

Kate Freeman

Up now



**Consultant – speech and
language in education**
Speech and Language Link

A school speech and language pathway in Knowsley?

How important is this?

- 7.6 % pupils (2 in every classroom) have life-long language needs (known as DLD),

IN ADDITION....

- 30 million word gap
- In Knowsley, 20% of children at end EYFS are not reaching GLD (1 in 5)
- Gap widens over time.

- 50-90% of children with persistent difficulties go on to have reading difficulties
- 2/3 of 7-14 year olds, with serious behavioural problems, have language impairment
- Vocabulary at the age of 5 predicts outcomes in KS1, 2, 3 and at GCSE, impacting on outcomes right the way through to 34 years of age.
- 88% of long-term unemployed young men have been found to have speech, language and communication needs.

SLCN changes over time

0-2



James is bright and sociable but doesn't have many words

3-5



James is putting words together but they are very unclear

In one to one situations with adults he is interactive and well behaved

In nursery and at school he bites and kicks the other children

6-11



James is really struggling with all aspects of school work

He is always in trouble; anything from leaving the taps on in the school toilets to stealing

His mum finds it hard to get him to school. Mondays are a nightmare

SLCN changes over time

11-14



James avoids school; he stays in his local area

His speech is clear but he has limited vocabulary and poor language. He struggles to read or write

He messes about in class until they send him out - he is known at school as 'difficult'

14-16



James had a night in a police cell - he wasn't really sure why him and not the other people he was with

In school, no-one messes with him, but he has no friends

Teachers say he's not trying - he finds everything very hard

Leaving school



James knows he won't get a job

He loves motorbikes but apprenticeships go to the smarter kids

He spends most of his days sleeping and his nights out in his area

'More children in Knowsley have identified speech, language and communication needs than seen nationally.'

This is a significant barrier to improving outcomes and experiences of children and young people across the local area.

We must do more together to help our children and young people overcome the communication challenges faced.'

(Let's Get Knowsley Talking, 2021)

Let's Talk 2030 includes shared aims.

'By 2030, we all want Knowsley to be:

- A place with welcoming, vibrant, well-connected neighbourhoods and town centres
- A place with a thriving, inclusive economy, with opportunities for people and business
- A place where people are active and healthy, and have access to the support they need
- A place where people of all ages are confident and can achieve their full potential
- A place where strong and safe communities can shape their future.'

Communication skills are important to all these.

Let's Get Knowsley Talking strategy, 2021

Signed off by:

- Julie Moss, Executive Director (Children's Services);
- Helen Meredith, Chief Nurse CCG;
- Cllr Margaret Harvey, Cabinet Member for Children's Services;
- Anne Tattersall, Assistant Operational Director, Merseycare Healthcare NHS Foundation Trust.

- Priority 1: To improve **health, education and social outcomes** for all children ensuring they have the opportunity and support required to become **effective communicators**, enabling them to speak with confidence, listen well and **achieve across the curriculum**.
- Priority 2: To develop a clear, comprehensive, and consistent **language experience** for children and young people; ensuring **all stakeholders** have the **knowledge and expertise** required to identify and meet need effectively.
- Priority 3: To **strengthen joint working practices** to develop speech, language and communication skills across all ages, better utilising resources locally and ensuring a **consistent approach** is undertaken to better **identify and meet need**.

(including my bold highlighting)

What role for schools?

- ❑ Clarity of offer matched to individual needs – development of skills and support for difficulties
- ❑ Clear roles and responsibilities – including quality first teaching and targeted and specialist interventions
- ❑ Well-articulated and understood across the board
- ❑ Easy routes of transition from one level of support to another
- ❑ Monitoring of impact and regular improvement.

What this is NOT...

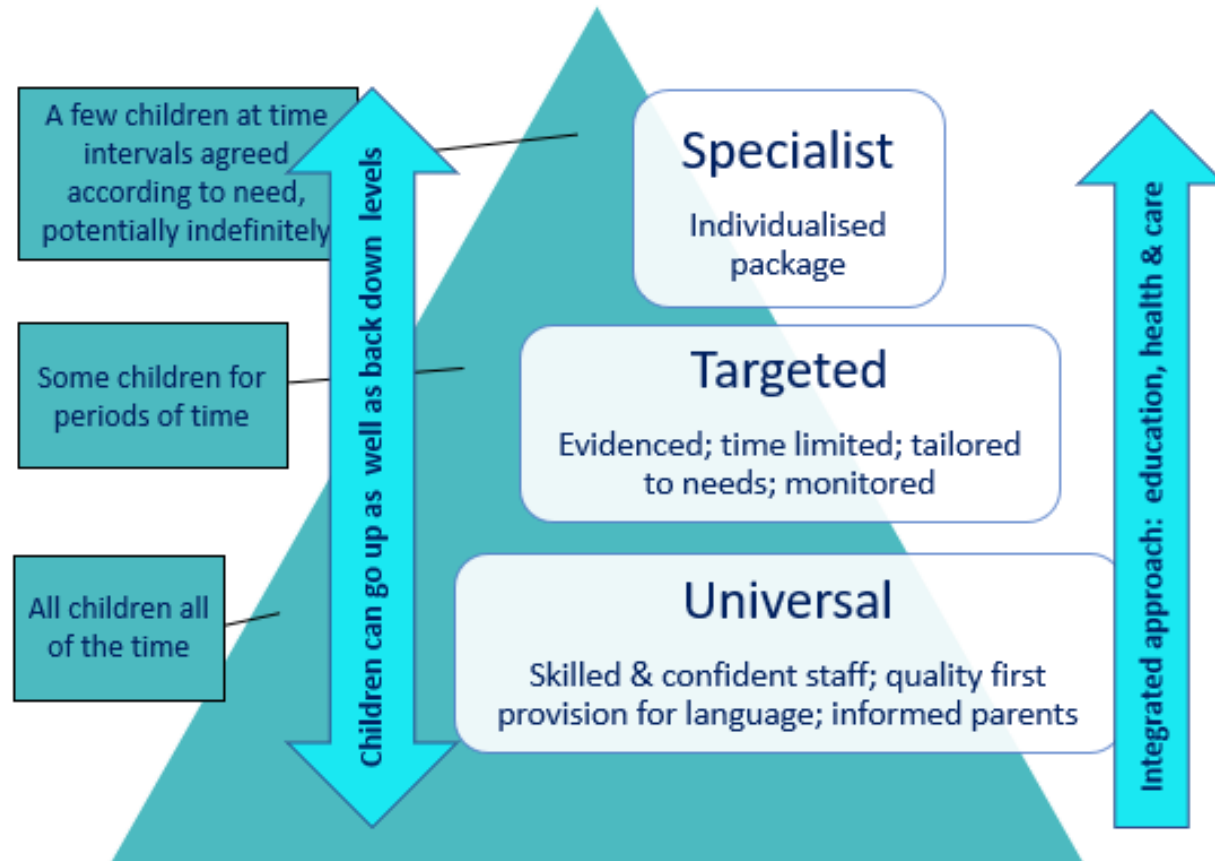
Not solely English subjects

Not EAL

Not solely SEND.

A school speech and language pathway in Knowsley?

Tiered approach



What to include (1)

- Overt awareness of the **importance of SLC** / oracy
- Systems to support speech, language and communication development across the curriculum (depends on **skills and knowledge** of staff)
- **Screening with assessment** that does not solely rely on observation (tools available eg. WellComm, Infant / Junior / Secondary Language Link, Speech Link, progression tools).

What to include (2)

- **Evidenced bespoke interventions** to support the individual needs of pupils (Infant / Junior/ Secondary Language Link, Speech Link, Well Comm, Talk Boost, NELI etc.)
- Method of **monitoring impact**, with regular reporting and scrutiny
- Access to **specialist services** if appropriate following targeted intervention (relies on capacity within the speech and language therapist team, knowledge of referral mechanisms and not clogging up the waiting list).

- ✓ *Let's get Knowsley talking* strategy
- ✓ Speech and Language Link CPD
- ✓ Evidenced assessment and intervention tools
- ✓ On-line resources
- ✓ SLCN news.

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Q&A



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