SUPPORTING CHILDREN WITH SPEECH, LANGUAGE AND COMMUNICATION NEEDS IN MAINSTREAM SCHOOLS

2015/16

CHILDREN’S SPEECH AND LANGUAGE THERAPY SERVICE

Emma Jordan, Jacqui Woodcock and Anna Branagan 2015

Worcestershire Health and Care NHS Trust
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By Emma Jordan, Jacqui Woodcock and Anna Branagan

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The ability to communicate is an essential life skill for all children and young people and it underpins a child’s social, emotional and educational development. Strong language and communication skills are linked to better outcomes for children and young people in school and beyond.\(^1\)

10% of all children have long term or persistent speech, language and communication needs (SLCN) – the most prevalent special educational need identified by primary schools. In Worcestershire this figure is equivalent to 12,000 children and young people aged 0-19 years, with over 6,000 children and young people known to the Speech and Language Therapy Service. Some schools in deprived areas of Worcestershire have identified 50% of all 5 year olds entering school with delayed receptive language skills. The need in Worcestershire is undoubtedly substantial.\(^2\)

Since 2011 Worcestershire has adopted The Balanced System\(^3\) as it offers a practical solution to meeting the needs of children and young people with SLCN. It helps us to ensure children’s needs are met by the most appropriate person in the most appropriate environment. The Balanced System offers a range of tools for both speech and language therapy services and schools in planning their provision for children with SLCN.

The Children’s Speech and Language Therapy Service is jointly commissioned by the NHS and Local Authority to deliver services at a targeted and specialist level to children attending mainstream schools, working in partnership with the wider workforce to meet children’s needs. Additional services from direct therapy to whole setting/school training and everything in between are available to be commissioned by schools to enhance the core service.

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1. The Communication Trust (2012) The Communication Commitment [www.thecommunicationtrust.org.uk/commitment](http://www.thecommunicationtrust.org.uk/commitment)
CORE SERVICE FUNDED BY THE NHS AND LOCAL AUTHORITY

The core jointly commissioned Speech and Language Therapy Service is free to all schools and includes:

- A named therapist service to all mainstream schools; specialist therapists may become involved with highly complex cases or with multi-agency specialist assessments such as the Umbrella Pathway. Named therapists are supported in their role by Speech and Language Therapy Assistants.

- Termly liaison with all schools to identify children and young people requiring targeted and/or specialist support.

- Assessment and advice for children referred to the service.

- Working within the multi-disciplinary team, liaison with both health and education professionals.

- Support to deliver targeted interventions for those children known to the service across a range of core speech, language and communication skills; including supporting the school’s Communication TA who acts as a resource for colleagues in delivering small group targeted intervention.

- Support and modelling of specialist level interventions.

NB: The core commissioned service does not include any capacity to deliver regular direct intervention for children in mainstream schools, however this can be commissioned by schools when it is clinically appropriate.
The following definitions are taken from the Balanced System®\textsuperscript{4} and Worcestershire’s SLCN Service Redesign\textsuperscript{5} and supported by the new SEND Code of Practice (2014):

### UNIVERSAL

Universal interventions support the whole population, i.e. whole class or whole school and ensure all children have appropriate language and communication opportunities. This level includes:

- Use of appropriate information and guidance, i.e. Worcestershire’s online Speech, Language and Communication Needs Pathway
- Creating communication and language friendly environments
- Training the workforce
- Early identification of SLCN, for example using identification tools or specific programmes such as Language Link.
- Use of a range of whole class or whole school intervention approaches, for example providing consistent visual support or using Word Aware as an approach to developing vocabulary skills

### TARGETED

Targeted interventions offer specific support for those children and young people who are felt to be vulnerable in relation to speech, language and communication. The group is wide ranging and includes children with delayed language and communication skills who following targeted intervention will return to the universal tier, through to identification of children who may go on to have more persistent needs. This level includes:

- Use of appropriate information and guidance
- Termly liaison with the named therapist to identify those children and young people requiring support
- School based staff who have the necessary competences and confidence to deliver a range of small group targeted interventions with support from the named therapist service. Communication TAs act as a resource for colleagues in delivering small group targeted intervention.
- A rolling programme of identified, evidence based targeted interventions across a range of core speech, language and communication skills, for example narrative groups, attention and listening groups, phonology programmes.

\textsuperscript{4} Gascoigne, M (2008) \url{www.mgaconsulting.org.uk}

\textsuperscript{5} Jordan, E & Gascoigne, M (2011) Joint Commissioning Services to Children and Young People with Speech, Language and Communication Needs: Service Redesign NHS Worcestershire and Worcestershire County Council
Communication Teaching Assistants
Supporting Targeted Level Interventions

Communication TAs act as a resource for colleagues in delivering small group targeted intervention. Every mainstream school is encouraged to identify a named Teaching Assistant. Some schools may identify more than one TA to take on this responsibility.

Targeted interventions should be delivered by the most appropriate person in the most appropriate place by practitioners with the necessary competences and confidence gained through support or training. Targeted interventions are short term, targeting specific speech, language or communication skills with built in opportunities to generalise the skills into everyday situations. Communication and liaison between the TA delivering the intervention and classroom staff is vital in ensuring generalisation of skills.

The role of the Communication TA:

✓ Includes:
  • Acting as a resource and support for colleagues (i.e. class based teaching assistants) in delivering small group interventions
  • Developing an in-depth knowledge and understanding of a range of practical ideas to support generalisation of skills back into the classroom
  • Coordinating equipment and resources

✗ Does not include:
  • Delivering all small group targeted interventions for SLCN in a school
  • Knowledge and understanding of all interventions, i.e. at a universal or specialist level
  • Overall organisation and management of targeted interventions
  • Acting as the link or being responsible for liaison with outside agencies

The Speech and Language Therapy Service coordinates this scheme across the county. There is a termly cluster meeting in each district for Communication TAs offering free support, training and advice. To join the programme contact: emela.milne@nhs.net
Specialist support is in addition to the universal and targeted offer for those children and young people who require a highly individualised and personalised programme of work. This group includes children with complex learning and communication needs and those children who are cognitively able and have specific speech, language or communication needs. This level includes:

- Use of appropriate information and guidance
- Ensuring environments are adapted and accessible
- Multi-agency assessment to identify persistent and complex SLCN for example specific language impairment and autism spectrum disorders
- Specialist support for schools to facilitate the effective implementation of specialist interventions
- Support provided within specialist language class provision and outreach from special school provision

**SLCN WORKFORCE COMPETENCY FRAMEWORK**

The national Speech, Language and Communication Framework (SLCF)\(^6\) is used in Worcestershire. It provides a clear and detailed framework of the skills and knowledge in speech, language and communication which are important for everyone who works with children and young people. It is available as an interactive online tool and in booklet format. The SLCF provides competences at four stages – universal, enhanced, specialist and extension. All training courses offered by the Speech and Language Therapy Service are mapped onto the SLCF and form part of the Workforce Development Plan for SLCN in Worcestershire.

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ADDITIONAL SERVICES AVAILABLE FOR SCHOOLS TO COMMISSION LOCALLY

We are the main NHS and Local Authority service provider in Worcestershire. We have a proven track record of improving outcomes for children and young people experiencing speech, language and communication needs in mainstream settings. We have delivered a school based service across Worcestershire for more than ten years and can offer practical solutions to the challenges faced by class teachers and SENCOs.

We aim to provide one solution to schools to support their provision for children with SLCN at each level - universal, targeted and specialist. What every school needs to know about us:

1. You can buy additional speech and language therapy from us – from direct therapy to whole setting/school training and everything in between

2. Because we’re part of the NHS, our costs are highly competitive starting at just £55 per hour for a fully qualified therapist or £5,000 for half a day per week for a school year

3. We will only sell what you need – public funds are limited so we aim to provide services that are sustainable, efficient and value for money

4. Your therapist is supported by the experience and expertise of a team of more than 60 therapists, assistants and specialist teachers

5. Buying from us is hassle free - all of our therapists are RCSLT and HCPC registered, DBS checked, fully trained, supervised and working within safe to practice clinical guidelines. We take full clinical accountability for all of our staff so you don’t have to.
Examples of approaches and interventions available for schools to commission:

- **SPECIALIST LEVEL TRAINING**
- **REGULAR DIRECT THERAPY**
- **MORE TIME IN SCHOOL FOR INITIAL ASSESSMENTS, REVIEWS AND TARGET SETTING**
- **TALKING MATTERS TRAINING**
- **LANGUAGE FOR LEARNING TRAINING**

**SUPPORTING THE DELIVERY OF TARGETED INTERVENTIONS INCLUDING:**
- NARRATIVE, LANGUAGE SKILLS, LANGUAGE FOR THINKING, SOCIAL COMMUNICATION AND PHONOLOGY

**EVERY CHILD A TALKER**
- 0-5 year olds

**WHOLE CLASS/SCHOOL APPROACHES**
- Being communication friendly
- Word Aware
- Teaching Children to Listen

**UNIVERSAL**
WEEKLY INPUT IN YOUR SCHOOL FROM A SPEECH AND LANGUAGE THERAPIST

As a school you may need weekly input from a speech and language therapist if:

- You have high numbers of children with speech, language and communication needs
- You need more speech and language therapy time available for assessments, reviews, target setting and therapy
- Levels of attainment are being affected by children’s underlying speech and language skills
- You have identified communication skills as a priority or focus for development over a year
- You are developing your offer for children with SLCN to meet Ofsted requirements and the new SEND Code of Practice

A package for your school could include elements at a universal, targeted and/or specialist level such as:

✔ Training that gives your staff the skills they need to identify children and young people with SLCN and to offer appropriate support at a whole class and whole school level, including Language for Learning training and resources

✔ Talking Matters Workshops and hands on demonstration of small group targeted interventions

✔ Specific programmes, such as Every Child a Talker to target high levels of SLCN at foundation stage and Teaching Children to Listen to develop a whole school approach towards improving listening skills

✔ More time in schools for assessments, reviews and target setting

✔ Regular direct therapy for those children who need it

We will work with you to develop a package to meet your school’s needs.

FOR MORE INFORMATION CONTACT: Emma Jordan on 01562 752749 OR emma.jordan@nhs.net
Language Link

Language Link is a multi-media package that gives teachers and teaching assistants the ability to screen for receptive language difficulties. Information is also given about implementing appropriate support programmes and strategies. Schools are empowered to manage straightforward language delays and to prioritise children who need referral for more specialist support. Language Link has been used in Worcestershire since 2008.

Infant Language Link is a universal online screening and intervention tool for receptive language difficulties at age 4-7 years and is used in over 100 primary schools in Worcestershire. Initial set up is jointly delivered by therapists and specialist teachers. The programme includes:

- A licence to access the online Language Link tool
- 2 half days of Language Link training – assessment and intervention
- In school support – the Language Link team visit your school to support staff in utilising the assessment report and support programmes within the first year.

Language Link has shown positive outcomes on children’s language development and practitioner knowledge and confidence. Year end reassessments have shown significant reductions in the number of children with receptive language difficulties.

The initial Language Link set up programme costs £1,100 per school.

Places can be booked on the assessment and intervention training course for those schools who have already joined the programme at £120 per person (two half days). Contact Keren Somers or Claire Berry on 01562 752749 or keren.somers@nhs.net

Junior Language Link is designed to be used by teachers to assess pupils aged 7 to 11 years for developmental language difficulties. The standardised receptive language assessment can be used either for individual children or as a whole class screen. It identifies children requiring school-based support and those who require discussion with the local Speech and Language Therapy team.

Secondary Language Link was launched in January 2014. It is an online standardised assessment and intervention package for young people aged 11-14 years. The video and interactive formats capture communication within the context of everyday situations and reflect the daily demands on pupils in secondary education to understand academic and social language.
Every Child a Talker

As an early years setting you need to join the ECaT programme if:

- You have high numbers of children with speech, language and communication delay
- Achieving a ‘good level of development’ is being affected by children’s underlying speech and language delay
- You are looking for an outcome based intervention programme linked to pupil premium
- You have identified communication skills as a priority or focus for development over a year
- You are developing your offer for children with SLCN to meet Ofsted requirements

The ECaT programme has been designed to improve the skills and expertise of the early years workforce in early language development, and it aims to raise children’s achievement in early language as measured against the Early Years Foundation Stage Profile. The ECaT programme is free to 15 nursery settings in the most vulnerable areas each year, however the programme is available for settings to commission themselves.

The ECaT programme is one year long and includes:

- Settings identifying a member of staff to take on the role of the Early Language Lead Practitioner (ELLP)
- 2 full days of Language for Learning Foundation Stage training
- 3 half day cluster meetings to explore knowledge, share skills and expertise
- In setting support – the ECaT team visit regularly throughout the duration of the programme to support the setting in implementing their action plan.
- ELLPs collect data at the start and end of the programme about the children’s level of language functioning in order to plan for development.

ECaT has shown positive outcomes on children’s language development and practitioner knowledge and confidence. Practitioners develop competences at an enhanced level of the Speech, Language and Communication Framework (SLCF). Over 150 settings have completed the programme. Year end reassessments have demonstrated significant reductions in the number of children at risk of language delay following ECaT support, typically numbers are halved.

**The ECaT programme is free to 15 settings each year or can be commissioned at a cost of £1,500 per setting**

**FOR MORE INFORMATION OR TO JOIN THE PROGRAMME CONTACT: Rosalind Pow, ECaT Programme Manager on 01562 752749 or rosalind.pow@nhs.net**
Language for Learning® training and resources

Language for Learning is a non-profit making project providing training and resources to support those working with children and young people with SLCN.

Language for Learning provides:

- A range of training opportunities in Worcestershire each year together with options for whole school training
- Training from Foundation Stage through to Key Stages 3 & 4
- A range of options for training delivery, from half days to six session modular courses
- An extensive range of resources to support children and young people at a universal, whole class level

Developing competences at an enhanced level, the training:

- Increases shared knowledge and understanding of SLCN
- Equips practitioners to recognise and identify children and young people experiencing SLCN
- Increases awareness of the impact of SLCN on academic, social and emotional development
- Supports practitioners in creating language learning opportunities across the school day
- Empowers practitioners to use a range of strategies to support children and young people with SLCN

Language for Learning training starts at £60 per person for a half day course. School based training is also available.

FOR MORE INFORMATION OR TO BOOK SOME TRAINING CONTACT: Elaine Packwood at Language for Learning on 01562 751866 or visit www.languageforlearning.co.uk

A free ‘Show Me’ DVD is available for all Worcestershire schools and settings – filmed in Worcestershire; this practical DVD demonstrates 10 universal classroom based strategies to support children and young people with SLCN.
Whole Class/School Approaches

A number of options are available for those schools that are developing a whole school approach to supporting children and young people with SLCN. As part of a weekly contract the Speech and Language Therapy Service can support whole school approaches focused on workforce development and developing support at a universal level. This will include a mix of audit, training and in school support.

Key ingredients that make whole school approaches successful:

- A head teacher that is fully engaged and supports the development work with involvement of the senior leadership team
- Clear expectations set out for staff which are then monitored
- Teachers and teaching assistants who consistently attend training and follow up sessions
- Time allocated to develop the knowledge and skills of the ‘lead TA for the project’

Creating Language and Communication Friendly Environments

At a universal level schools are creating language and communication friendly environments by implementing key strategies including developing listening skills, using visual timetables and task management boards, adapting the adult’s use of language and interaction.

As part of a weekly contract with the service, support can be provided to implement one strategy each half term. Implementation over six weeks might include:

- Initial audit and identification of strategies to be implemented
- Twilight training session for teaching staff
- Training session for teaching assistants
- In setting support – the team visit weekly to support school staff in implementing each strategy
- Audit and a summary report of outcomes

This support is available as part of a weekly contract with the service – see page 9 for further information
Word Aware

There is overwhelming evidence that limited vocabulary skills affect academic achievement. A lack of vocabulary is a key component underlying failure for many students especially those who are economically disadvantaged.⁷

Many Worcestershire schools are adopting the Word Aware approach developed by Anna Branagan and Stephen Parsons to support vocabulary development at both a universal and targeted level.

The Word Aware approach consists of four parts:

- **Make words count**
  - Providing an environment in which children are surrounded by spoken and written words and inspired to learn them.

- **Teaching vocabulary**
  - Introduction of new words from content-rich subjects as well as the fast paced teaching of words found in books.
  - This uses the STAR approach:
    - **Select** the really useful vocabulary that is from the topic or class text.
    - **Teach** the selected vocabulary in a structured manner.
    - **Activate** the meaning by using the words in context, linking the word to the children’s existing knowledge.
    - **Review** the taught words to ensure they are retained.

- **Fun with Words**
  - Enjoy, celebrate and reinforce vocabulary.

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⁷ Block, C Collins and Mangieri, J (2006) *The Vocabulary Enriched Classroom* Scholastic:NY
There are a number of options available for supporting Word Aware at a universal level in your school:

Option 1: Whole day training on developing a Word Aware School with two half day visits to support school staff in implementation

Option 1 cost: £1,300 includes a copy of the Word Aware book (1-2 form entry)

Option 2: Demonstration of Word Aware strategies as a follow up to the whole day of training above; this includes hands on demonstration and feedback to staff in either topic based word learning, text based word learning or word learning strategies.

Option 2 cost: £350 (1-2 form entry)

Option 3: Develop one element of Word Aware: choose either topic based learning, text based word learning or word learning strategies. This option includes a twilight training session with teaching staff; half a day of training with teaching assistants and a day of demonstration of teaching and discussion with class teachers and a further half day of support where needed.

Option 3 cost: £1,150 includes a copy of the Word Aware book (1-2 form entry)

FOR MORE INFORMATION CONTACT: Anna Branagan on 01562 752749 or anna.branagan@nhs.net

Word Aware Day Course organised by Language for Learning®

Language for Learning organises a day course with Anna Branagan and Stephen Parsons on a yearly basis. This is a fast paced, fun and interactive workshop style day which leaves participants well equipped to start Word Aware in their school or with individual children.

Cost: £130 per place includes a copy of the Word Aware book

Visit www.languageforlearning.co.uk for details about forthcoming courses
Teaching Children to Listen

The Listening Project

The ‘Teaching Children to Listen’ approach has now been successfully used to improve the listening of thousands of children in Worcestershire. Evaluation has shown children with the most severe listening difficulties making average improvements of 80%. Follow up has shown that improvements were sustained because teachers were confident that they had the skills to help their class to listen. 99% of teachers who have taken part rate themselves as more able to deal with the poor listeners in their classes, with 68% of saying they are ‘a lot more able’.

“Expectations have been raised in the classroom, that children know they can listen well, and I know they can too.” TEACHER

“The impact of the approach and the associated training has led to significant improvements in listening skills amongst children in both schools in which I have worked which have participated in the project.” HEAD TEACHER

Teaching Children to Listen training costs: half day £450, whole day £950
The full Listening Project costs: £2,000 per school
Listening Project without training (for those schools who would like to target more classes) costs: £1,550

FOR MORE INFORMATION CONTACT: Jacqui Woodcock on 01527 488326 or jacquelinewoodcock@nhs.net
Setting Up Small Group Targeted Interventions

At a targeted level schools are setting up rolling programmes of targeted interventions for a range of core speech, language and communication skills:

- One group can be set up each term and is supported by a speech and language therapist and speech and language therapy assistant. Teaching assistants continue to deliver the groups once set up. Set up includes:
  - Twilight or half day training session for those involved in delivering groups
  - Demonstration and co-delivery of groups – the therapist or assistant visit the school on a weekly basis for up to six weeks handing over delivery to the teaching assistants at the end of this period; up to two groups can be co-delivered each week.
• A follow up session at the end of term to review progress

**Setting up one targeted intervention group over a term costs £1,500 excluding the cost of any commercial materials required**

**FOR MORE INFORMATION CONTACT:** Emma Jordan on 01562 752749 or emma.jordan@nhs.net

**Narrative Skills**

Black Sheep Press publish a range of narrative programmes that use a colour coded, symbol supported framework for structuring a narrative. This develops in complexity with age. The resources include a range of well-illustrated colourful pictures to teach the elements of a story. The programmes help to improve vocabulary, sentence structure and listening skills. The narrative programmes report significant improvements in the quality of children’s verbal storytelling. A number of programmes are available – for Nursery, Reception, Key Stage 1, 2 and 3/4. The programmes are designed to be run as small group targeted interventions with support at a whole class level.

Narrative can be implemented over a term and is supported by a speech and language therapist and speech and language therapy assistant. Implementation includes:

• Twilight training session for teaching staff on developing narrative skills at a whole class/school level, facilitating narrative skills in small groups and generalising skills learnt back in the classroom

• Training session for all teaching assistants and those who are supporting them

• Demonstration and co-delivery of groups – the therapist or assistant visit the school on a weekly basis for up to four weeks handing over delivery to the teaching assistants at the end of this period; up to two groups can be co-delivered each week.

• In class support – half a day of support for class teachers in implementing ideas at a whole class level

• A follow up session at the end of term to review progress

**Implementing narrative over a term costs £1,450 excluding the cost of any commercial materials required**

**FOR MORE INFORMATION CONTACT:** Anna Branagan on 01562 752749 or anna.branagan@nhs.net
Talking Matters Workshops

Talking Matters Workshops provide practical training in delivering targeted and specialist level interventions for children with SLCN. Included in each workshop is a resource pack with evidence based activities and strategies for you to take away and use with the children you work with in school. All workshops are delivered by speech and language therapists.

A range of workshops are available including:

- Early Years Listening
- Early Years Understanding
- Early Years Speech
- Expressive Language
- Social Skills
- Speech Skills
- Memory & Learning
- Word Finding & Vocabulary
- Phonological Processing for Literacy

Talking Matters workshops training starts at £50 per person for a half day course. School based training is also available.

FOR MORE INFORMATION OR TO BOOK SOME TRAINING CONTACT: Tracy Mead on 01527 488326 or tracymead1@nhs.net

‘Developing Narrative Skills with Judith Carey’ and ‘Talkabout with Alex Kelly’ organised by Language for Learning

Language for Learning organises day courses with authors of published targeted level interventions such as the Black Sheep Press narrative resources and the ‘Talkabout’ social communication skills programmes.

Visit www.languageforlearning.co.uk for details about forthcoming courses
Training at a Specialist Level

Specialist level training is available from the service covering topics such as:

- Supporting children and young people with complex needs in mainstream schools
- Specific speech and language disorders - training for specialist language class teachers.

Training at this level is typically tailor made and may be provided as outreach from a specialist provision such as a specialist language class or special school.

FOR MORE INFORMATION CONTACT: Emma Jordan on 01562 752749 or emma.jordan@nhs.net

Signalong

Worcestershire is a *Signalong* county. Signalong is a sign support system based on British Sign Language. It empowers children and adults with impaired communication to understand and express their needs, choices and desires by providing sign vocabulary for life and learning. Signalong can be used at a universal level in schools to support children’s understanding of language. Signalong training is available from the service or from Language for Learning.

**Signalong training starts at £60 per person for an introductory half day course. School based training is also available.**

FOR MORE INFORMATION CONTACT: Elaine Packwood on 01562 752749 or elaine.packwood@nhs.net

Regular Direct Intervention/Therapy

The core commissioned service does not include any capacity to deliver regular direct intervention for children in mainstream schools. For those children with specific speech and/or language disorder where direct intervention with a therapist is recommended schools and the Local Authority can commission this level of input at a rate of £55 per hour.

**Regular direct intervention costs: £55 per hour**

FOR MORE INFORMATION CONTACT: Emma Jordan on 01562 752749 or emma.jordan@nhs.net
The following is an extract from the Workforce Development Plan for SLCN in Worcestershire developed in line with guidance from the Commissioning Support Programme\(^8\). It identifies school staff and the level of Speech, Language and Communication Framework\(^9\) competence recommended:

<table>
<thead>
<tr>
<th>IQF(^{10}) Level of Competence for SLCN</th>
<th>Who?</th>
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</thead>
<tbody>
<tr>
<td>2 Universal level of SLCF</td>
<td>Whole of the core children’s workforce including:</td>
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<td></td>
<td>• Early years practitioners</td>
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<td>• Teachers</td>
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<td></td>
<td>• Teaching assistants</td>
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<td></td>
<td>• Support workers</td>
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<td></td>
<td>• Governors</td>
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<tr>
<td>3 Enhanced level of SLCF</td>
<td>Children’s workforce delivering an enhanced level of service at a universal and in some cases, targeted level of support including:</td>
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<tr>
<td>(greater experience of SLCN within wider role)</td>
<td>• Early years practitioners</td>
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<td></td>
<td>• Teachers</td>
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<td>• Teaching assistants</td>
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<td>• SENCOs</td>
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<td></td>
<td>• Support workers</td>
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<tr>
<td>4 Enhanced level of SLCF</td>
<td>Children’s workforce delivering an enhanced level of service at a targeted level of support including:</td>
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<td></td>
<td><em>Delivering targeted intervention:</em></td>
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<td></td>
<td>• Early Language Lead Practitioners (ECaT)</td>
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<td></td>
<td>• Named TA for SLCN in mainstream schools</td>
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<td></td>
<td>• Teachers and teaching assistants in specialist provision</td>
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<td><em>Staff who have developed a special interest in SLCN:</em></td>
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<td></td>
<td>• Teachers</td>
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<td></td>
<td>• SENCOs</td>
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<tr>
<td>5 Specialist level of SLCF</td>
<td>Specialist teachers in charge of specialist resources for SLCN</td>
</tr>
</tbody>
</table>

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\(^{10}\) IQF – Children’s Workforce Development Council’s Integrated Qualification Framework
THE COMMUNICATION COMMITMENT

The Communication Commitment is a simple way to develop a whole-school approach to communication that is tailored to the needs of your school. Developed by The Communication Trust in partnership with schools, the Commitment will help you make communication part of your school’s policy and practice in order to get the best outcomes for your pupils.

The Commitment:

- Asks you to commit to five simple but effective actions to improve your whole school approach to communication.
- Helps you to create a personalised Action Plan that you will be able to print and share with colleagues, pupils and the wider school community.
- Provides lots of free resources and guidance that will help you achieve these actions and the chance to share ideas with like-minded schools across England.

The Communication Commitment is a great place to start if you’re planning a whole school approach. Visit www.thecommunicationtrust.org.uk/commitment to get started.

SCHEME FOR SCHOOLS

This is fundamentally about making your school a better place for learners, in particular those with speech, language and communication needs (SLCN). The Scheme for Schools sets standards in provision for SLCN and supports a school to work towards and achieve identified levels of best practice. It includes tools for looking at what your school does well in relation to SLCN and highlights areas for development. It is soundly based in theory and also on what is currently provided in the best schools.

It can be used as a way of showcasing and developing your school’s SEN published information in line with the SEND Code of Practice (2014). The scheme will help you provide evidence for OFSTED.

The scheme provides award status up to a specialist level for SLCN and meets Step 3 of the Communication Trust’s Communication Commitment.

Visit www.thebalancedsystem.org/schools for more information.
The Speech and Language Therapy Service is a county wide service organised in three locality teams. Please contact us for further information:

Emma Jordan  
Service Manager (Finance and Performance)  
Locality Team Leader, Wyre Forest  
emma.jordan@nhs.net  
Tel: 01562 752749

Jacqui Woodcock  
Service Manager (Strategy and Policy)  
Locality Team Leader, Bromsgrove & Redditch  
jacquelinewoodcock@nhs.net  
Tel: 01527 488326

Overseeing whole school work/weekly contracts across the county:

Anna Branagan  
Speech and Language Therapist  
anna.branagan@nhs.net  
Tel: 01562 752749

Claire Berry  
Speech and Language Therapy Assistant  
claire.berry@nhs.net  
Tel: 01562 752749