

Specialist Inclusion Support Service
Annual Report for the academic year
2020-2021

Speech, Language
and
Communication Disorder Team
(SLCD Team)

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Date: July 2021

1. Staffing from September 21

Role	Full-time equivalent	Number of staff	Vacancies
Team Co-ordinator	0.8	1	None
Teacher in Charge of ARCs	0.6	1	Vacancy – Interim cover
Teachers within Valley ARC	2.0	2	None
Teacher within Bishop Wilson ARC	0.8	1	None – maternity cover
Inclusion Support Practitioners at Valley ARC	2.0	2	None
Inclusion Support Practitioner at Bishop Wilson ARC	1.0	1	Vacancy
Outreach teacher	0.9	1	0.4fte due to acting up
Outreach Inclusion Support Practitioners	1.6	2	None
Total	9.4	11	None

Key points:

- The long standing member of staff who was teacher in charge of the ARCs retired at Easter, careful transition took place to support the new member of staff taking up the role on an interim basis. until Christmas 2021. The post works between ARCs and covers absence, training, and 0.2 job share at Bishop Wilson
- Outreach Inclusion Support practitioner supported Valley ARC 3 mornings per week reducing to 2 mornings per week. This was due to Valley COVID policies in relation to bubbles, this did have an impact on the team's outreach ISP support; in addition to an outreach ISP on long term absence for 3 months.

2. Caseload Information

Non Traded Teams	Total No of children on caseload 2020-21 (Sept 20-July 21)	Number with EHC	Number at SEN Support	Number of new referrals received
SLCD Team	Outreach 300	18 outreach	282	100
	ARC children 20	1 BW 6 Valley	7 6	
	Totalling 320	Totalling 25	Totalling 295	

Key points:

- The number of children on our caseload who required support increased by 50%.
- The number of referrals received increased by 50%.
- Our monthly capacity is currently between 8-10 children. During the month of May 21 we received over double the number of referrals.
- Children on our caseload who received an EHCP with SLCD as primary need increased by 40%.
- 50 children will now be closed to our caseload due to:
 - Child not now needing our support due to progress made
 - or
 - SLCD is not now primary need.
 - Child has moved Borough/EHE
- Data has been collated on monthly excel spreadsheets as we currently do not have a central 'workflow' system, however this is now in place for Sept 21 onwards
- The need for Outreach staff to support the ARCs, long term outreach staff absence and a double in the increase of referrals/caseload, and COVID-19 implications generally created a huge strain on delivery for the Outreach Team.
- The number of ARC referrals reduced to just 3 children – one for Valley and two for Bishop Wilson probably due to COVID-19 restrictions.

3. Key developments and achievements for 2020-21

Whole Team:

- Children, families and settings were successfully supported both by outreach and ARC staff during very testing COVID-19 conditions.
- Developmental Language Disorder (DLD) continued to be a focus. We worked alongside NHS Speech and Language Therapists to support CPD.
- Due to Valley COVID-19 policies the outreach team were required to work flexibly between Outreach and ARC.
- Our team continued to keep up to date with speech and language research etc. through NAPLIC Specialist Teacher conference and supported other Local Authorities in sharing our good practice.
- Excellent CPD was shared in the areas of Cued Articulation, BEAM, Colourful Semantics and Developmental Language Disorder between outreach and arc staff.

SLCD Outreach:

- Whilst facing continuing COVID-19 challenges, the use of virtual consultations were effectively used to upskill and empower staff and parents and to monitor well-being and progress of children on our caseload.
- Professionals, parents and children continued to receive an outstanding service in which children were assessed, personalised plans were developed and shared.
- Children and young people's voices and views continued to be gained within their homes through a virtual approach and face to face discussions took place within settings. Close contact remained during lockdown between parents and outreach team to ensure children and families were safe and felt supported both educationally and emotionally.
- Access to activities created on the local offer continued to successfully support parents whilst children were at home during lockdown.
- Virtual training was successfully carried out to settings e.g.: Elklan and Language Link continued.
- A Speech and Language (SLCN/SLCD) Pathway was developed working with the CLD Team and NHS Speech and Language Therapy Service. The following points were considered and successfully addressed.
 - the Graduated Approach
 - Latest Developmental Language Disorder research,
 - Increased caseload and capacity
 - Increased caseload and impact on waiting times
 - Timely support for parents and professionals once referred by SALT
 - Reducing travel time between settings to gain time to work with professionals/parents.
 - Increase in C/YP referred to our service with EHCP
 - Ensuring service is fair across all schools and settings
 - New virtual technology available to support achieving the above.

- The importance of upskilling and empowering settings/families and children
- The importance of working alongside multi-agencies – especially Speech and Language
- A draft SLCD workflow was set up to start in Sept 21.
- 2nd year of Early Years Communication Friendly Settings training continued virtually for Elklan 3-5yrs. This enabled 5 nursery staff (Lead Communication Practitioners) who had previously gained Level 3 Elklan Communication Counts to move forward to Level 4 competency: Communication Friendly Settings – Early Years.
The requirement for this level is for the Lead Communication Practitioner to upskill the staff and parents from their setting by delivering the training of ‘Communication Counts’ and then observing and analysing the data from the impact of the training delivered. All 5 settings will achieve Elklan Early Years Communication Friendly Accreditation by Sept/Oct 21.
- Elklan 5-11yrs Primary Communication Friendly Settings successfully entered its third year to train 2 settings to Communication Friendly Elklan standard. One setting has now achieved this – St Anne’s. The second setting, Fordbridge will achieve this in the next term. (Sept -Oct 21).
- Two SISS trainers with Elklan accreditation continued to carry this forward for the Borough, achieved Elklan Training Status for a third year and were given the top A Grade for their ‘very informative’ and ‘impactful and knowledgeable’ marking by Elklan.
- Unfortunately, although developing Elklan Accredited Communication Friendly Settings was a shared initiative with NHS Speech and Language, the therapists did not continue to support this due to capacity.
- Termly Language Link training was successfully delivered through a virtual approach.
- Games and resources were developed to be used virtually within our offer. These were created for professionals, parents and children/young people.
- The Team Co-Ordinator attended and supported further Local Authority strategies such as: Natter Matters etc

Additionally Resourced Centres (ARC): Bishop Wilson and Valley Primary

Both ARCs:

- Staff worked very closely this year sharing good practice across both ARCs.
- ARC tutoring continued throughout COVID-19 through extensive liaison with families, personalised planning of activities and liaison with both parents and children where appropriate through media platform. Parents expressed their extreme gratitude for both the educational and emotional support.
- A member of staff from each ARC attended a virtual conference ‘An SLCN journey from 4 -14 years’ and provided feedback to ARC Staff.

Bishop Wilson ARC:

- Maternity leave successfully covered and continuity of children’s progress ensured whilst maintaining relationships with Head and mainstream staff.
- All children made progress and data recorded on school tracker and BSquared.
- 1 additional child entered the ARC this year in January 2021.
- The ARC received new laptops and Ipads Spring 2021.

- 1 child transitioned out of the ARC back into their mainstream setting due to excellent progress.
- SALT support was received through a media platform.
- Questionnaire issued to ARC parents Summer 2021.
Parental comments
“X is happy, thriving and learning at her own pace. She is surrounded by teachers who genuinely care about her and know her well.”
“X loves the ARC and the transition from the ARC to classroom is made so easy. X looks forward to being in the ARC each day.”

Valley ARC:

- LEA inspection during Summer2. The ARC received very positive comments about the school and the way ARC staff work with and support the children.
- All children’s progress/data was recorded on school tracker and BSquared.
- Successful working relations between the Head and ARC staff continue to develop.
- Final end of year celebration for Year 6 successfully carried out through media platform.
- The ARC received the support of an Outreach ISP due to the school COVID-19 Policy.
- Two children within the ARC had their EHCP requests approved.
- There was a successful transition for Year 6 children from primary to secondary. This was facilitated by ARC staff through visits and a media platform.
- SALT support was received through a media platform.
- ‘Zones of Regulation’ has been successfully implemented.

4. Training

Centrally based training

Course name	Delivered to:	Total number of participants trained	% graded course overall good or outstanding
Language Link	TAs and SENCOs	7 each term	100% stated that the course was good or outstanding
Comments from delegates <i>“Always so friendly and welcoming and a great opportunity to hear what other people are doing.”</i>			

Commissioned and bespoke training

Course name	Delivered to:	Total number of participants trained	% graded course overall good or outstanding
Elklan 3-5yrs Level 4 Accredited Course	SENCO’s	5	100% outstanding

Elklan 5-11yrs Level 4 Accredited course (Run by CLD Team)	SENCO's	5 until Easter 2 going forward	Course has not yet been evaluated as it is ongoing.
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Comments from delegates about the impact the course has had on themselves as a learner/mentor, and within their settings, children and families:

*"Staff are really keen to build on the learning that has taken place during this course....."
"I particularly loved hearing from my work colleagues how this course has impacted on them and how they intend to ensure they continue the new learning and practise, in particular changing their curriculum plans to involve communication and language and will now involve the parents in this too."*

"Doing this part of the course was a challenge for me.....What I have learnt from being a mentor to my colleagues is that I can do it!... I can be a mentor and help my staff so that we can be a Communication Friendly Setting! We can do this by all working together, encouraging each other and listening to each other. I have also learnt that I shouldn't under estimate myself, I should believe in myself as I can do it, I can overcome my fears and move forward. I know that I have to keep reflecting on my own practice and enhance my learning further."

"This course has really extended us to be much more specific about children's speech, language and communication development as well as involving the parents much more."

Training and support for parents through a virtual medium

Course name	Location of training	Total number of parents/carers trained	% graded course overall good or outstanding
ISP support block – working together to support your child.	Virtual 1:1	15	100%

Comments from delegates

"It was so lovely to work with you – I now understand the Speech and Language Targets and what I need to do."

"Thank you so much – I now know lots of games to help x – it will be lots of fun!"

"Thank you for your help yesterday, the games have been very helpful"

5. Evaluation of 2020-21

Key points:

Outreach Team

- The caseload increased by 50%.
- Referrals increased by 50%.
- A flexible approach including both face to face and virtual enabled SLCD outreach team to continue to deliver a good/very good service despite the reduction in outreach staffing allocated to supporting Valley ARC and long term ISP absence and a massively increased caseload.
- 100% of children whose Pupil Support Plan was reviewed by our Service made progress.
 - 33% achieved 50% or above of their targets set by our team.
 - 77% achieved 25%- 49% of their targets set by our team.
- Senco's within the end of year survey stated that:
 - 88% of the service received was Good or Very Good
 - 12% of the service received was Satisfactory
 - 83% of the Support given was said to be Good or Very Good
 - 17% of the Support given was said to be Satisfactory
 - 74% stated our impact on improving outcomes was Good or Very Good
 - 20% stated our impact on improving outcomes was Satisfactory
 - 1 School did state that our impact had been 'Poor'. This was due to the need for an open and honest conversation held with a parent who had contacted our service – the school would have liked that conversation to have taken place with them first.
- Parents were very pleased with our service and 100% rated us as Good or Very Good.
- Within the survey we were said to be “incredible”, “extremely knowledgeable”, “timely” and provide “detailed reports”.
- The Pupil Support Plans that were already in place for the SLCD caseload children enabled parents to continue with teaching activities at home, as outlined both within the Plans and on the Parent Page – Local Offer throughout the COVID-19.
 - SENCo email: “Thank you – this PSP is perfect for the Mum to do at home –as always!”
- From those children whose Pupil Support Plans were re-assessed:
 - 70 % made more than 50% progress linked to the targets on their Pupil Support Plans.
 - 80% children achieved more than 30% of the targets.
- 100% parents approached throughout the year were pleased with the continued service and support that the Outreach Team provided throughout the COVID-19 period. Feedback from parents throughout our engagement has been one of total appreciation and very complimentary.
 - Telephone conversation to ISP: “Thank you for caring – I can carry out the activities with confidence now.”
- The SLCD Local Offer Page continued to support parents, children (and professionals) within the Borough.
 - Feedback from a SENCo telephone conversation was:

“Thanks for these activities – we are sending the link out to all our parents for all our children to carry out during Lockdown.”

- Feedback from a parent telephone conversation was:
“These activities are great – they give me a really good idea of what I can be doing with my child.”
- Closer work between NHS SLT and SISS SLCD has enabled the following:
 - A SLCN/SLCD pathway
 - A working definition of Developmental Language Disorder to be used this next year within our Local Offer

Valley and Bishop Wilson Additionally Resourced Centres:

- Thorough attention to detail was given for the opening of the ARCs during COVID-19, requiring major input of all members of the SLCD Team and SISS line manager alongside school staff to ensure safety and success.
 - Consequently 100% of children were given the opportunity to return to school
 - 100% parents took up the offer.
- 100% ARC parents responded positively to the input from both Valley and Bishop Wilson Staff, many expressing real gratitude for the over and above support.
- 100% of all ARC children received personalised planning of activities throughout COVID-19 and all parents were contacted at least once weekly, dependent upon need.
- 100% of vulnerable and key worker children were catered for throughout the whole term during COVID-19.
- 100% of new parents have stated that they are thrilled with the difference entering the ARC has had with their child.
- 3 new ARC entries were requested and accepted.
- 100% of children made progress demonstrated by the BSquared Tracking and School Tracking Systems. (See tables below). All children have significant difficulties.

A) Amount of support provided for children when within the mainstream classes from Sept 2020-July 2021

	Bishop Wilson ARC Children who require up to 50% support	Valley Primary ARC Children who will required more than 50% support.
Support given when children in mainstream classroom	Range from 5%-55% support given Average 40% of time required	Range from 40%-85% support given Average 60% of time required.

B) Progress made and % children working at expected level (Sept 2020 – July 2021)

<u>Valley</u> Subject	% of children making expected progress	% children working at expected level
Spoken Language	58%	0%
Reading	50%	8%
Writing	58%	8%
Maths	41%	25%

<u>Bishop Wilson</u> Subject	% of children making expected progress	% children working at the expected level
Spoken Language	78%	22%
Reading	44%	22%
Writing	22%	22%
Maths	33%	22%

Case Study

SISS Speech, Language and Communication Disorder Team and NHS Speech and Language Therapy Service - Elklan Accredited Course

Stage 2, Speech and Language 3-5yrs (Level 3 accreditation) leading to Stage 3 accredited Communication Friendly Settings (CFS) Level 4

Context/Background:

Speech, Language and Communication is currently the highest area of need (DFE 2019) and is being reviewed locally through meetings within the Solihull Speech, Language and Communication Strategy Group. The above course was agreed through the LA, Speech, Language and Communication Strategy, which aims to address issues raised in the Bercow Report - 10 Years On, to develop the skills of the 'workforce' in relation to speech, language and communication needs (SLCN).

A 'pilot course' commenced in October 2019 and has been ongoing – jointly run by the Specialist Inclusion Support Service (SISS) and Speech and Language Therapy (SaLT) NHS Heart of England. This has run alongside the second year of the 5-11 Elklan CFS. Its purpose is to raise the profile of speech, language and communication and to equip the early years setting to support the communication skills of all pupils, but particularly those with SLCN. Whilst improving outcomes for professionals, children and families, it will also enable the school to gain nationally accredited Communication Friendly Status (CFS) for three years.

Why Elklan?

Children who received 'Talking Matters', an intervention **based** on the ELKLAN programme '*progressed by an average of seven months in their language development, whilst children in the control group progressed by only two months.*'

Adults who delivered the programme reported 'a highly significant statistical increase in their self-perceived confidence in understanding children's speech, language and communication and working to facilitate the speech, language and communication abilities of the young children in their settings.'

Interventions applied and current plan

Stage 1 Oct 2019 - July 2020

- 1 SISS teacher and 1 Speech and Language Therapist attended 2 day training in October 2019 at the Royal College of Speech and Language Therapy and are now 'Elklan Trainers' for the Borough.
- Information regarding the pilot, costs and links to the Elklan website was sent out to targeted settings, initially to the Olton and Elmwood area, then the North and then to all areas. The pilot offered training for 1 SENCo per 10 adults per early years setting.
- 11 settings accepted places on the pilot scheme: Fordbridge Childcare Plus, The Mulberry Bush Day Nursery, Marston Green Infant Academy, Lighthall Under Fives Pre-school, Blossoms Pre-school, Beatle Woods, In the Woods Nursery, Bishop Wilson C of E Primary School, St Margarets Primary School, PlayPals, St Margarets Pre-School.
- 10 x 2hr sessions were delivered by SISS/SLT to trainees at Sans Souci.
- The e-portfolios were completed and marked between January 2019 – July 2020. 9 settings will be going forwards to CFS (Level 4) as one SENCo is leaving and going to

another setting within a different authority, another setting has not been able to carry out the requirements of Level 3 due to COVID-19.

Stage 2 – Learners will become Lead Communication Practitioners and cascade main elements of information learnt to all staff within their setting, complete a Level 4 e-portfolio and the setting will then be audited, **becoming an accredited Communication Friendly Setting for 3 years**. Stage 2 will commence in September 2020 and finish July 2021.

- 5 settings continued forward on the pilot: Marston Green Infant Academy, Lighthall Under Fives Pre-school, Beatle Woods, In the Woods Nursery, Bishop Wilson C of E Primary
- 1 trainee moved to another setting out of Solihull Metropolitan Borough Council.
- 2 Trainees left to a different setting and were not able to continue.
- 1 Trainees stated that they could not now continue due to COVID19 pressures.
- 5 x 2hr sessions were delivered by SISS to trainees virtually.
- 5 x 1hr sessions were then delivered by the Trainees to their own settings.
- Trainees completed e-portfolios, the majority of which were completed and marked between October 20 - July 21.
- All settings will be achieving Communication Friendly Accredited Status by October 21. A delay due to COVID-19.

Strengths and Challenges.

Strengths:

Course initiated exciting learning opportunity to share and discuss good practice for all children, reflecting and considering how we can use specific techniques, strategies and resources to improve outcomes for children and families with SLCN.

- The focus on sharing good practice with parents is proven to have the most impact on their children's outcomes and the course enabled us to focus on this.
- This course enabled one person from a setting to cascade their knowledge and train all the other members of staff within their setting.

Challenges:

- To achieve Level 4 Elklan Accredited CFS requires much work within a portfolio and marking from the SISS tutors. This is a considerable amount of time required for all. SISS Tutors are moderated by the exam board.
- COVID-19 – impacted on the fact that Level 4 Lead Practitioners had to be very flexible in their approach to deliver the 'Communication Counts Course'
- Nursery settings had to release staff for x 5 sessions – cost implications.
- Costing by Elklan continues to raise not allowing budgeting to be accurate.

Outcomes achieved.

5 Lead Practitioners trained = 50 staff gained Elklan Early Years Training – Communication Counts - further training resulting from this = Approximately 300+ children and families outcomes improved.

Two Specialist Teachers Elklan Trained and so able to cascade 'good practice' within other training modules.

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