



Supporting children and young
people with SLCN in schools:
Setting standards to deliver
outcomes

Marie Gascoigne
NAPLIC Conference
May, 2014

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Outline

- Legislation – all change in 2014
- Implications for schools, those working with schools, and children and young people with SLCN and their families
- Outcomes – whose outcomes?
- Standards – what good looks like?
- Scheme for Schools

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Legislative context

- Adoption
- Looked after children
- Family courts
- **Children and young people with special educational needs**
- Supporting parents with child care
- The Children's Commissioner role
- Parental leave

Children and Families Act (2014)

0-25 Code of Practice for SEN (2014)

- Child and young person centred system
- Joint planning and commissioning of services
- Early identification of children and young people with SEN
- The Local Offer
- Education, Health and Care Plans
- Focus on outcomes with a clear pathway through education into adulthood
- Increased choice and control for parents and young people

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Code of Practice 0-25 (2014)

- Requirement for joint commissioning between Education, Health and Social Care within a Local Authority Area
- The creation of a jointly commissioned Local Offer in each Local Authority Area for the support of children and young people with SEN
- Integrated provision as a consequence of joint commissioning
- Increased responsibility on schools to provide high quality support and to set out a School Offer of support available in school to support SEN

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Code of Practice 0-25 (2014)

- The extension of the eligibility for support for SEN to the age of 25 which in turn brings new responsibilities for Colleges
- The introduction of Education, Health and Care Plans which must focus on the outcomes that the child, young person and their family identify as priorities
- The entitlement to a personal budget and direct payment for elements of SEN support outlined in the Education, Health and Care Plan

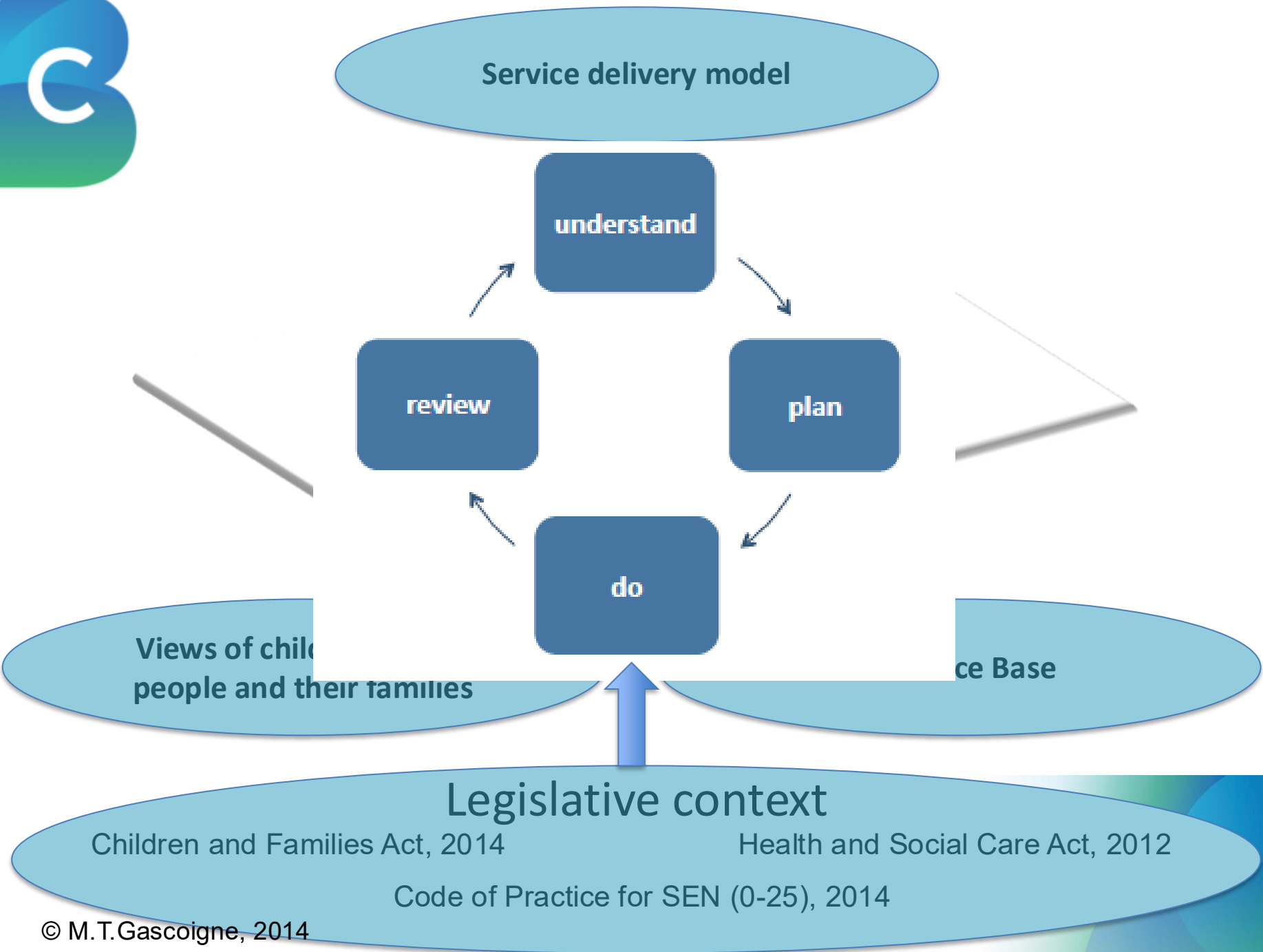
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Common themes across education and health legislation

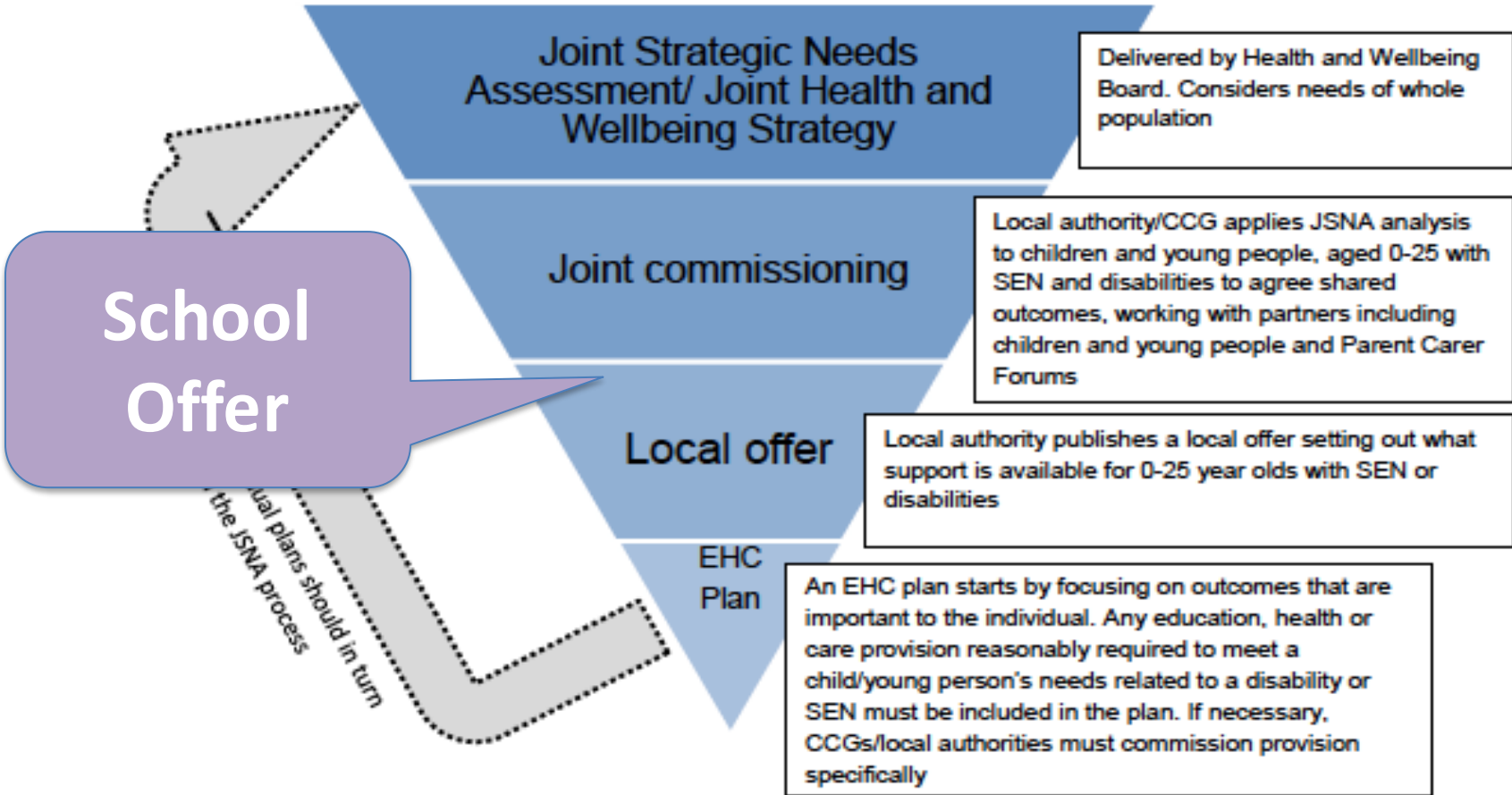
- Children, young people and their families at the centre
- Joint commissioning
- Focus on outcomes
- Evidenced based interventions
- Early identification and prevention

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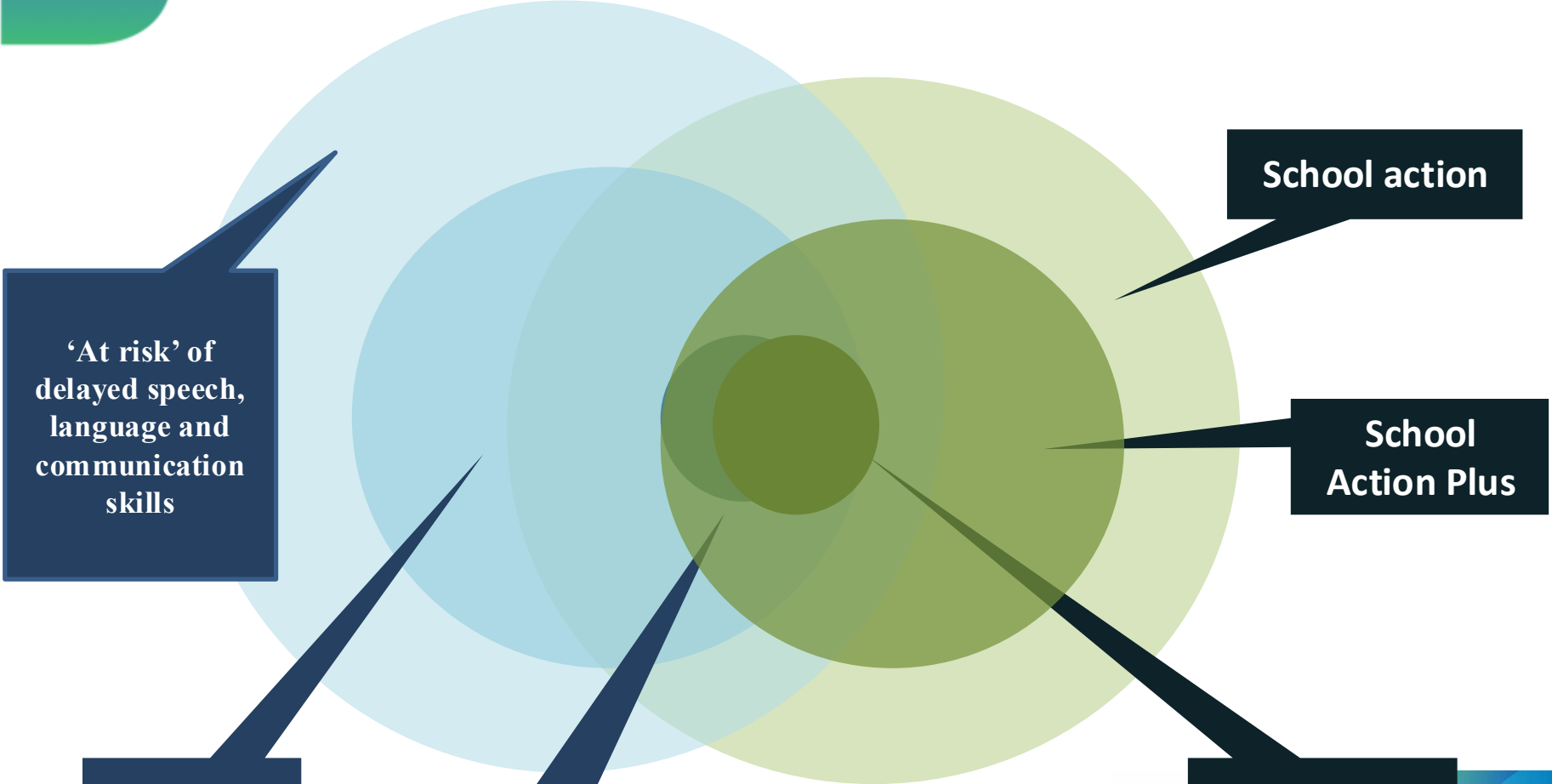
From draft Code of Practice





SLCN

SEN



**'At risk' of
delayed speech,
language and
communication
skills**

School action

**School
Action Plus**

**Targeted
SLCN**

Specialist SLCN

**Statement of
SEN**

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SLCN

SEN

Potentially at school

'At risk' of delayed speech, language and communication skills

School based stage

Targeted SLCN

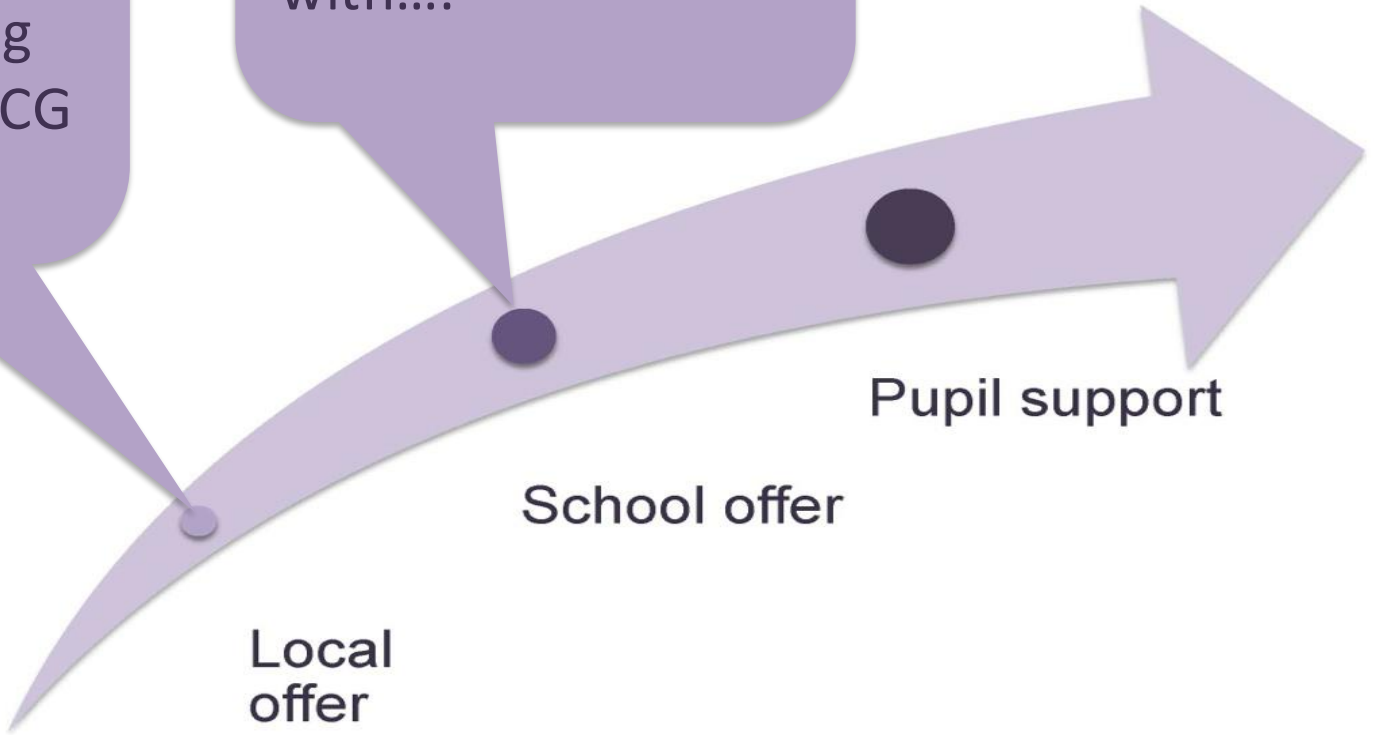
Specialist SLCN

EHC Plan

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Informed by JSNA
Joint
Commissioning
across LA and CCG

Informed by
Joint Commissioning
with....





Some questions?

- How can a parent know what they should expect from one school to another in terms of support for SLCN?
- There are three specialist language resources in my area all managed within the school by the head and all doing it slightly differently – what core standards should I expect?

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Some questions?

- I know I need to use some of our core (school) funding and pupil premium for SLCN but I don't know what I should be buying:
 - Training?
 - SLT?
 - Specialist Teacher?
 - More TA time?

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Some questions?

- I am buying in additional support for the pupils in my school but how do I know what to expect the specialist to do?
- Is it reasonable to ask my staff to work on SLCN programmes when we are buying in additional support?

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THE BALANCED SYSTEM[®]





THE BALANCED SYSTEM[®]

Five strands

Children and young people, their parents and carers	<ul style="list-style-type: none">• Are supported with appropriate information to make informed choices and skills to support development
Environments	<ul style="list-style-type: none">• Are audited, adapted and enhanced to maximise participation
Workforce	<ul style="list-style-type: none">• Specialist knowledge and skills are used to build capacity in the wider workforce to support across universal, targeted and specialist levels of provision
Identification	<ul style="list-style-type: none">• Is efficient and accessible including training of others to identify and provision of pre-referral advice in community settings
Intervention	<ul style="list-style-type: none">• Is appropriate and timely, and may include direct or indirect, individual and group interventions delivered in a functional context



THE BALANCED SYSTEM[®]

Outcome framework

	quantity	quality
effort	<p>Level 1 Input</p> <p>How much did we do?</p> <p>Traditional measures of activity and inputs</p>	<p>Level 3 Implementation</p> <p>How well did we do it?</p> <p>Measuring whether the inputs were of a high quality</p>
effect	<p>Level 2 Reach</p> <p>Is anyone better off?</p> <p>Measuring access to the inputs delivered</p>	<p>Level 4 Impact</p> <p>Did it make a difference?</p> <p>For the individual? For a group? For a population</p>



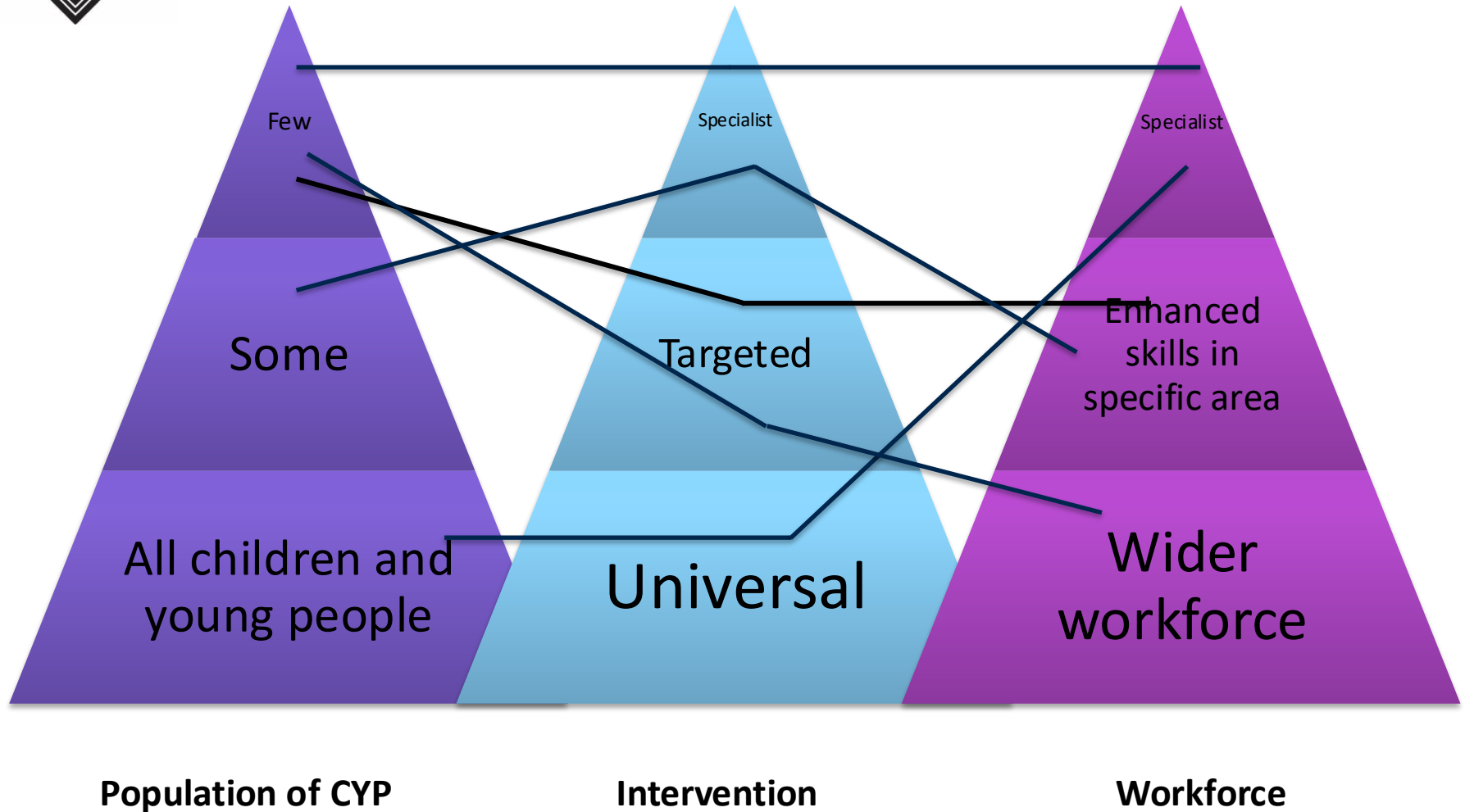
THE BALANCED SYSTEM® INTEGRATED SOLUTION

THE LEVELS OF PROVISION	THE BALANCED SYSTEM SPECIFICATION LEVELS	OUTCOME	OUTPUT	PROCESS	OUTCOMES MEASURE	SPEECH AND LANGUAGE THERAPY	OTHER SPECIALIST WORKFORCE	WIDER WORKFORCE	PARENT / CARERS	CONTEXT
UNIVERSAL	SUPPORTING PARENTS AND CARERS	THE FINAL RESULT	THE TANGIBLE ELEMENTS WHICH HAVE TO BE PRODUCED	THE PROCESSES WHICH HAVE TO TAKE PLACE	LEVEL 1: INPUT; LEVEL 2: REACH; LEVEL 3: IMPLEMENTATION; LEVEL 4: IMPACT	DETAIL ACTIVITY REQUIRED	DETAIL ACTIVITY REQUIRED	DETAIL ACTIVITY REQUIRED	DETAIL ACTIVITY / SUPPORT REQUIRED	DETAIL FEATURES REQUIRED FOR SUCCESS
	SUPPORTING THE ENVIRONMENT TO FACILITATE COMMUNICATION									
	SUPPORTING THE WORKFORCE TO FACILITATE COMMUNICATION									
	IDENTIFICATION OF SLCN									
	INTERVENTION FOR SLCN									
TARGETED	SUPPORTING PARENTS AND CARERS									
	SUPPORTING THE ENVIRONMENT TO FACILITATE COMMUNICATION									
	SUPPORTING THE WORKFORCE TO FACILITATE COMMUNICATION									
	IDENTIFICATION OF SLCN									
	INTERVENTION FOR SLCN									
SPECIALIST	SUPPORTING PARENTS AND CARERS									
	SUPPORTING THE ENVIRONMENT TO FACILITATE COMMUNICATION									
	SUPPORTING THE WORKFORCE TO FACILITATE COMMUNICATION									
	IDENTIFICATION OF SLCN									
	INTERVENTION FOR SLCN									

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Relationship between population, intervention and workforce



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 commissioners with a remit for children and young people 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 the full population of children and young people with SLCN?	To what extent are providers delivering services to meet the specifications developed by commissioners as intended ?	To what extent has the collective commissioning activity for children and young people yielded demonstrable change 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?



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Children and young people
& their parents and carers

- Supporting **children and young people, parents and carers** with appropriate information and skills to enable them to be pro-active in making choices and in supporting speech, language and communication skills

Environments

- Working with others to ensure that **environments** in which children and young people spend time for **learning** and **leisure** are **communication friendly** and have the appropriate enhancements and adaptations

Workforce

- Using **specialist knowledge and expertise** to **build skills** in the **wider workforce** in order to ensure that speech, language and communication skills are appropriately supported across universal, targeted and specialist tiers

Early Identification

- Ensuring efficient and accessible systems to enable **early identification** of speech, language and communication needs, including **training of others** to identify and **providing pre-referral advice** within **community settings**

Intervention

- Providing **appropriate and timely intervention**, which may include **direct or indirect** work with **individuals and groups** of individuals, delivered in the most **functionally appropriate context** relative to specific need



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Workforce

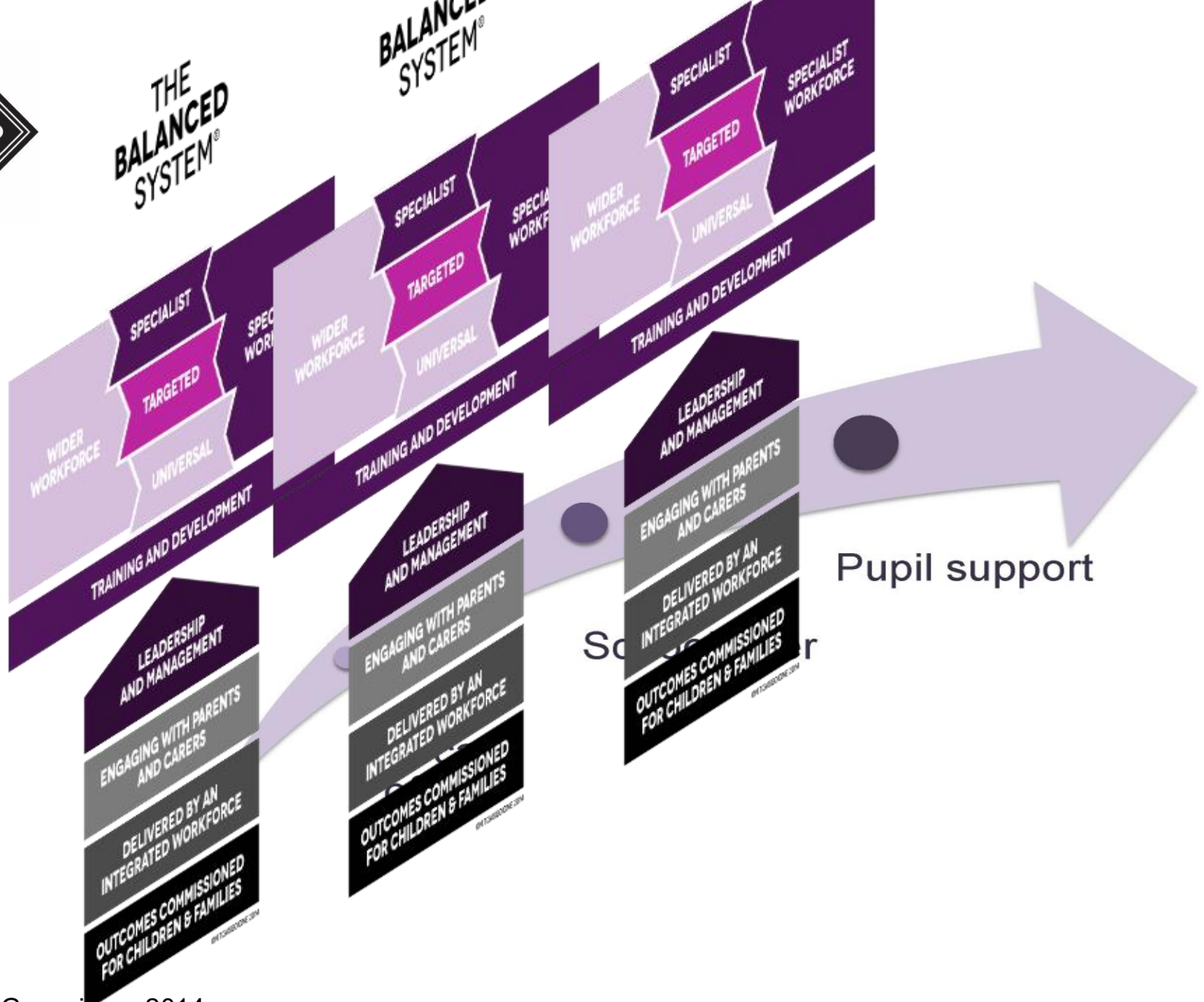
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HOME **SCHOOLS** COMMISSIONERS PROVIDERS PRACTITIONERS CONTACT US LOGOUT

THE BALANCED SYSTEM®: SCHEME FOR SCHOOLS

This is fundamentally about making your school a better place for learners, in particular those with SLCN. It is a scheme that includes tools for looking at what you do well in relation to SLCN and highlight areas that you need to develop.

The scheme will help you provide evidence for OFSTED.

It is a holistic approach that develops all aspects of the child's communication environment. The interventions that a child receives are a part of this but it is much wider than that. It can be used as a way of showcasing and developing your school's Local Offer.

It is soundly based in theory and also on what is currently provided in the best schools.

The scheme provides accreditation up to a specialist level for SLCN and meets Step 3 of the Communication Trust Communication Commitment.

THE BALANCED SYSTEM® SCHEME FOR SCHOOLS



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Scheme for schools landing page

WORKING ACROSS THE BALANCED SYSTEM® FIVE STRANDS

- Child, young person and family
- Environment
- Workforce
- Identification
- Intervention

WHAT IS IT?

A system wide approach which enables a school to develop provision for SLCN and wider SEND at a whole school and individual learner level in line with the new Code of Practice for SEN (0-25) and OFSTED requirements.

WHY USE IT?

- To promote effective local interagency working for pupils with SEND
- To ensure schools are effectively using resources to meet the needs of their learners at a school wide and individual level in line with the Local Offer
- To ensure outcomes for children with SEND are appropriate, effective and achieved in line with legislation and statutory guidance

HOW IT WORKS

The Balanced System®: Scheme for Schools, provides a clear development pathway with tools to help schools audit existing good practice, plan against identified outcomes and then implement a development programme. At the review stage, schools may wish to submit their evidence towards achieving accredited award status.

The Balanced System®: Scheme for Schools is supported by:



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literacy



Tools and calculators

- Quantitative data collection template – key information relevant to understanding the context from a SLCN perspective
- Qualitative data collection template – whole systems mapping
- Suite of survey templates for SLTs, schools and settings, parents

- Prediction of SLCN tool
- Prediction of likely workforce to meet need based on the BS model of delivery

Scheme for schools Understand Needs analysis



HOME

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SCHEME FOR SCHOOLS: UNDERSTAND: NEEDS ANALYSIS

To update your demographic details please complete the form below.

School name *	<input type="text"/>
School postcode *	<input type="text"/>
Local Authority *	<input type="text"/>
Type of school *	Please select -> <input type="button" value="v"/>
Age range *	<input type="text"/>
Early Years Foundation Stage	<input type="checkbox"/>
Key Stage 1	<input checked="" type="checkbox"/>
Number on roll	<input type="text"/>
% eligible for Free School Meals	<input type="text"/>
Number School Action	<input type="text"/>
Number School Action Plus	<input type="text"/>
Number SEN statement	<input type="text"/>
Key Stage 2	<input type="checkbox"/>
Key Stage 3	<input type="checkbox"/>
Key Stage 4	<input type="checkbox"/>
Post 16	<input type="checkbox"/>
<input type="button" value="Update"/>	

Home > Understand > Needs analysis

Home > Understand > Needs analysis



Prevalence of SLCN

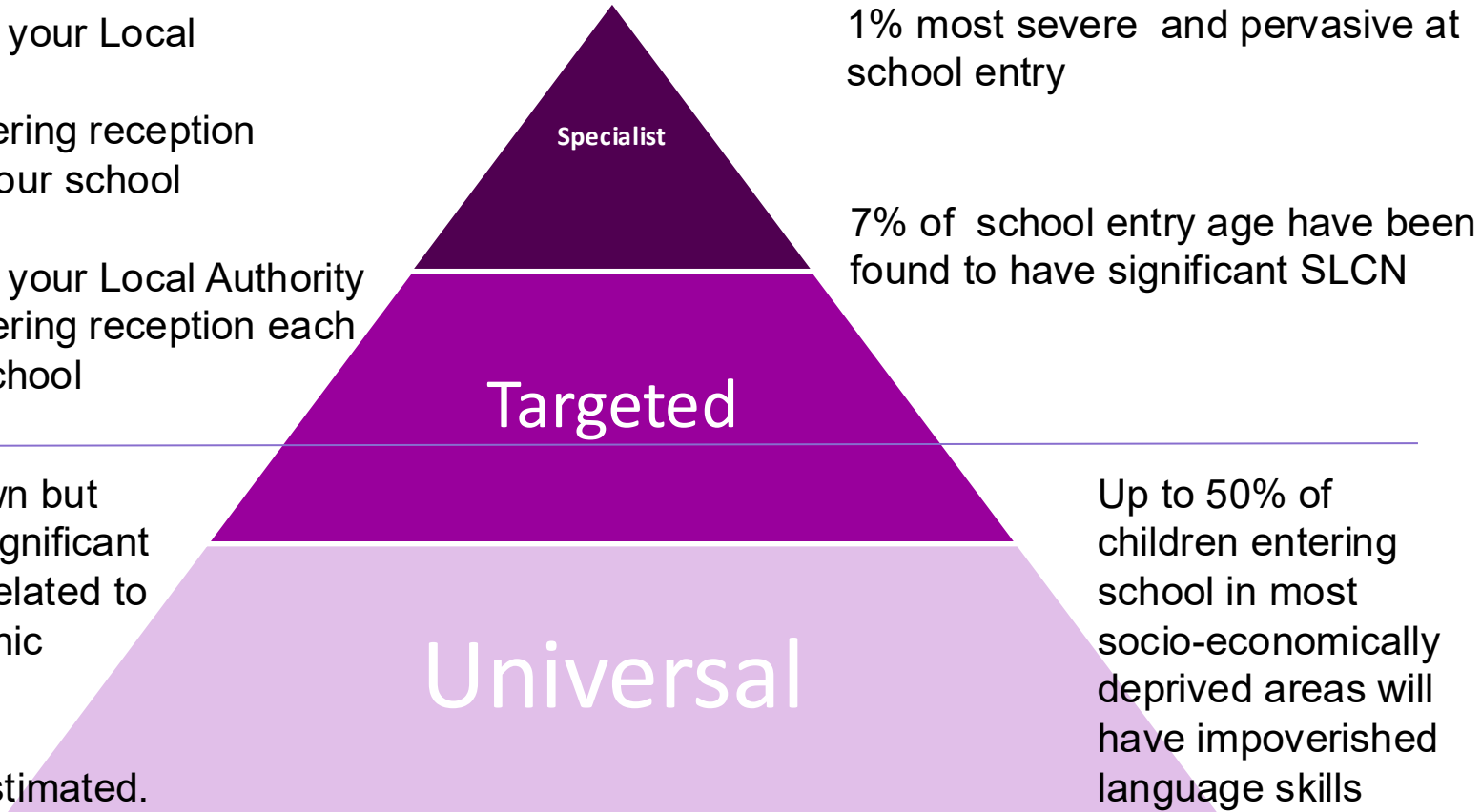
? of all CYP in your Local Authority
? of those entering reception each year in your school

? of all CYP in your Local Authority
? of those entering reception each year in your school

Figure unknown but there will be significant variability correlated to the demographic variation.

This can be estimated.

In areas of high deprivation may be as high as 50+%



Scheme for schools
Understand
Whole system mapping



SCHEME FOR SCHOOLS: UNDERSTAND: WHOLE SYSTEM MAPPING
EXISTING SPECIALIST PROVISION

What happens?	For whom?	Where?	When? (inc. frequency)	Who delivers?	Outcomes?	Who funds?

Add another provision

GAPS IN SPECIALIST PROVISION YOU HAVE IDENTIFIED

What?	For whom?	Where?	When?	By whom?	For what purpose?	Potential funding streams?

Add another provision gap



Tools and calculators

- Whole system evaluation tool
- Integrated solution tool

- Pupil profile of needs tool
- Pupil outcome template

	PARENTS	ENVIRONMENT	WORKFORCE	IDENTIFICATION	INTERVENTION
EXAMPLE OF SPECIALIST HIGHER –LEVEL OUTCOMES	Parents of children and young people with specialist needs are supported to ensure their confidence in their role as a partner for their child's learning and to increase their understanding of the specific communication challenges associated with their child's needs	The school has the necessary adaptations in place to maximise access for children with specialist level SLCN IN ADDITION TO the communication friendly environment expected at a universal and targeted level	A school where staff are confident and competent to support the delivery of specialist interventions including individual and small group work	Children with specialist SLCN have their needs identified effectively and quickly including multi-disciplinary assessment where appropriate	Children access the appropriate specialist support for their SLCN in a timely fashion Children with specialist SLCN make measurable progress against goals set at the outset of the intervention in school. Goals will include activity and participation goals in addition to goals relating to their core SLC impairment
SPECIALIST LEVEL EXAMPLE OF OUTPUTS	<ul style="list-style-type: none"> Written materials in a variety of media Noticeboard with resources Advice sessions Specific training in key skills Possible involvement of parents in training 	<ul style="list-style-type: none"> Additional adaptations to the environment for children with specialist SLCN 	<ul style="list-style-type: none"> Audit of higher level skills Specialist training 	<ul style="list-style-type: none"> Profiling and monitoring of progress Review of whether additional internal / external support is needed Termly liaison SENCO/SLT/ advisory teacher Referrals to SLT/ advisory teacher 	<ul style="list-style-type: none"> Provision of range of specialist intervention packages
EXAMPLE OF EVIDENCE			<ul style="list-style-type: none"> SLCN policy supporting actions Baseline measure of staff skills Training plan including identified key staff Learning log/lesson plan showing impact of training (SENCO, SLT, CT, EP, SpT, parents) 		



34. Specialist level: Workforce development

This is a school where staff are confident and competent to support the delivery of specialist interventions including individual and small group work

For example, the school provides

1. Staff with the opportunity to carry out self-assessment of their skills in relation to supporting children's speech, language and communication needs, using SLCF or similar.
2. Access to a range of specialist level training for a proportion of staff regarding SLCN including both taught modules and on the job experiential training.

The school does this through

- Self-audit using SLCF or similar, is collated, by the SENCO to inform training needs analysis.
- Accessing specialist training for a proportion of staff to enable support for children with specialist SLCN to be put in place.
- Ensuring access to training is facilitated and monitored and followed up.

This can be measured by:	Level	Measure	Evidence
	1:	<ul style="list-style-type: none"> • Evidence of audit of staff competences for supporting specialist SLCN • Evidence of training plan informed by audit, identifying key staff for enhanced training • Evidence of provision of and access to training for key staff to an enhanced level 	Y/N: Egs of baseline measures from audit of specialist staff Y/N: Training plan Y/N: Training plan with key staff identified
	2:	<ul style="list-style-type: none"> • % of staff who have completed audit of competences • % of staff with a training goal for SLCN 	Y/N: SLCF
	3:	<ul style="list-style-type: none"> • Evidence that the audit and training are of high quality 	Y/N: Evidence based audit and training programme
	4:	<ul style="list-style-type: none"> • Evidence of staff being more knowledgeable and confident in the skills to support children's specialist SLCN • Evidence of training impacting on everyday teaching practice 	Y/N: (choose one of the following) Learning logs Case studies/ lesson plans showing how training has impacted on teaching strategies



36/37. Specialist level: Intervention

36. Children access the appropriate specialist support for their SLCN in a timely fashion

37. Children with specialist SLCN make measurable progress against goals set at the outset of the intervention in school. Goals will include activity and participation goals in addition to goals relating to their core SLC impairment

For example, the school provides parents with A clear offer of specialist support for children and young people with specialist SLCN in school environment including support provided by external specialists whether funded by school, LA or NHS

The school does this through

- A documented integrated plan
- Range of intervention packages available in school to meet diverse specialist level need – these will include teacher and TA led interventions as well as those provided by visiting specialists
- Clear and efficient access pathways to ensure timely access to intervention in school

This can be measured by:	Level	Measure	Evidence
	1:	Evidence of number of specialist interventions provided in school	Provision map to show range of intervention packages for children with specialist SLCN
	2:	Evidence of the % of children and young people identified with specialist level need receiving appropriate support for their specialist SLCN	Provision map plus audit
	3:	Evidence of quality of specialist level teaching and / or therapy interventions through evaluation	Peer review
	4:	Evidence of child and young person progress against goals of specialist interventions	Progress against goals in the integrated plan Case studies



Why bother?

- Robust profile of school's need across the five strands
- Ensures school based commissioning is targeted effectively – meeting pupils' needs cost effectively

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Why bother?

- Standards to aspire to at universal, targeted and specialist levels across the Balanced System
- Endorsement by specialist organisations for specific strands
- Accreditation if desired
- Portfolio of evidence for Ofsted

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It's all about
them!



supporting change