

Making change happen for DLD in services and schools

NAPLIC CONFERENCE 2018

"Developmental Language Disorder: Making change happen"

Better Communication CIC and Kent County Council

Kent Wide Scheme for Schools

**A reflection of our SLCN Commission
Initiatives for schools**

Rachel Keen KCC SLT – 27/04/2018

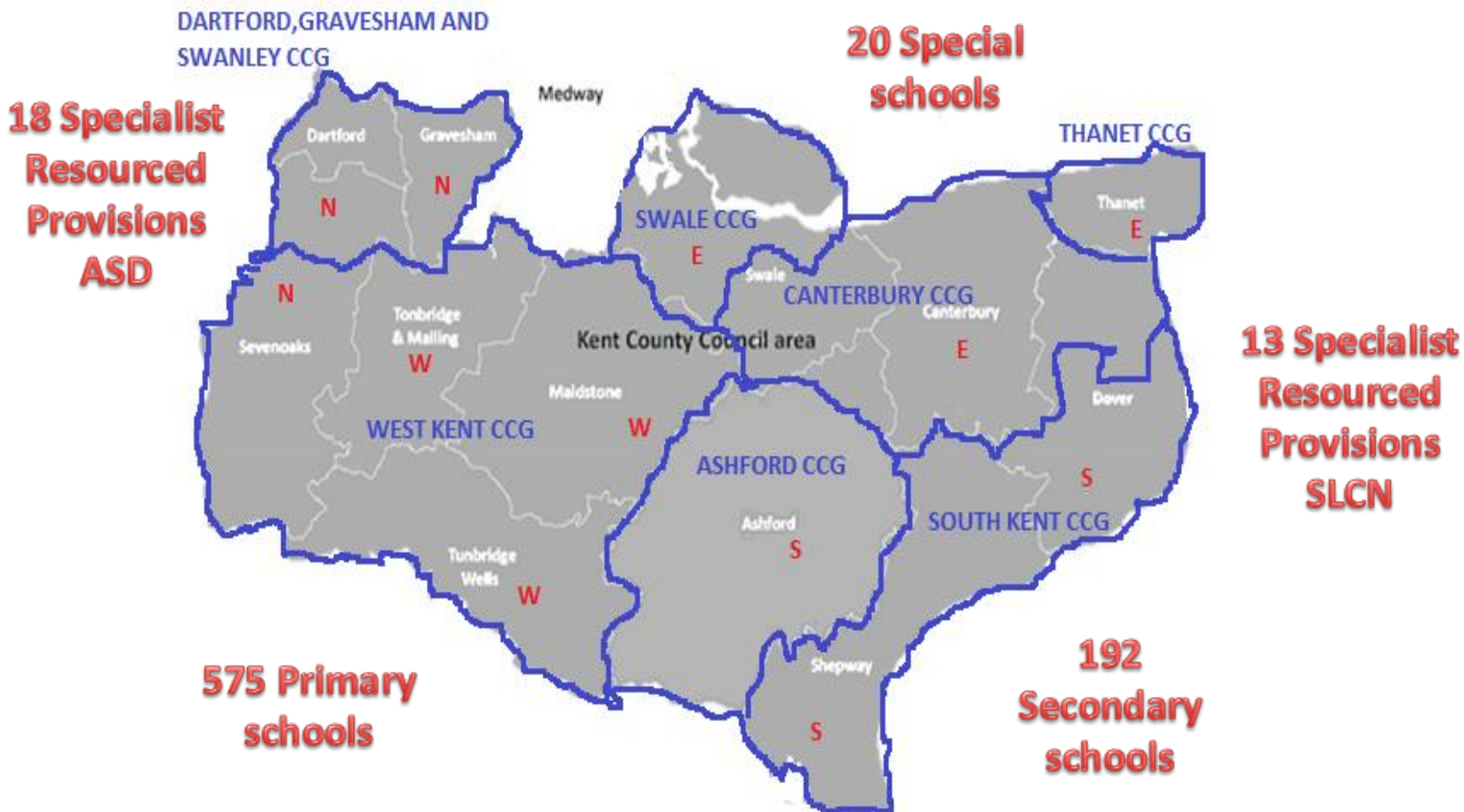
A real life piece of Yr 5 homework taken from Kent:

“Can you be creative and make a fictional animal and it’s stages of metamorphosis”

Welcome to Kent’s SLCN Initiative



Kent's Whole System



Kent Wide change actions

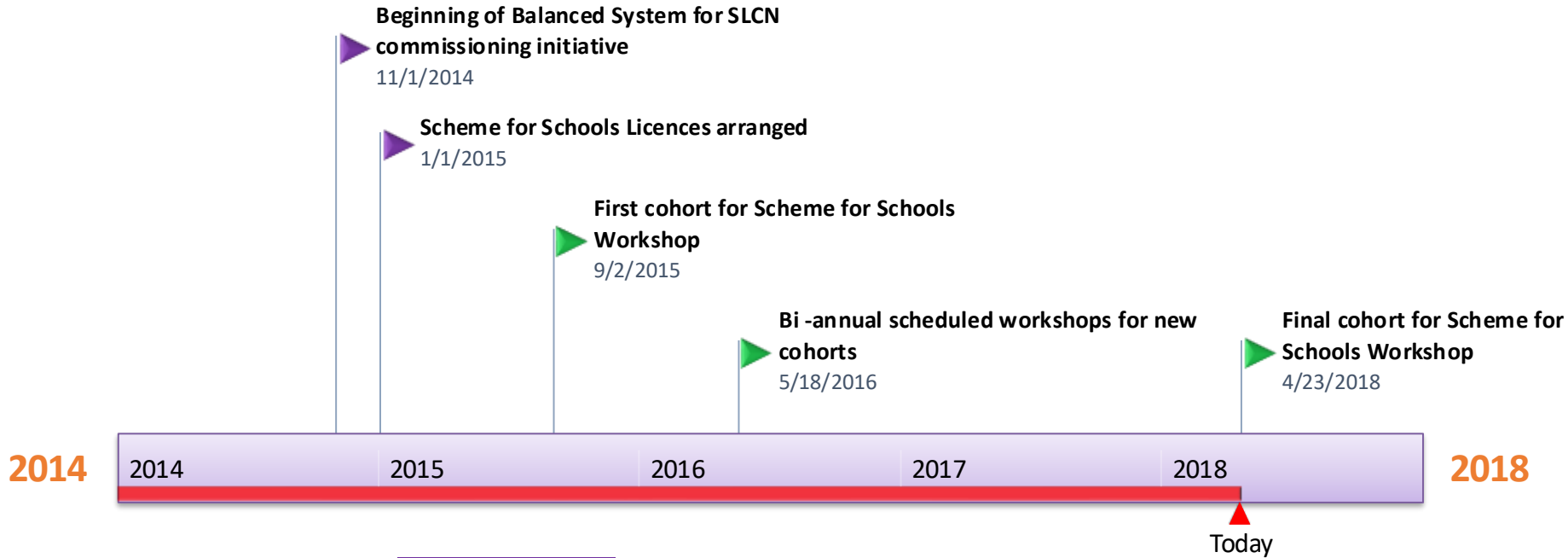
- A joint commissioning initiative to adopt the Balanced System[®] for SLCN to achieve the Kent SEND strategic goals by creating an outcomes focused SLT service specification with CCGs/Providers for a consistent approach across the county
- Kent funding of up to 60 licences for Balanced System[®] Scheme for Schools available to all maintained schools to include bottom up approach to SLCN outcome provision commissioning

Change Champions

We went on the look out for:

- Schools with a leader in charge to keep the whole system developing – SLCN provision is intrinsically linked to a school's whole school SEND approach and organisation
- Schools who could progress on an individual school journey but who could work in a group to their benefit (S4S cohort and Districts)
- Schools who could know the time to split and focus on their own their developments but keep communicating with other groups as they separate geographically
- Schools who were strong SLCN schools to support and lead on their district schools





34 schools are on their S4S journeys

3 schools are Centres of Excellence now

4 schools are now S4S accredited

1 took One year to achieve at SRP SLCN

2 took Two years in special schools

All took Two years in special schools + Mainstream



Map of Kent S4S



Black is on S4S

Blue is Accredited

Purple is Centre of Excellence

Examples of change plans from



Primary mainstream with no resourced provision

The workforce is enhanced through employment of a specialist TA in speech and language. This allows for more targeted identification and development of interventions provided for pupils at all stages.

FAMILY SUPPORT	ENVIRONMENT	WORKFORCE	IDENTIFICATION	INTERVENTION
SPECIALIST	SPECIALIST	SPECIALIST ✓	SPECIALIST	SPECIALIST ✓
TARGETED	TARGETED	TARGETED	TARGETED ✓	TARGETED ✓
UNIVERSAL	UNIVERSAL	UNIVERSAL	UNIVERSAL	UNIVERSAL ✓

Not at all Partially Mostly Complete

Integrated workforce	To what extent is the setting and wider multi-disciplinary workforce working in an integrated way in the setting?	To what extent does an integrated workforce support all pupils with SLCN in the setting context?	To what extent is the integrated workforce demonstrating high quality collaborative working in the setting?	To what extent is the integrated workforce impacting on the wider community linked to the setting?
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So what did this translate into practice?

Level 4: Impact - targeted

Evidence of training impacting on everyday practice for key staff

The staff were asked to select the strategies they used as targeted intervention. The results are as follows:

<u>Strategy</u>	<u>Percentage of staff using with pupil/s in their class</u>
Individual timetable	43%
Social stories	17%
Task management board	13%
Clicker 6	61%
Makaton	35%
First and then visual support	61%
Pre- teach vocabulary	22%
Speech intervention	40%
Language intervention	52%
Social skills group	35%
other	4%

OFSTED FEEDBACK

“The leader responsible for the provision for pupils who have special educational needs and/or disabilities knows the pupils in her care well. Staff have been well trained to support a wide range of needs effectively. They share this expertise around the school so that all pupils benefit. For example, children in the early years who have speech difficulties receive good-quality support from a specialist based in Year 2. Parents appreciate the high levels of care and support provided for their children, which enables them to flourish”.

Examples of change plans from



Secondary with SLCN Specialist Resourced Provision

Parents of children with SLCN will be invited into school for an informal opportunity to discuss ways of supporting their child's SLCN.

FAMILY SUPPORT SPECIALIST	ENVIRONMENT SPECIALIST	WORKFORCE SPECIALIST	IDENTIFICATION SPECIALIST	INTERVENTION SPECIALIST
✓				
TARGETED	TARGETED	TARGETED	TARGETED	TARGETED
UNIVERSAL	UNIVERSAL	UNIVERSAL	UNIVERSAL	UNIVERSAL

Not at all
Partially
Mostly
Complete

Engaging parents and carers

To what extent is the provision for children and young people with SLCN engaging parents and carers to support their child's SLCN?

To what extent are parental engagement strategies and activities reaching all parents of pupils with SLCN?

To what extent is parental engagement consistently of high quality?

To what extent can the setting demonstrate improved parental participation and confidence in supporting pupils' SLCN?

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So what does this translate into practice?

“Mrs X commented on how much help the speech and language therapist’s input had been at the coffee morning and she had been reinforcing some of the material with her son.”

[redacted] is a highly successful specialist mainstream provision, established in September 1990, to cater for children with **Speech, Language and Communication needs**. Its programmes, quality and impact of teaching, support staff and well-managed integration into the main school were praised by OFSTED (2015).



Parents/carers and interested professionals are welcome to visit—please telephone to arrange an appointment. Or come along to our **Open Morning** and see us in action:

School website publishes links to well known SLCN support resources and networks and this invite is for an open morning for parents

What else have we found?

Investment of resources to enable schools to access these tools does not solve barriers from:

- School priority shifts waylay the intentions to complete the accreditation and actions
- School and/or staff 's ability to use the process for progressive development when their reference point seems focused on a “specialist” model requiring less active or creative participation from them



Change resulting for KCC

Kent wide therapy commissioning updates and knowledge continues to grow in strength from bottom up and top down approaches:

- Our existing specialist placement options have not just confirmed that they know a lot , they have extended the reach and scope of strands within their provision support as much as a less experienced school has , just in different ways
- A joint provider/KCC DLD focused cross county “specialist” task group is established to seek responsive service developments to explore ways to approach consistent models of school based services and Early Years.
- We have a growing number of brand new SRPs for SLCN and we see less “mainstream school” and “us” cultures when they are setting up using this framework tools to provision develop

So back to that homework.....

Here are 2 versions to the definition of **Metamorphosis** :

(in an insect or amphibian) the process of transformation from an immature form to an adult form in two or more distinct stages.

A change of the form or nature of a thing or person into a completely different one.

<https://en.oxforddictionaries.com/definition/metamorphosis>

