

A new model for building capacity within school

Aims and objectives

To change the way children with SLCN are supported in schools through training ALL staff

To provide a cost and time effective model for increasing pupil attainment

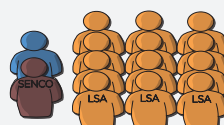
To increase attainment in all pupils, including those with SLCN

To robustly evaluate the change in service delivery

What did they do?

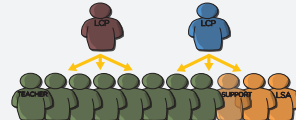
1. Speech and Language Support for 5-11s

2 x teachers
Lead Communication Practitioners (LCP)



minimum 2 x LSA's per school

2. Communication Counts 5 x one hour training



Each LCP completes Level 4 Certificate (6 credits)
All staff receive training and support from the LCP's

3. Audit and accreditation

Accredited by Elklan, Ascentis and Afasic as
Communication Friendly

The challenge

A growing population of children and young people with SLCN

A reduction in both SLT support and training in SLCN for school staff

This leads to...
A school workforce managing communication impaired children without the skills, knowledge or support required to maximise learning potential

Who was involved

1x
One primary

1x
One secondary

1x
One academy

Numbers

Stage 1 - 35 TA's

Stage 2 - 31 teachers

Stage 3 - Cascaded to 260 school staff which impacted 3,219 pupils

Stage 4 - 4 schools received Communication Friendly Status

Progress and impact

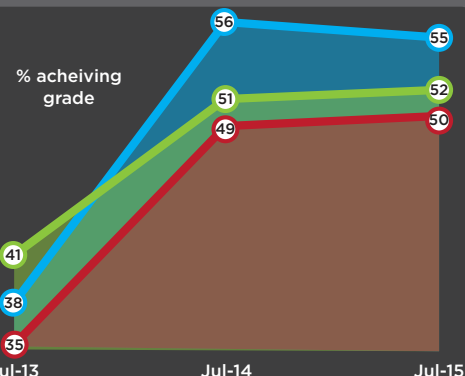
Teacher interactions with pupils which were tailored to assist understanding and to scaffold language

Teacher knowledge, confidence and ability to successfully implement SLCN strategies

Teachers' ability to extend pupil responses

National Curriculum attainment results in Larkhall Primary School showed accelerated upwards trends in attainment in the first year and maintained into the second

Science
Reading
Writing



Did it work?

Parameter measured	Pre-training	Post-training
Knowledge of 'processing speed'	46%	94.7%
Knowledge of Blank Model of Questioning	1.5%	95%
Vocabulary Tiers	1.5%	84%
Mind Maps™	15%	94%
Confidence in SLCN and implementation of strategies	67%	73%

Collected via on-line teacher survey

Parameter measured	Pre-training	Post-training
Overall increase in strategies to support SLCN	62%	89%
Increase in changes to classroom environment	61%	91%
Increase in changes to teaching and learning styles	60%	92%
Increase in quality of teacher interaction to pupils	68%	90%

Collected via direct observation tool

Is it cost effective?

- € Cascade training for all facilitates whole school change
- € Cheaper than direct training
- € School equipped to run training on a rolling programme

Is it skills efficient?

Pupils with SLCN can be positively assisted by classroom and whole school strategies. A trained school team competent to identify and apply strategies for all pupils leaves SLTs freedom to focus on pupils with more extensive needs. Capacity is built in the school so ensuring ongoing training and embedding for the benefit of all pupils. This is the ONLY way forward

What did we learn?

- + Link data collection to final certification to increase returns
- + Outline the time commitment.
- + Give the teachers Level 3 training too and make the Level 4 qualification evidence of embedding only
- + The cascade needs to be over 5 sessions and not 3

Success

Ceinwen Hywell SENCO Larkhall Primary School, 'CFS has changed our school. Teachers, TA's, administrative staff are all using the 'Blank' Language model. Children's attainments in all curriculum areas have improved Behaviour is being managed much more appropriately because the children understand what the staff are saying. TA's are empowered to suggest changes to the school environment. I would recommend Elklan to any school. It is extremely good value for money and has helped to put speech, language and communication at the forefront of all that we do'. September 2015