

Mainstream Primary School, Suffolk, England

“The Balanced System School and Settings® approach has helped our school to fill in the gaps e.g. in getting parents more involved at a universal, targeted and specialist level.”

NAME		Mainstream primary school, England.
OUTCOMES ACHIEVED		<ul style="list-style-type: none"> • Whole school environment changes • Greater parental support and engagement
EXAMPLE SHOWS		<ul style="list-style-type: none"> • Overall the profile of SLC has been raised across the school. Through a combination of whole school activities e.g. 'No Pens Day', working with parents (workshop/word tree/drop ins/leaflets) and training for staff. Talk4Writing and specific vocabulary teaching are being used more consistently across the school, as are a number of other child-adult interaction strategies.
STAKEHOLDER ENGAGEMENT		<ul style="list-style-type: none"> • Parents are regularly updated and provide feedback • Children are more aware of the words and language used • Staff are more aware of support strategies
ISSUES/ CHALLENGE		<ul style="list-style-type: none"> • Time
NEW WAYS OF WORKING AS A RESULT OF THE BALANCED SYSTEM®		<ul style="list-style-type: none"> • SaLT employed to support SLCN at universal, targeted and specialist level. • School wide awareness of gaps. • Developing key partners e.g. parents. • Time to support staff in embedding new strategies/ideas. • Senior leadership giving time and financial resources for training and supporting new ideas e.g. specific vocabulary teaching. • Putting the targets in the School Improvement Plan.
LESSONS LEARNED / TIPS		<ul style="list-style-type: none"> • Being ambitious as a school in raising the profile of speech, language and communication and the importance in collecting feedback to inform impact of provision.