SEND WSoA Speech, Language and Communication Needs (SLCN) work stream – plan on a page
Balanced System® Implementation and Support

Vision:

- A comprehensive understanding of speech, language and communication needs across Kent 0-25
- A seamless universal, targeted & specialist offer for speech, language and communication (SLC) including those with SLCN that is informed needs & tailored to deliver equity of outcome geographically
- Schools and settings that are confident in their role in developing SLC skills and supporting SLCN
- Families and young people that are confident in the SLC support available

Risks:

- Identification of a local lead
- Availability of data from all stakeholders
- Broad range of stakeholders required to engage and implement whole system change
- Complexity of work may lead to timescales slipping

? How:

2020/2021 : -
- Articulate five year plan for implementation of Balanced System® approach to support for ALC & SLCN across Kent
- Updated needs assessment (0-25) including stakeholder engagement and specific project around 16-25 age group
- Work with providers and stakeholders to build the vision of the offer whilst appreciating the existing pressures and seeking 'quick wins' towards the long term ambitions
- Support for local leaders in planning for the delivery of the long term offer
- Build on the Balanced System Schools & Settings (S4SS) work already established by training local Licensed Mentors; offering 10 Centre of Excellence and for up to 40 schools to either continue beyond accreditation or new joiners

2021/2022 :-
- April 2021 – introduce new model to partners in with a view to shadow form from January 2022 and full implementation by end of academic year
- Co-produce 16-25 element of the pathway and implement
- Summer 2022 Balanced System® Schools and Settings celebration, sharing event
- Ongoing recruitment of schools & settings
- LM active in supporting schools & setting
- Establishing baselines for impact monitoring and impact measures

2022/2025 : -
- Ongoing support for commissioners and providers including impact measurement; adapting service model to emerging factors; ongoing support and development of schools & settings through S4SS

Priorities:

1.
2.
3.

1. Establish local lead and local contacts for engagement and needs assessment
2. Scope vision with providers and identify quick wins
3. Recruit schools for C of Excellence
4. Train Licensed Mentors

✓ Outcome:

- Needs led service with equitable outcomes at the core
- Families are confident in the system to support them and their children and young people
- SLCN is seen on a continuum with all language & communication & all understand their contribution to outcome
- Impact measures at individual, cohort and county wide

Impact:

- Joint Commissioning in place
- Single service specification across Kent
- Schools demonstrating impact measures
- Individual child/young person case studies