

Special School, Kent, England

“The Balanced System Schools and Settings® has helped our school to reflect on what we had in place and were doing to support SLCN. It has helped raise awareness of the SLCN and it has helped us develop our provision for the future.”

NAME



Special school, England.

OUTCOMES ACHIEVED



- There is more joint working and closer collaboration between Assistant Principals and therapy leader.
- Now, close collaboration between stt & APs which has resulted in improved identification and more timely response to requests. There is much more sharing of information which results in better management of the children. There is a much more coordinated approach.
- SLCN is now better understood and is seen more as a shared responsibility across the staff. Previously it was seen as the responsibility of speech & language therapy. Senior leaders and teachers consistently explain the whole school approach to supporting SLCN to prospective & current parents particularly at annual reviews.
- Improved identification systems are in place. This has resulted to improved identification and referral for targeted & specialist intervention.
- Progress tracking systems are more robust in the school. Data is analysed termly which has enabled us to identify gaps / need and therefore to plan appropriate interventions.
- Teaching staff and SLTAs are leading more on the universal approaches. SLTs and specialist teaching staff are now delivering more targeted interventions.

EXAMPLE SHOWS



The Balanced System has provided a useful framework which has enabled us to review and evaluate our SLCN provision:

- The universal, targeted and specialist levels have helped all staff understand the importance of an integrated approach and has given us all clarity over our roles and responsibilities for supporting SLCN.
- Alongside improved systems for identification and progress monitoring, there is now much more of a shared ethos and clarity about what we all do across the school and throughout the day to support SLCN.
- All members of the therapy team are now actively thinking about the impact of interventions.
- Staff are working hard to evidence progress and outcomes for pupils and families. There is more reflection and evaluation around interventions now which is resulting in more evidence based-practice. There is also now more evidence around targeted and specialist interventions which informs decision making about whether to continue or repeat an intervention.

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STAKEHOLDER
ENGAGEMENT



- Families who often live away from the school have access to appropriate staff when queries arise
- Staff are making good use of the systems in place to access specialist support.

ISSUES/
CHALLENGE



- Time to work on the Balanced System.
- Lack of support or contribution from colleagues and senior leaders
- Lack of specialist provision i.e. SLT.

NEW WAYS OF WORKING
AS A RESULT OF
THE BALANCED SYSTEM®



- It helped us to review & evaluate the work we were doing to support SLCN – now have greater evidence based approaches.

LESSONS LEARNT
/ TIPS



- Need time to effectively capture provision and evidence it