

# THE BALANCED SYSTEM™ EVALUATION TOOL



Area of the Balanced System		Level 1: Input How much are we doing?	Level 2: Reach Is anyone better off?	Level 3: Implementation quality How well did we do it?	Level 4: Impact Did it make a difference?
Commissioning		To what extent are all <b>commissioners with a remit for children and young people</b> including the needs of this population in needs assessment and commissioning of their element of children and young peoples' services?	To what extent are commissioners ensuring that their collective activity reaches <b>the full population</b> of children and young people with SLCN?	To what extent are providers <b>delivering services</b> to meet the specifications developed by commissioners as <b>intended</b> ?	To what extent has the collective commissioning activity for children and young people <b>yielded demonstrable change</b> in their speech, language and communication skills?
Integrated workforce		To what extent is the workforce working in an integrated way? Evidence (hyperlink to next layer)	To what extent does an integrated workforce support all pupils with SLCN? Evidence (hyperlink to next layer)	To what extent is the integrated workforce demonstrating high quality collaborative working? Evidence (hyperlink to next layer)	To what extent is the integrated workforce impacting on the wider community? Evidence (hyperlink to next layer)
Engaging parents and carers		To what are services for children and young people with SLCN engaging with parents in support of their children's SLCN? Evidence (hyperlink to next layer)	To what extent are parental engagement strategies and activities reaching all parents of pupils with SLCN? Evidence (hyperlink to next layer)	To what extent is parental engagement consistently of high quality? Evidence (hyperlink to next layer)	To what extent are improved parental participation and confidence in supporting pupils' SLCN demonstrated? Evidence (hyperlink to next layer)
Leadership and management		Is there leadership and management of provision across agencies and disciplines?	Are the leadership and management arrangements facilitating services to reach all children with SLCN as appropriate	Is the leadership and management of high and consistent quality?	Does the leadership and management contribute to achieving improved speech, language and communication skills for children and young people with SLCN?
Training and development		Is there a range of training and development on offer to parents and the workforce?	Is the training and development accessible in terms of funding, time, location?	Is the training and development of high and consistent quality?	Does the training and development result in improved skills to support children and young people with SLCN?
Workforce	Specialist	Is the specialist workforce (including SLT, EP, Specialist Teacher, HV) available within the local area?	Are the specialists being deployed for maximum impact across the system (for example this may mean not being directly involved with every case but ensuring that expertise is shared)?	Are the specialists appropriately qualified and able to deliver high and consistent quality?	Does the contribution of the specialists result in improved speech, language and communication skills for children and young people?
	Wider	Is the wider workforce available to support children and young people with SLCN within local settings and schools?	Is the wider workforce being deployed for maximum impact (this may include having time to deliver specific programmes or targeted interventions)	Is the wider workforce appropriately qualified and able to deliver high and consistent quality?	Does the contribution of the wider workforce result in improved speech, language and communication skills for children and young people?
Provision	Specialist	Are specialist interventions available in appropriate contexts?	Are the right children and young people accessing specialist interventions?	Are the specialist interventions of high and consistent quality?	Is there evidence that the specialist interventions are improving the speech, language and communication skills of children and young people?
	Targeted	Is there a range of targeted interventions in place across the age range and across settings and schools?	Are the right children and young people accessing these targeted interventions?	Are the targeted interventions of high and consistent quality?	Is there evidence that the targeted interventions are improving the speech, language and communication skills of children and young people?
	Universal	Is there universal preventative activity in place?	Is universal preventative activity reaching the appropriate proportion of the population?	Is the universal activity of a high and consistent quality?	Is there evidence that the universal activity has prevented longer term need and / or facilitated early identification where appropriate?