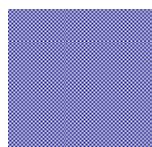




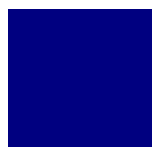
**Research data sub-project
London Borough of Hounslow
Speech and Language
Commissioning Pathfinder**



**Report of findings
September 2010**



This SENJIT report has been produced as part of a commission from the LB Hounslow team working on the Commissioning Pathfinder project



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Introduction

Nick Peacey (NP) from SENJIT, Institute of Education, University of London, was commissioned to review, as part of the LB Hounslow Commissioning Pathfinder project, the local provision of services for children and young people with speech, language and communication needs.

In consultation with local authority and PCT colleagues, NP surveyed uses and possible development approaches to data-handling and assessment in relation to speech, language and communication (SLC) within the borough in relation to three issues that emerged during phase 1 of the pathfinder research [as issue/opportunity].

This report summarises the findings of the review to date and sets out some conclusions.

A number of issues have emerged in the course of the initial research and in the work of the pathfinder to date:

- 1) There is a lack of data that tells the Hounslow story in terms of needs for speech and language input.
- 2) Commissioners – particularly schools – may not have the information they need to commission effectively, for example, by putting SEN statement money to the best use.
- 3) We want to have a better understanding of all the speech and language interventions that are currently being carried out in the borough by a variety of agencies, and their effectiveness/cost-effectiveness.

The DH/DCSF selected Hounslow's bid as a pathfinder to “develop effective commissioning approaches for SLCN” with a particular emphasis on “good practice in parent and child engagement in commissioning services.”¹ A key part of any commissioning approach is to have good needs assessment and benchmark data.

Terms of reference

The terms of reference of the review are as follows:

- 1) To have a model for schools to understand their own pupil data better in terms of speech and language.
- 2) To have a model for commissioners at borough level to understand the picture of need.
- 3) To have evaluation models for speech and language interventions at all levels.
- 4) To have data models that are sustainable i.e. that can be used to provide good comparator models/benchmark data that ‘tell the Hounslow’ story in the coming years in terms of need, effectiveness of outcomes – without the need to re-engage a consultant to make sense of the data.

¹ <http://www.dcsf.gov.uk/slcnaaction/pathfinders.shtml>

Relevant conclusions from phase 1 of the pathfinder

Across interviews carried with staff in Hounslow schools and settings in the SENJIT research in autumn 2009 there was a tendency to emphasise the need for 'targeted' and 'specialist' support for SLCN. For example, staff had relatively little to say about how they have adapted the curriculum for pupils with SLCN. The most common adaptation offered by staff was to assign pupils to smaller groups – not really an adaptation of the curriculum at all, but a classroom organisational change. The Hounslow data, like that of many other authorities with diverse populations, suggests that an equivalent emphasis on 'universal' provision, including curriculum, will be essential for coherent and consistent progress in raising outcomes for all children and young people with SLCN.

EAL, EBD and ASD issues can make speech, language and communication needs diagnosis more difficult, especially for class teachers

As in many other LAs, time for discussion of SLCN in Hounslow, whether by teacher, officer or parent groups, has been limited in comparison with that given to written literacy needs. This has led to some uncertainty about appropriate models of provision for SLCN.

For early years, extension of the Every Child a Talker (ECAT) initiative was widely supported by respondents.

Overall, support for schools, authority officers and PCT staff in analysing data about outcomes for pupils with SLCN has been limited. Readily available data, used with some central support could allow school leaders and others to re-assure themselves that their provision offers value-for-money for pupils with SLCN. Interviewees gave a substantial number of responses (79) that identified *the forms of evidence* used to evaluate effectiveness; *much evidence is collected* but the conclusions reached are not clear, or the evidence is not interpreted in detail. The bulk of responses in this category (51) referred to approaches such as tracking progress, for example, through Individual Education Plans (IEPs). Particularly in special provision, practice is informed through forms of evaluation seen largely in terms of school and individual targets, mapped onto IEPs, sometimes using the P scales or school-based fractions of those. These responses do not actually reveal how classroom *practice* is informed; they are at one remove, as they speak only of documentary outcomes.

This situation is similar to that identified elsewhere by national research (see page 6).

Specific issues relating to commissioning from phase 1 research

- Questions about commissioning services directly and independently produced very few comments and there appeared to be some uncertainty and differences of opinion and responses.
- Responses on training for teachers to improve their ability to intervene effectively revealed a genuine desire for, acknowledged need of and appreciation of training provision. 'This pool of unmet need is a very significant issue and the goodwill and willingness of school staff should be capitalised upon, in making interventions for pupils' SLCN more effective.'
- The interventions most valued are those that take place in schools, alongside teachers, who learn new skills, understanding and approaches which they can then employ when the speech and language therapist is not present
- Respondents expressed a desire for links between schools, especially from mainstream schools to units and special schools. It appears that there is potential for a more widespread and systematic development of inter-school cooperation and support.

Why speech and language issues are important

National findings

The Bercow Review report (2009) argues that communication is crucial, because it underpins the five outcomes identified in *Every Child Matters* (www.ecm.gov.uk): to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution, and to achieve economic well-being. Language skills are necessary with every sort of school curriculum, for the comprehension and expression of spoken language, for literacy and educational achievement and to interact with peers and adults (Dockrell, Sylva, Huxford and Roberts 2009). Research by Locke, Ginsborg and Peers (2002) suggests that as many as 50% of children in socially disadvantaged areas may enter the education system with transient SLCN, while about 10% may have more persistent difficulties (Law et al 2000).

Local findings

LB Hounslow has a high percentage of children with EAL² and children from a low SES white population. Recent years have seen an increase in school numbers. It is reported that more children are being identified with ASD and social communication difficulties. Many of the education staff interviewed for the audit mentioned the increasing numbers of children entering school with poor or very poor speech, language and communication skills.

² Minority ethnic pupils formed 69% of the Hounslow school population recorded in the January 2009 school census.

National developments for speech and language

Handling data and monitoring progress

Lindsay et al (2008) investigated SLCN provision in six local authorities for the Bercow Review. They found that all six LAs and PCTs had staff (EPs and SLTs) qualified to undertake detailed research on outcomes. But this was rarely done: the LAs, although they collected data, did not evaluate outcomes to help policy and practice. The team suggested that each local authority should specify time for an EP or SLT to look regularly at outcomes data for SLCN interventions.

They commented 'Cost-effective, systematic support for schools and services on using outcomes data on SLCN could be provided by dedicated SLT or EP time.'

Emphasising outcomes

The Lamb Inquiry on parent confidence and special educational needs (DCSF 2009) noted that expectations of pupils with SEND were often low and that nationally more attention had often been given to provision rather than attainment. The importance of social outcomes for pupils with SEND was mentioned in 44% of parents' responses to the Inquiry's web-based questionnaire.

This has significance for the discussion of curriculum issues in relation to SLCN, an area that was rarely discussed by interviewees in the Phase 1 Hounslow audit.

The Lamb Inquiry report re-emphasised the School Improvement Partner's (SIP's) role in developing policy and practice on SEND. All SIPs must, from now on, report annually to governing bodies on progress on SEND: National Strategies are providing additional professional development. The continuance of this programme is now in doubt.

The Borough may wish to enhance the expertise of its SIPs in relation to SLCN.

The Inquiry found a lack of follow-up on the results of annual reviews of statements in many LAs. Currently there is a two-stage process: LA sets broad aims, school with support from SLT sets targets and activities. There are major issues involving lack of clarity about success criteria, approaches to be used and possible follow-up.

The Borough may wish to review its procedures for statement review. Please see Appendices 7a and 7b for our templates, designed for the pathfinder, that Hounslow may wish to consider when reviewing its annual review templates.

Achievement for All

These projects and the findings of Lamb have led to a major national investment in secondary school development on SEND known as Achievement for All. The scale of this (460 schools, ten local authorities) means that its findings will have wide significance. *Achievement for All* schools are working on three major areas:

- tracking outcomes and progress for all pupils with SEND
- structured engagement with parents and carers of pupils with SEND
- tracking progress on the wider [ECM] outcomes

Other aspects of tracking and monitoring are dealt with in detail in the rest of this document, but the AfA's pioneering work on parental engagement could be significant for Hounslow secondary schools' development.

LB Hounslow and heads and SEND leaders of secondary schools should note the great success of the parental engagement strand in Achievement for All, particularly in terms of parents' involvement in progress monitoring.

Scoping the sub-project

A brief look at the material from the Phase 1 review suggests that the Borough's schools and services are working within a model of speech, language and communication needs that is common in many authorities across the country.

This model has various characteristics

- an emphasis on the need for 'targeted' and 'specialist' support for SLCN, over the 'universal': this was shown in the lack of discussion of curriculum and similar environmental issues
- a tendency to see the issues involved as 'within-child' rather than as an interaction between the child's condition and the learning or other environment
- a tendency to see the capturing of progress in other than written communication as progressively less important from the beginning of KS2: this is unsurprising, given the high visibility of written communication in the school performance tables at KS2
- a related narrowing of the goals for the pupil with SLCN to the academic: but we know from the Lamb Inquiry that parents care very much about social goals and, of course, the curricula are now set within an Every Child Matters framework
- a lack of clarity on the role of the pupil in relation to their own assessment of progress in SLC
- a tendency to neglect the established 'co-morbidity' between EBD and SLCN
- a tendency to assume that it is possible to discuss EAL and SLCN separately in a borough that is as diverse as Hounslow

We might seek a model that that aims to:

- consider data and outcomes in terms of 'universal', 'targeted' and 'specialist' support for SLCN
- give an appropriate emphasis to data on learning environments, both in terms of all staff working in them as well as the physical aspects
- clarify the possibilities for the capturing of progress in oral communication of pupils with SLCN from KS2 onwards, particularly within a value-for-money framework
- maintain an appropriate concern for pupils' progress in relation to the wider ECM outcomes and communication
- clarify the role of the pupil in assessing their own role in relation to assessment of their progress in SLC.

Analysis of current data

Together with colleagues in Hounslow, as part of this sub-project, we have created a website with the key data arranged according to school cluster – with aggregate figures for the Borough. Please see the site here: www.hlcd.co.uk.

The borough data

Keystage 1 2008 Pupil Achievement Analysis By Pupil Characteristics

Speaking and Listening

LB Hounslow local authority level results

The figures below are taken from a useful summary of pupil characteristics drawn together by the authority's statistics team. I have used them selectively to give an indication of some issues that are significant for the sub-project.

Gender

Of a total of 2368 pupils, 1231 were male.

Borough-wide the gender spread is nearly 50/50. We know from many other studies that schools with a strong imbalance towards male are likely to have proportionately more pupils with SLCN (as indeed of most other forms of SEN).

Term of birth

Of a total of 2368 pupils, 824 were born in the summer term.

Once again, the borough-wide statistics suggest a more or less typical distribution, with a third of pupils born in the summer term. At a school-level, results for S&L in a school cohort with a higher than expected proportion of summer-born youngsters is likely to suggest, if read uncritically, as a lower than typical level of speech, language and communication delay. It may well be however that this is simply a result of the shorter time for language development available to the summer-born compared with any others in their year.

Free School Meals

Of a total of 2368 pupils, 545 were eligible for free school meals.

Special Educational Needs

SEN	No. of pupils
No SEN	1718
School Action	415
School Action Plus	188
Statemented SEN	47
Total	2368

The level of statements of SEN reflected here (1.5%) of the KS1 population reflects the youth of the cohort under consideration: statutory assessment can take some time to

start and complete. The figure is identical to the national average for KS1 in 2008³: 1.5%.

The figure for pupils with SEN without statements (25.4%) is above the national KS1 2008 figure of 22%.

From the point of view of this study, though, the important point is that at this critical age, where youngsters are about to move to more complex situations and learning tasks in KS2, the ball for their support is largely in the court of head-teachers and their colleagues. If there is to be commissioning, they must feel empowered to take the lead.

This view is reinforced by the data on the numbers of pupils identified as having SEN in later key stages. The proportions remain higher than the national average. Given the number of SEND that directly relate to speech, language and communication, improvement in universal services should have an impact on these figures.

The concept of commissioning

We noted in Phase 1 that questions about commissioning of services directly and independently produced few responses from our interviewees. There may be uncertainty about the meaning of the term: it has a genealogy in health provision, where it is seen as supporting quality assurance and accountability through providers being seen as a separate and assessable entity. This is a much less easy separation for schools where any work on SEND has traditionally been integrated into the work of the school and the institution is always likely to be commissioner and provider of most services.

Year of Admission

Of a total of 2368 pupils, 255 were admitted during the course of Year 1 and 300 were admitted during Year 2.

This is a significant statistic for primary schools considering commissioning support with SLC.

EAL By Stage

EAL BY STAGE	No. of pupils
No EAL Needs	798
EAL Stage 1	27
EAL Stage 2	176
EAL Stage 3	424
EAL Stage 4	327
Data not supplied	616
Total	2368

³ <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000794/index.shtml>

LB Hounslow uses a four-stage model for pupil progress in learning English. This approach does not allow comparison with national figures and is not nationally supported. But, provided we note the level of 'unsupplied' data, we can observe that on the data available 627, over a quarter of the 2008 KS1 school population (1752 pupils), were placed at stages 1-3, stages below the full achievement of fluency.

National curriculum KS1 assessment

We can compare this figure with those for speaking and listening for 2008. 334 pupils (14%) were found by teacher assessment to be at levels below the expected level 2.

In fact, as we see below, the percentage of pupils achieving at least level 3 in KS1 Speaking and Listening. This has remained stubbornly at 23/24% for the last five years.

The percentage achieving Level 2 is similarly unchanging.

It should be a priority for future borough-wide work to increase the percentage achieving Level 3.

Year	No. Level 2+	No. Level 3+
2005	87%	23%
2006	86%	24%
2007	86%	24%
2008	86%	23%
2009	87%	24%

Borough of Hounslow
KS1 pupils speaking and listening

Gaps in data

EYFS

Every Child A Talker (ECAT) is very popular: all respondents were committed to rolling out the initiative. Nancy Goodchild is working with educational and PCT teams to agree screening for nurseries.

Key Stage 1

If screening is to be at nursery level, a universal dynamic assessment model, with SENCO, SLT and EAL co-ordinators collaborating on the professional development of all teachers (not just TAs), could be used with benefit at reception and onward in KS1. Those making very slow progress could be picked up early through this process. A cluster of schools should commission an SLTS team to take this forward.

Key Stage 2

By key stage 2 the emphasis within national data collecting has firmly shifted to written literacy. Schools collect speaking & listening (S&L) data but are asked to place it in general grade within the category English. This is something of a hangover from earlier curriculum priorities: in the revised primary curriculum a far greater emphasis is given to oral communication. Nationally, there is a strong case for asking schools to pull KS2 data on S&L together in a common format for use across clusters and authority areas. For the time being, however, this option does not exist.

Hounslow KS2 pupils are likely to be losing out from this lack of emphasis on their oral/communication progress. The number of them at level 2 in speaking and listening, at the end of KS1, as well as the mobility figures, suggest that there is considerable learning for some pupils with SLCN in KS2. Mainstream head teachers with whom we have discussed this are agreed that the big problem is the shortage of tools with which to gather such evidence effectively.

Key Stage 3 pupils

Once again, there is no ready to use data. The national curriculum assessment model tends to assimilate Speaking and Listening into English. The importance of breaking results down at this stage particularly relates to the number of pupils identified with BESD in secondary schools.

Possible tools for SLC assessment.

Heads are aware of CASPA (Comparison and Analysis of Special Pupil Attainment). This, however, is really a tool for pupils with SEND working at relatively low levels of the curriculum and is most popular for its support for the review and challenge of the progress of pupils identified as having different degrees of severity of learning difficulty. There are some theoretical and practical problems with this approach (the government's progression guidance (DCSF 2009) argues that judgements about categories of SEN are liable to vary widely) and CASPA cannot cope with 'co-morbidity', for example, with data on a pupil identified as on the autistic spectrum and having severe learning

difficulties. However, many schools and centres across the country do use CASPA, often on a widespread basis, and value it for the quality of debate it can encourage.

Moderation, moderation, moderation

This is the key point. No tracking/measuring results against expectations system will ever deliver simple answers: perhaps we should rather agree that such systems should not be allowed to deliver simple answers. What is needed is a place and time for conversation that teases out explanations and ideas. Effective moderation systems are the most satisfactory way of dealing with such issues. They are strongly recommended for all schools working with pupils on the P scales; moves to a cluster commissioning system would offer excellent opportunities for exactly such moderation.

Our review suggested that the special schools and ARPs all have their own approaches to such moderation and it would be appropriate for them to have a professional development role in any cluster-wide moderation exercise.

The possibilities of Assessing Pupil Progress: Speaking and Listening
Most fortunately, this review has coincided with the web publication of the QCDA/ National Strategies Assessing Pupil Progress (APP) resource on speech, language and communication. APP is a resource to be used periodically, introduced gradually and moderated effectively across schools at every Key Stage. The evaluation found that school leader support is vital for this sort of approach (www.qcda.gov.uk).

This resource was intended to have:

- national traction and support
- an impact across school and authority systems

The APP/SLC could fill the gap in assessment tools identified by Hounslow headteachers. But it is likely to require a specific collaboration by school leaders to build momentum for adaptation of this valuable resource.

Inference and reasoning: another gap to be filled

In discussion with head teachers of KS2 pupils there was a sense that many pupils who were from less language-rich backgrounds and English language learners who had made good progress in social aspects of language found reasoning and inference hard when asked to solve problems in KS2.

“This is definitely the way to go forward, because the evidence is there in terms of the progress that children are making, and whether that’s looking at what children are producing in terms of their work, the conversations that you have with children, or even to those numbers in boxes in terms of the levels that they get at the end of a key stage.”

Discussion with specialist in the field suggests that this should be treated as a specific area for commissioning. A specialist health or education professional could be commissioned to develop a programme of development across a pilot cluster that would

systematically analyse the issues, refine the concerns and put in place an action plan to drive pupils and skills forward.

Should a cluster of schools commission specialist teaching on inference etc?

Headteacher “haven’t really had to crack the whip to get people involved in it. People have seen that it makes their lives easier, and the sorts of conversations in the staff room are ‘Well, I’ve found out much more information about that child now. I now know why that child’s making progress.’

Using the data to inform commissioning

One of the most important links for commissioners must be between resources and outcomes data. At the time of writing, it is not clear how the Coalition Government's plans for initiatives such as the pupil premium will affect any of the discussions below.

Delegation of resources

At the Schools' Forum meeting of 20/1/10 a major agenda item (Item 5) dealt with the revision of the Hounslow scheme of delegation, to replace the existing SEN funding formula with an additional needs formula, based on what will amount to a more sophisticated way of targeting resources on schools working from datasets based on prior attainment and social deprivation.

Inevitably, any exercise like this will result in winners and losers among schools and can thus cause some friction. But there is no reason to believe that this way of targeting is not a move towards more equitable distribution of resources based on need. Every approach to delegation has its disadvantages for pupils with SEN, but careful use of prior attainment data and social deprivation is likely to be regarded as more defensible than most others.

There are however specific issues that have significance for this study. In our earlier report we noted:

"There is some uncertainty about roles and responsibilities for funding work with SEN pupils, including those with SLCN. This may have led some school leaders to hesitate about commissioning services."

1. The change to the title 'additional needs' will be welcomed by many for whom SEN as a term has served its time. But the local authority has substantial legal responsibilities for oversight of SEN practice and development and the concern must be how such a change helps that oversight, unless the amount of SEN funding included in the additional needs category is made clear. This is equally true of stakeholders, particularly parents and carers of pupils with SEN. They should be able to go to Hounslow's Section 251 budget statement⁴ and see exactly what any school has available.

There is a further information need. While under any such system of delegation for additional needs, schools in comparatively wealthy areas, may receive little or no extra funding. This does not mean that 'they have no money for SEN without statements'.

Some authorities, in setting out a scheme of delegation for SEN budgets, have put the proportion that should be ear-marked for SEND at 5% to 10% of schools' general [age weighted] pupil funding. Discussion and agreement is needed on these matters and

⁴ Previously entitled the Section 52 statement

Hounslow’s current guidance which is useful, but not available on the web, could be updated and made more accessible.⁵

2. The Schools Forum discussion document refers to the DCSF commissioning model set out by the last government. It is not entirely clear however how the changes proposed relate to the enhancement of commissioning. A scheme of delegation does not of itself facilitate good commissioning, though it may place resources in the sites where commissioning could most appropriately take place. In the end commissioning, under frameworks like that operated by Hounslow, is a challenge-and opportunity- for senior leaders in schools.

Provision management [mapping]

At an individual school level provision mapping has been widely recognised as a helpful aid to discussion of resource use for SEND. Kept simple, it can produce for relatively little staff input a strong tool for checking value-for-money of group interventions and should certainly be considered as an adjunct to any joint commissioning.

The most basic form of provision map is descriptive: it sets out the SEND interventions used in a straightforward form and is valuable for discussing with parents and other stakeholders what is available. It is not however a management tool of any great weight.

A more interesting approach is to use a provision map for comparative value-for-money assessments of progress. This can be done in a simple formulaic way, if you have available a baseline and outcome sub-level score for each of the pupils involved. The interventions and all other data are invented examples.

Draft provision map

A. Intervention name	B. Staff cost per session	C. Number of sessions	D. Cost of total intervention	E. Total of sub-levels gained by all pupils involved in given area (writing, mathematics or whatever)	F. Cost per £ spent for each sub-level gain: D/E
Let’s write together!	£50 teacher	8	£400	27	£14.50
Let’s count together!	£25 teaching assistant	8	£200	9	£22.00

⁵ To fulfil Statutory Instrument (2001) 2218, an authority is to provide: “An explanation of that element of special provision for children with special educational needs (but without statements) which the local education authority expect normally to be met by the authority from funds which it holds centrally.”

This is a crude procedure in some ways, but can help school leaders ask important questions. The important point is that the table, by itself, does not provide any ready answers. It may be that one package is much better than another; it may be that one member of staff is much more effective than another. In this example cheaper input to a group of pupils with SEND has not necessarily been cost-effective in terms of outcomes.

The approach fits well with the caution about the use of support staff with pupils with special educational needs highlighted by the work of Blatchford and his colleagues (Blatchford et al 2009). They expressed deep concerns about the dialogue between teaching assistants and pupils, unless the teaching assistant (TA) was well-trained and prepared. Schools placing a group of pupils to a TA for periods of time are well-advised to use a value-for-money study of outcomes before committing themselves to what may appear to be a cheap approach to SEND.

As noted above, the appearance of the APP materials for S&L has potential to transform the situation from KS2 onwards and it should be possible for specialists from education and health to be commissioned to support headteachers and their staffs in taking straightforward vfm exercises forward in this area.

Other self-audit tools

1. The Audit Commission has produced a self-audit tool (The SEN/AEN Value for Money Resource Pack: www.sen-aen.audit-commission.gov.uk) with which schools can check value for money systems for SEN.
2. Children's Mental Health & Psychological Wellbeing Portfolio. A broadly-based collection of resources to help the assessment of progress in health & well-being.
3. The TDA has published a brief self-audit and support resource to help schools to train new teachers in SEND. See Appendix 5. The full package is available at www.tda.gov.uk/teachers/sen/training_resources/induction.aspx

Draft proposals for future action based on the terms of reference of the review

Suggestion	Mainstream or special schools	Universal, targeted or specialist	Who is this aimed at?	Description
1. model for schools to understand their pupil data better in terms of speech and language	All schools	Support for school leaders: heads, governors, SENCOs etc	SIPs, literacy consultants/ advisers/SENCOs trained on all aspects of assessment of typical/atypical progress in SLC Prioritise secondary SENCOs for BESD/SLCN link.	Programme of introduction of APP: SLC for <u>all teachers</u> , using distance, as well as face-to-face learning methods.
	Mainstream	Universal	Academic	Agree use of APP: SLC at all four key stages Results of EYFS screen (ECAT) to be widely disseminated to primary as professional development exercise
			ECM	Strengths and difficulties questionnaire/Kidscreen ⁶ Additional resources can be drawn from <i>Children's Mental Health & Psychological Wellbeing Portfolio</i>
		Targeted	Intervention assessment	Introduce simple Excel-based provision map v-f-m model across trial schools
		Individual	Check on individual plan progress	Standardise use of statement layer 2 and 3 form and for SA and SAP simplified version of layer 2 and 3 form
	Specialist	General		Many useful tools already in use. Support use of P scales and CASPA. Move to standardise

⁶ A European generic quality-of-life measure for children and young people <http://www.kidscreen.de/>

Suggestion	Mainstream or special schools	Universal, targeted or specialist	Who is this aimed at?	Description
				target-setting and review (Layers 2/3) following discussions at authority level.
2. model for commissioners at borough level to understand the picture of need.			Universal	Annual report on specific SLC issues drawing on all available sources. LA liaison with SIPs to gather summary data on SLC progress from SIP reports to governors on SEND.
			Universal	Only statutory data available on SLC is at KS1. However, there is strong national guidance encouraging use of APP: SLC through all Key Stages. Because of gains to be made from universal use, it will be important to agree its implementation across any pilot cluster.
			Individual	Working with parents' groups and across professions, agree standardised 3 level model for statement implementation, monitoring and review. Monitor figures for identified BESD at KS3 and check levels of communication impairment within this group.
3. evaluation models for speech and language interventions at all levels				Mostly covered in section 1.
4. to have data models that are sustainable				All emphasis in sections one and two is on simple self-sustaining models built on initial targeted professional and resource

Suggestion	Mainstream or special schools	Universal, targeted or specialist	Who is this aimed at?	Description
				development within a partnership model.

Appendix 1: Providers of witnesses

Boni Reeks, head teacher, Grove Road Primary School, Hounslow

Rita Aykel, EAL coordinator, Grove Road Primary School

Anne Breaks, Head of Speech and Language Therapy Services, Hounslow and Richmond Community Healthcare

Ruth Chiva, Interim Assistant Director, Universal Services, LB Hounslow

Nancy Goodchild, Head of Mainstream School Speech and Language Therapy Services, Hounslow and Richmond Community Healthcare

Christine Green, LB Barking and Dagenham

Jonathan Hill-Brown, Scrutiny Officer, London Borough of Hounslow

Tim Meaden, School Effectiveness Analyst, LB Hounslow, School Improvement Service

Ian Morris, LB Southwark

Glinette Woods, LB Barking and Dagenham

Appendix 2 – Some promising approaches to intervention

Camden Language Resource Bases

The approach used by the Camden Language Resource Base Team involves targeting services within schools at a universal and specialist level. An audit is made of the whole school and individual classroom communication environments and teachers are asked to complete questionnaires rating their confidence in using a range of strategies to develop communication skills. Targets are then set using this information. SLTs work alongside teachers in the classroom to promote these strategies and ensure a standardised approach to the use of visual and signs throughout the school. This support is delivered alongside specialist individual and small group support for children with specific communications needs. A small-scale study (Cavin 2008) has indicated that this model may support the development of narrative skills in children across a range of abilities.

Secondary phase

There are few detailed and researched examples of intervention at secondary level. Joffe (2006) and Stringer (2006) have both devised interventions. Stringer addressed the narrative and social skills of 12 boys aged 11 to 13 years. She found a significant improvement in expressive and receptive language with only a total of seven hours input. Improvement in behaviour was not demonstrated from assessments, but the researchers noted that the participants were more aware of their behaviour and its consequences. Joffe's intervention consisted of narrative and vocabulary enrichment with 54 children with language and communication impairments aged 10-15 years. Joffe expressed concern that these children were receiving little or no specialist support even though they had language difficulties. Improvements were found in a range of language measures, even after a short period of time.

ListenEAR⁷: Islington Speech and Language Therapy Service working with secondary schools

A speech and language therapist (Rowe & Topping 2008) has been working with a group of Islington secondary schools (often for just one day a week in each) on many aspects of student learning. This work involves, for example, working with students on communication with others in and out of lessons and support with 'dispute mediation' sessions and with teachers' understanding of communication needs and lesson design. Each programme is a whole school initiative and only involves the SLT in visits for one or two days a week. Because the school SENCO and a member of the leadership team are closely involved in all aspects of the design and implementation the interventions have proved remarkably successful.

Teaching assistants

A recent research project carried out for the DCSF (Blatchford, Bassett, Brown, Martin, Russell and Webster 2009) found that although teaching assistants had a positive effect on the teachers' workload, level of job satisfaction and levels of stress, the progress the

⁷ EAR= enjoy, achieve, respect

pupils made in English and mathematics was negatively related to the amount of support they received. The authors found that teaching assistants were more concerned with the completion of tasks rather than learning and understanding. Teachers had not had the training to help them work with teaching assistants, nor was there time allocated to discuss planning or feedback.

Speech Link and Language Link

These commercially available packages are currently marketed as whole authority/cluster strategic models, involving screening, development and approaches to intervention at universal and more individual levels.

www.speechlink.info/download/language_leaflet.pdf

Appendix 3 – The Strengths and Difficulties Questionnaire

The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire about 3-16 year olds. It exists in several versions to meet the needs of researchers, clinicians and educationalists. Each version includes between one and three of the following components:

A) 25 items on psychological attributes.

B) All versions of the SDQ ask about 25 attributes, some positive and others negative. These 25 items are divided between 5 scales:

- | | | |
|---|---|---|
| 1) emotional symptoms (5 items) | } | added together to generate a total difficulties score (based on 20 items) |
| 2) conduct problems (5 items) | | |
| 3) hyperactivity/inattention (5 items) | | |
| 4) peer relationship problems (5 items) | | |
| 5) prosocial behaviour (5 items) | | |

The same 25 items are included in questionnaires for completion by the parents or teachers of 4-16 year olds ([Goodman, 1997](#)).

A slightly modified informant-rated version for the parents or nursery teachers of 3 (and 4) year olds. 22 items are identical, the item on reflectiveness is softened, and 2 items on antisocial behaviour are replaced by items on oppositionality.

Questionnaires for self-completion by adolescents ask about the same 25 traits, though the wording is slightly different ([Goodman et al, 1998](#)). This self-report version is suitable for young people aged around 11-16, depending on their level of understanding and literacy.

B. An impact supplement. Several two-sided versions of the SDQ are available with the 25 items on strengths and difficulties on the front of the page and an impact supplement on the back. These extended versions of the SDQ ask whether the respondent thinks the young person has a problem, and if so, enquire further about chronicity, distress, social impairment, and burden to others. This provides useful additional information for clinicians and researchers with an interest in psychiatric caseness and the determinants of service use ([Goodman, 1999](#)).

C. Follow-up questions. The follow-up versions of the SDQ include not only the 25 basic items and the impact question, but also two additional follow-up questions for use after an intervention. Has the intervention reduced problems? Has the intervention helped in other ways, e.g. making the problems more bearable? To increase the chance of detecting change, the follow-up versions of the SDQ ask about 'the last month', as opposed to 'the last six months or this school year', which is the reference period for the standard versions. Follow-up versions also omit the question about the chronicity of problems.

Appendix 4 - Extracts from the Children's Mental Health & Psychological Wellbeing Portfolio

www.childrensmentalhealth.co.uk

1. Belonging

Measure	Authors	Topic	Type	Administration	Potential Age Range
The Sense of School Community Scales	Battistich et al. (1995) Battistich et al. (2004)	Sense of school community and membership	38-item self-report questionnaire 18-item self-report Questionnaire	Group	Primary: 8-11 years Secondary: 11-16 years
The Student Engagement Instrument	Appleton et al. (2006)	Student engagement / disaffection with school	33-item self-report questionnaire	Group	12-18 years
The Psychological Sense of School Membership Scale	Goodenow (1993)	Sense of school belonging and membership	18-item self-report questionnaire	Group or Individual	10-14 years
The Belonging Scale	Adapted by Frederickson et al. (2007)		12 item self-report questionnaire		8-14 years
The Family Connectedness Scale	Resnick et al. (1997)	Networks of support / shared emotional connection in school and family	12-item self-report questionnaire	Group or Individual	12-18 years
The School Connectedness Scale			6-item self-report questionnaire		
Social Cognitive Mapping	Cairns & Cairns (1994)	Informal peer social networks and influences within peer groups	Peer & self-report survey	Group or Individual	6-16 years
The Four	Sturgess et	Children's social	Self-report	Group or	4 -18 years

Measure	Authors	Topic	Type	Administration	Potential Age Range
Field Map	al. (2001)	networks and perspectives on relationships / support	survey	Individual	

2. Resilience

Measure	Authors	Topic	Type	Administration	Potential Age Range
The Children's Attributional Style Questionnaire – Revised	Thompson et al. (1998)	Attributions for positive and negative experiences (learned helplessness)	24-item self-report questionnaire	Individual or group	9-12 years
The Children's Hope Scale (Questions about your Goals)	Snyder et al. (1997)	Hopefulness / dispositional hope	6-item self-report questionnaire	Individual	7-14 years
Kidcope	Spirito et al. (1998)	Cognitive and behavioural coping strategies	15-item self-report questionnaire 10-item self-report questionnaire	Individual or group	7-12 years 13-18 years
The Locus of Control Scale for Children	Nowicki & Strickland (1973)	Control of personal outcomes in life: external versus internal perceptions.	40-item self-report questionnaire	Individual or group	9-18 years
The Self-Report Coping Scale	Causey & Dubow (1992)	Coping strategies: seeking social support; problem solving; distancing; internalising; externalising	34-item self-report questionnaire	Individual or group	9-12 years
The Coping Efficacy	Sandler et al. (2000)	Belief in ability to handle	7-item self-report questionnaire	Individual	9-12 years

Measure	Authors	Topic	Type	Administration	Potential Age Range
Scale		challenging situations			

There are real opportunities for inter-professional support on curriculum and assessment here and we suggest that the authority's officers and the EPS explore the possibilities of some of the resources on offer, such the Children's Mental Health & Psychological Wellbeing Portfolio, (www.childrensmentalhealth.co.uk) as part of the follow-up to this audit.

Appendix 5 - TDA self-audit tool for schools

Self-audit on a school's support for trainees'/new teachers' work on SEN and/or disabilities

The Ofsted report (Ofsted 2008) highlights wide variation in the quality of school support available to new teachers on SEN and disability. Schools can use this audit, which is slightly modified from the version at www.tda.gov.uk/upload/resources/sen/sene5/e5_nqt_audit.pdf when deciding on the extent to which they are fulfilling their responsibilities in this area.

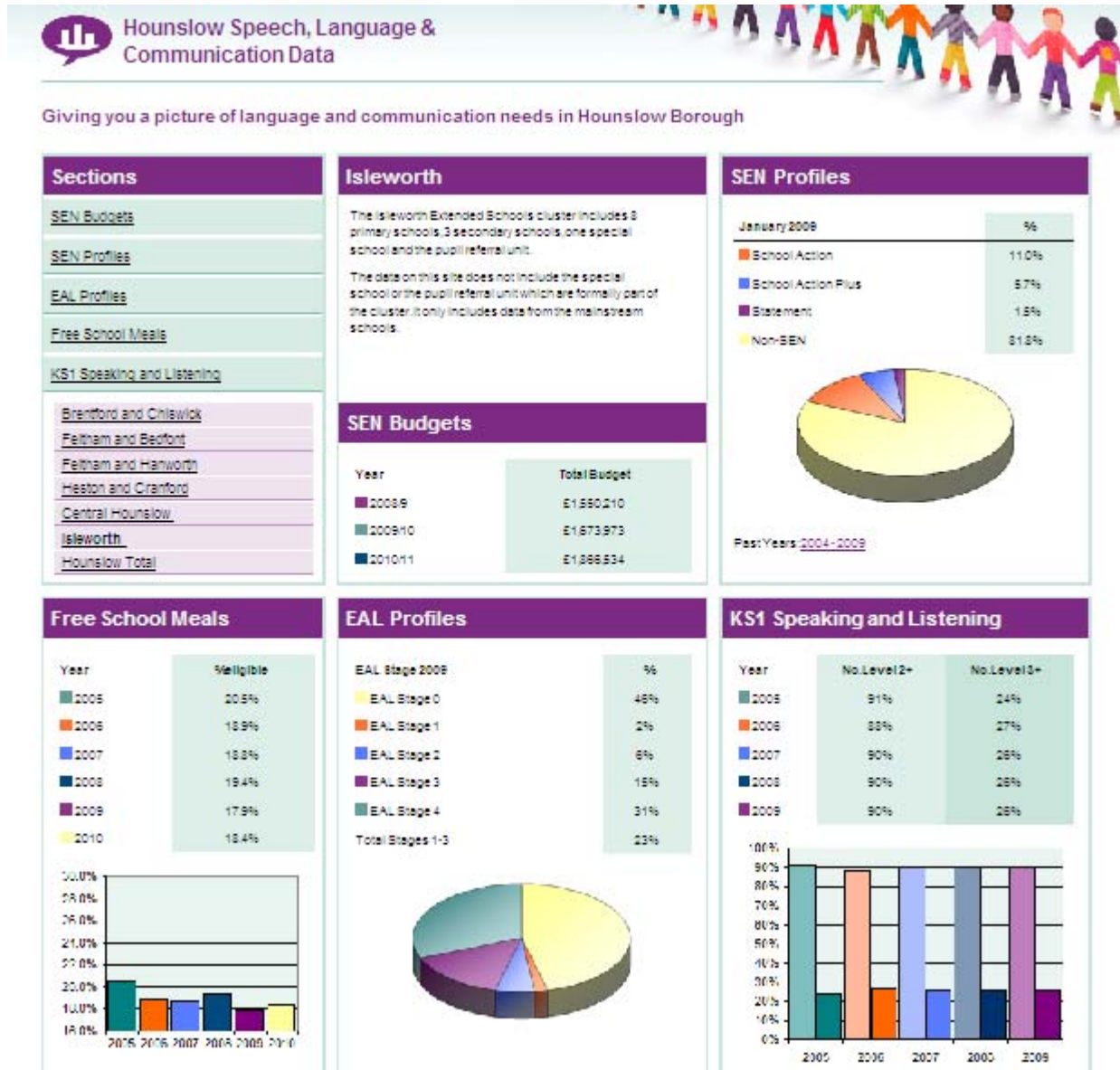
	Wholly in place	Well on the way	Just starting
School staff encourage NQTs to learn from pupils with SEN and/or disabilities and introduce them to partnership working with parents or carers.			
Staff in specialist SEN/disability, curriculum and pastoral roles work together to support NQTs to provide inclusive teaching and learning by showing them how the curriculum can be developed to remove barriers to learning and participation for pupils with SEN and/or disabilities.			
The school's systems help all teachers develop problem-solving approaches to removing barriers to participation and learning for pupils with SEN and/or disabilities.			
The school organises professional development for its staff on evidence-based approaches to removing barriers for particular groups and individuals with SEN and/or disabilities.			
The school supports NQTs to: <ul style="list-style-type: none"> " benefit from school and other professional advice on SEN/disability " develop record keeping through formative and summative assessment and using school records to track and review progress and improve practice to enhance the learning of pupils with SEN and/or disabilities. 			
Staff explain to NQTs how the school fulfils its responsibilities under the SEN Code of Practice and disability discrimination law.the work of additional adults in the classroom.			
Tutors, mentors and others supporting NQTs draw on the principles of inclusive practice illustrated by the Training and Development Agency for Schools (TDA) materials, particularly when observing lessons.and external agencies working with pupils with SEND			

Appendix 6 – Example page from Hounslow Language and Communication Data website

Please see the examples below of the data for one of the six extended schools clusters.

www.hlcd.co.uk

Example page for Isleworth Extended Schools cluster



Appendix 7 – Model template for revised Annual Review report

Appendix 7a - Suggestion for LB Hounslow, Statement layer 2 agreement, Target-setting form for multi-professional use

Objective (taken from layer 1 form) ⁸	Target	Contributing to the attainment of NC levels (for academic targets?)	Programme of support for target	Resources for support	Success criteria	Outcome (target)	Outcome (in NC levels)	
	[expressed as 'X will be able to/I will be able to...']	[P scale/NC level/sub-level (choose one of these)]	[summary of programme including activities/ programme/ longer-term strategies]	[support: when/who/ how often/ resources (see also Part 2)]	[success criteria: how teacher/pupil know when the target has been achieved?]	[outcome at review in terms of target]	[outcome at review in terms of P scale, or NC level/sub-level].	[proposed further target(s) if achieved before review date]
Example	X will consistently use 'because' or 'cos' appropriately	English Level P8 Speaking	Narrative approach: stories of X and other lives. Exploration of cause and effect.	Work with visiting story-teller	X uses 'because' or 'cos' appropriately on at least 5 recorded occasions in a range of contexts			

⁸ Layer 1 provides the broad objectives, as in the standard LB Hounslow form at present; Layer 2 provides SMART targets and how they are to be achieved in broad terms, how they are to be assessed and the support the whole school system will give ('the foundations'; Layer 3 'the pillars' gives suggestions on the day-to-day teaching approaches likely to help.

Foundations of support: elements to support [X] that will be provided in school

Element	Staff involved	Scope	Form	Date to be In place
Professional development	All staff	[awareness-raising etc]	[any course or other form of professional development that will be provided for all staff]	
Professional development	Those most closely concerned	[sharing in depth knowledge/skills]	[any course or other form of professional development that will be provided for staff working most closely with X]	
Responsibility for checking on personalisation of curriculum ⁹ for X	Curriculum leader(s)/SENCO	[commitment of some senior staff member time to checking appropriate modifications of curriculum for X]	[statement of responsibility for checking that curriculum is appropriately modified]	
Partnership with parents/carers	Those most closely concerned and administrative staff	[range of time contacts, media, meetings etc, particularly urgent contact]	[written agreement]	
Record-keeping and reporting: academic and social	Those most closely concerned and administrative staff	[ease of use, integration with records of others etc]	[description of record-keeping and reporting system]	

⁹ This foundation element aims to ensure that senior staff monitor that all staff are modifying the planned curriculum on offer to the pupil effectively. In contrast, the 'layer 3' form deals with approaches for day-to-day teaching.

Targets, success criteria and foundations of support agreed by:

Name	Role	Date agreed	Date to be reviewed

Appendix 7b – DRAFT LB Hounslow layer 3 Multi-professional day to day inclusive approaches sheet to be attached to an individual education plan

The pillars	Possible elements of the pillar	Agreed approach(es) for [pupil]
Multi-sensory approaches, including ICT	Use of full range of media/ preferred learning approaches/styles/ use of ICT Range of ways of recording	
Working with additional adults	Partners not teachers Pupil independence Joint planning and review	
Managing peer relationships	Flexible grouping Buddying/peer tutoring Circles of friends	
Adult /pupil communication and language	Careful praise/correction Prepared questions for individuals/groups Preferred communication style Giving time to think	
Formative assessment/ assessment for learning	Dialogue about learning Expectations/challenge Communication issues	
Motivation [note pupil's strengths and interests in this column]	Engagement/enjoyment Rewards/praise Including pupil strengths/interests relevant contexts Learning from mistakes 'Can do' ethos: readiness to 'problem solve'.	
Memory/ consolidation	Developing use of range of memory aids Helping pupils devise their own strategies for remembering	
Inclusive learning environment	Room layout Display Storage Acoustics/communication Light	

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Glossary of terms and abbreviations

Term/abbreviation	Explanation
AfA	Achievement for All – Government initiative relating to SEN teaching in mainstream schools
APP	Assessing Pupil Progress
ASD	Autistic Spectrum Disorder
DCSF	Department for Children, Schools and Families
DH	Department of Health
EAL	English as an Additional Language
ECAT	Every Child a Talker – Government initiative
EBD	Emotional and Behavioural Difficulties
EP	Educational Psychologist
EYFS	Early Years Foundation Stage
IoE	Institute of Education at University of London
LA	Local authority
LBH	London Borough of Hounslow
NP	Nick Peacey, IoE researcher/consultant
PCT	Primary Care Trust
QCDA	Qualifications and Curriculum Development Agency (the new Government has said it will abolish this agency)
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator (member of school staff with responsibility for co-ordination support and provision for SEN pupils)
SEND	Special Educational Needs and Disabilities
SENJIT	Special Educational Needs Joint Initiative for Training (part of IoE)
SIP	School Improvement Partner
SLCN	Speech, Language and Communication Needs
SLT	Speech and Language Therapist
TA	Teaching Assistant
VFM	Value for money