

# "Narrowing the Gap: Improving Children's Speech, Language and Communication".

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# The Historical Picture

2007 – launch of Narrowing the Gap programme.

Ofsted review at this time reported:

“The biggest challenge continues to be narrowing the gap in opportunities and outcomes between most children and young people and those that are the most vulnerable or underachieving.”

“Strong partnerships are of pivotal importance...in order to secure the necessary level of support and style of service delivery that will have a positive impact on outcomes for all children and young people, and narrow the gap between high performing and weaker partnerships.”



# Current Expectations

Literacy includes the key skills of reading, writing and oral communication that enable pupils to access different areas of the curriculum.

Inspectors will consider the extent to which the school intervenes to provide support for improving pupils' literacy, especially those pupils at risk of underachieving. (*Ofsted School Inspection Handbook, July 2014*)



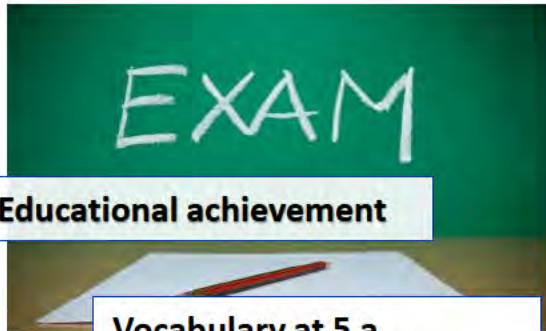
# Current Expectations

“The new code makes it clear that additional intervention and support cannot compensate for a lack of good teaching. As such it reflects that high quality teaching, appropriately differentiated for individual pupils, is the first step in responding to possible special educational needs.” (*EDWARD TIMPSON*

*Minister for Children and Families, in his letter to teachers regarding the SEND reforms, April 2014)*



# Poor communication skills impact on...



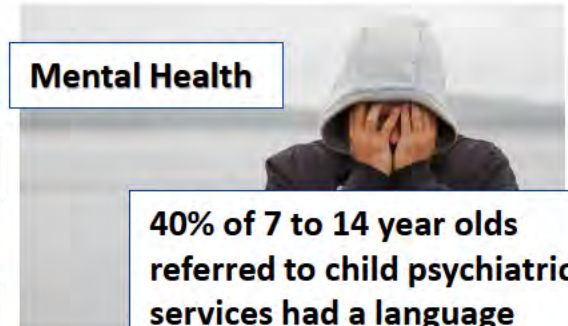
**Educational achievement**

Vocabulary at 5 a powerful predictor of GCSE achievement



**Behaviour/vulnerability**

2/3 of 7-14 year olds with serious behaviour problems have language impairment



**Mental Health**

40% of 7 to 14 year olds referred to child psychiatric services had a language impairment that had never been suspected



**Employability**

47% of employers say they can't get recruits with the communication skills they need



**Disadvantage Cycle**

65% of young people in young offender institutions have communication difficulties



Children from low income families lag behind high income counterparts by sixteen months in vocabulary at school entry

*Your partner in health*





# Lifetime Costs

- Report from Centre for Mental Health  
January 2014 – Building a Better Future
- Conduct Disorder – lifetime costs- £260,000  
(includes many with SLCN)
- Young children – costs per year an extra  
£3,000
- Cost savings to all services and improved  
wellbeing for young people



# A Changing National Picture

SEND reforms from Sept 14 and new code of practice

The early identification of children and young people's needs and early intervention to support them.

...a focus on inclusive practice and removing barriers to learning

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.

If children and young people with SEN or disabilities are to achieve their ambitions and the best possible educational and other outcomes, including getting a job and living as independently as possible, local education, health and social care services should work together to ensure they get the right support.

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# Catalyst for Change

“Language Deprivation” cited as one of the factors shown to impact most highly on the inequality gap (The National Strategies 2010)

Communication needs are the most common type of special educational needs in the 4-11 group and the numbers are rising

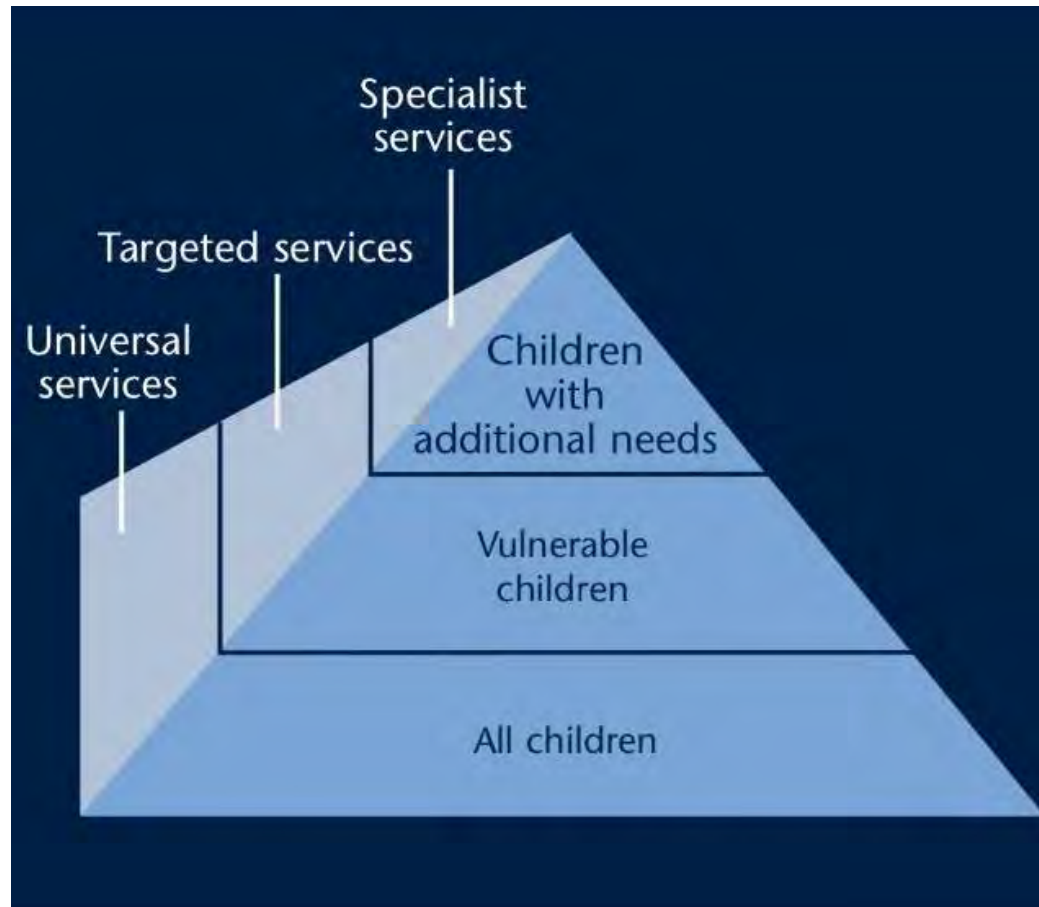
Hertfordshire reflects the national picture with a growing demand on service level provision

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# The 3 Tier Model



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# Core Principles

- Good evidence that co-ordinated community wide, multi agency strategies to up skill the children's workforce and empower parents to facilitate communication gives children the best possible start in life
- Working in a trans-disciplinary way with colleagues from health, education and social care
- Prevention and early intervention
- SLT as part of the wider team around the child across all three tiers of universal, targeted and specialist, and across the full age range
- Support for children with SLCN delivered in the most appropriate context for the child and their family
- Focus on the functional impact of intervention

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# SEND REFORMS 2014

“ The SENCO and class teacher, together with the specialists, and involving the pupil’s parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child’s progress” (Section 6.62)



# What does this look like?

- Link SLTs supporting schools to meet the needs of children at T1 without the need for a referral to the SLT service
- SLTs and SLT Assistants continue to see children and young people who need T2 and specialist levels of support
- Drop In assessment clinics for pre-school children
- Elklan training for school staff and ongoing support for trained staff in settings as appropriate
- Training to early years settings for universal and T1 levels i.e. WellComm and ongoing support for staff
- Further training at Universal & T1 level for schools based on needs and ongoing workforce training as identified
- Increased use of SLT Assistants
- Clear allocation of visits based on needs of schools



# What Schools Have Received

- Working Guidance
- 3 Leaflets
- Checklist and Strategies
- Referral Pathway
- Referral Guidelines
- Caseload Spreadsheet
- Joint Planning Record



# Benefits – Schools and Settings

- Benefits potentially vulnerable children
- Improved outcomes demonstrable for Ofsted
- Improved communication skills across the school
- Increased awareness of SLCN
- Skilled, confident and empowered workforce
- Access to appropriate tools and strategies
- Access to nationally recognised training and support
- Focus on communication friendly environment





# Working together to make this happen

## How you can help

- Alert your school to sign up for up for ELKLAN Training
- Encourage your school to nominate a Communication Champion who can lead on SLCN with the school leadership team
- Put communication on school development plan/agenda for planning meetings
- Support working of SLTs by enabling access to schools wifi, shared resources and giving your staff time for liaison with SLTs
- Consider how to involve parents in initiatives and highlight how this will help all of the pupils
- Sign up to become a Communication Friendly School

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# Current Position

- Stakeholder event – all schools were invited to send a member of staff. Over 300 attendees
- Link therapist will be making planning meeting with SENCo/INCo and looking at dates for parent engagement and training opportunities
- Attendee Pack provided to all those who attended the Stakeholder event



# What is the role of Governors?

- Support the initiative at a strategic level encompassing this in the support for potentially vulnerable groups (SEND; EAL etc)
- Consider Communication being part of the SEN governor role and to link with the SENCo/Inco.
- Supports literacy within the curriculum – could be part of English link role.
- Could be used in conjunction with any mental health or anti bullying initiative.

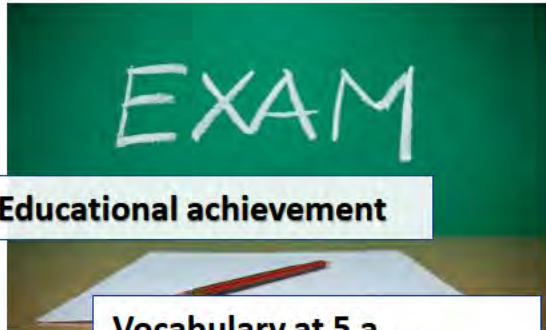


# REFERENCES

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- [www.gov.uk/childrens-services/special-educational-needs](http://www.gov.uk/childrens-services/special-educational-needs)
- [www.rcslt.org](http://www.thecommunicationtrust.org.uk/sendrefor<br/><u>ms</u></a></li><li>• <a href=)
- [www.aettraininghubs.org.uk](http://www.aettraininghubs.org.uk)

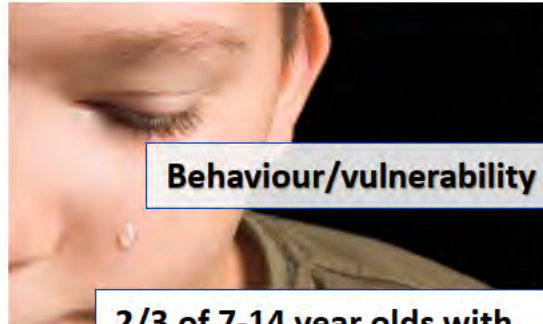


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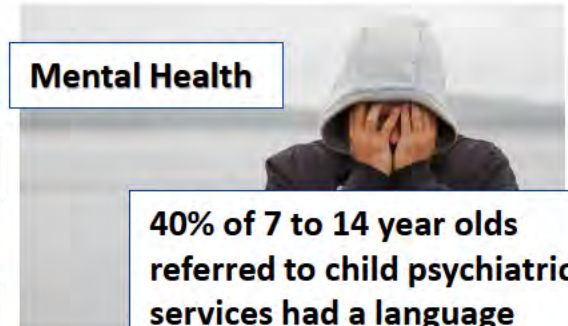
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