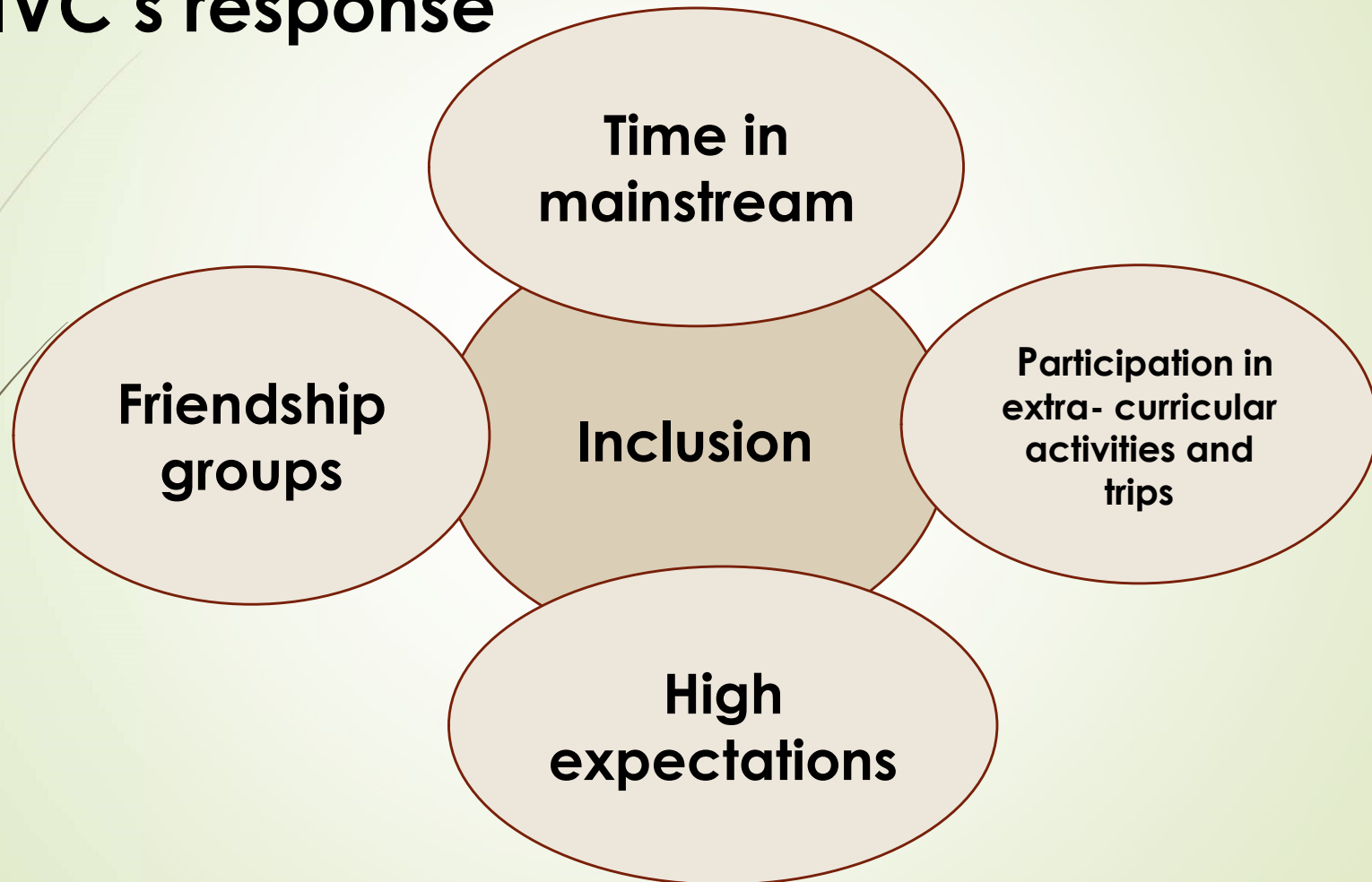
## IVC's response



in the middle of every  
difficulty lies  
**opportunity.**  
albert einstein


**School adapts  
to each student**

## IVC's response





Thank you for listening



Questions,  
comments and  
discussion