

# BALANCED SYSTEM SCHOOLS AND SETTINGS®



## Balanced System Schools and Settings®

The Balanced System Schools and Settings® is a whole system approach to improving outcomes for children and young people across the range of speech, language and communication needs ([www.thebalancedsystem.org](http://www.thebalancedsystem.org)). The scheme has been created in response to schools' demand for a strategic approach to understanding their role in commissioning and providing support for speech, language and communication needs.

The Balanced System for Schools and Settings® provides an overarching set of outcomes, processes and outcome measures across the core Five Strands of the Balanced System®.

	<b>FAMILY SUPPORT</b>	Families are supported with appropriate information to make informed choices and have skills to support development
	<b>ENVIRONMENTS</b>	Are audited, adapted and enhanced to maximise participation
	<b>WORKFORCE</b>	Specialist knowledge and skills are used to build capacity in the wider workforce
	<b>IDENTIFICATION</b>	Is efficient and accessible including training of others to identify and provision of pre-referral advice
	<b>INTERVENTION</b>	Is appropriate and timely, may include direct or indirect, individual and group interventions delivered in a functional context

The Balanced System Schools and Settings® takes a strategic approach to understanding need, mapping existing provision and gaps, and supporting decision making by school to enhance provision. Better Communication CIC has developed the accredited award scheme with partners NAPLIC and Afasic. The accreditation has two levels and provides quality assurance of provision that will enhance speech, language and communication outcomes for children and young people.

The Balanced System Schools and Settings® meets level 3 requirements for the Communication Commitment for schools and early years providers:

<https://www.thecommunicationtrust.org.uk/projects/communication-commitment/>

<https://www.thecommunicationtrust.org.uk/projects/early-years-commitment/about-the-early-years-commitment/>

## THE BALANCED SYSTEM®



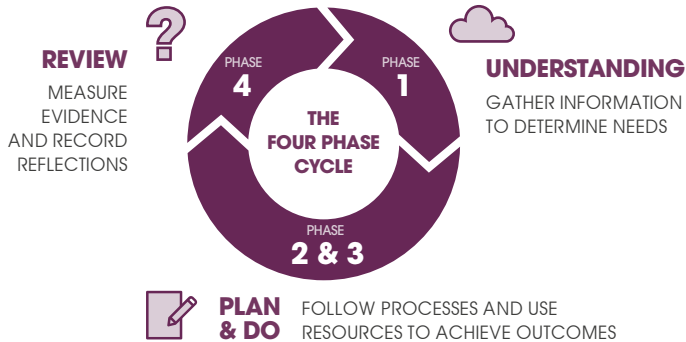
# How Balanced System Schools and Settings<sup>®</sup> is different?



## The journey

The Balanced System Schools and Settings<sup>®</sup> provides a school or cluster of schools with the tools, mentor support and peer support over a 18 month period using the four phase cycle of understand, plan, do and review. This helps schools to ensure that they are making the best use of resources available to support speech, language and communication across the school or setting for all children as well as those with specific needs. Good speech, language and communication skills underpin attainment across the curriculum.

## THE BALANCE SYSTEM<sup>®</sup> SCHOOLS AND SETTINGS



## Feedback on Balanced System Schools and Settings<sup>®</sup>

“It enabled us to identify good practice: identify what the school already has in place in a very systematic way. Also supported the identification of gaps in the provision. Also highlighted specific areas that we needed to work on.”

“Without this I feel that (the school) would not have been as motivated and focussed in ensuring that the provision was continuing to improve and certain aspects such as family support would not have been completed.”

“Useful to see all the SLCN support in one place - in the framework of levels and strands means it gave a comprehensive picture. Made us think about the impact of what we were already doing and how to measure it.”

