

Autism ARP applications and SLCD Strategy update – ELKLAN pilot

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Autism ARP applications

Appendix 1


Application for placement at Additionally Resourced Provision for pupils with autism

Pupil Name: _____ Date of birth: _____

School: _____

| The following evidence must accompany the standard application form for additional resourced provisions in Solihull | Evidence Provided (please indicate Yes /No) | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|----|
| | Yes | No |
| Written evidence of a diagnosis of Autism from an appropriately qualified professional. <i>Copy of SAS report or report from Paediatrician (if not Solihull pupil)</i> | | |
| Written evidence of an Education, Health and Care Plan with autism as the primary need. <i>Copy of EHC plan</i> | | |
| Evidence that there has been exploration of and identification of contributing factors to the pupil's autism needs, such as co-morbid conditions, specific learning difficulties, sensory needs and mental health issues. This is likely to be multi-agency e.g. OT reports and recommendations, Learning assessments and referral and input from CAMHS/SOLAR. <i>Copy of external agency reports. If pupils are working below year group expectations cognitive assessments are required to indicate full learning profile.</i> | | |
| Evidence of partnership work with parents and the outcomes of this. Parents views supporting the Annual Reviews process and Review meetings for target setting/ Needs Based Plans. <i>Formats personal to schools, but it is essential review notes are sent from TAF meeting/emergency review which has involved parents, START team and all relevant external agencies including autism team. Within these notes agreement that additionally resourced provision is recommended to meet the child's needs.</i> | | |

Making an application

- ▶ Use the Pathway at the end of the ARP criteria and SLA document
 - ▶ Complete the application checklist
 - ▶ Refer to the 'Good example' sent out to all school
 - ▶ Don't include extra information not required
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SLCD Strategy Update and next steps

“[Talk is] the most powerful tool of communication in the classroom and it’s fundamentally central to the acts of teaching and learning”

Professor Frank Hardman^{iv}

BERCOW REPORT - 10 YEARS ON. MARCH 2018.

THE CHILDREN AND YOUNG PEOPLE

More than 10% of children and young people have long-term speech, language and communication needs (SLCN) which create barriers to communication or learning in everyday life:

- 7.6% have developmental language disorder.
- 2.3% have language disorders associated with another condition such as autism or hearing impairment.
- SLCN also include conditions such as speech difficulties, stammering and many others. Children living in areas of social disadvantage are at much higher risk, with around 50% of children starting school with delayed language and other identified SLCN.

EDUCATIONAL ATTAINMENT

Just 26% of young children with SLCN made expected academic progress in the Early Years Foundation Stage compared with 69% of all children.

Just 15% of pupils with identified SLCN achieved the expected standard in reading, writing and mathematics at the end of their primary school years compared with 61% of all pupils.

Only 20.3% of pupils with SLCN gained grade 4/C or above in English and maths at GCSE, compared with 63.9% of all pupils.

SOCIAL, EMOTIONAL AND MENTAL HEALTH

81% of children with emotional and behavioural disorders have unidentified language difficulties. Young people referred to mental health services are three times more likely to have SLCN than those who have not been referred.

LIFE CHANCES

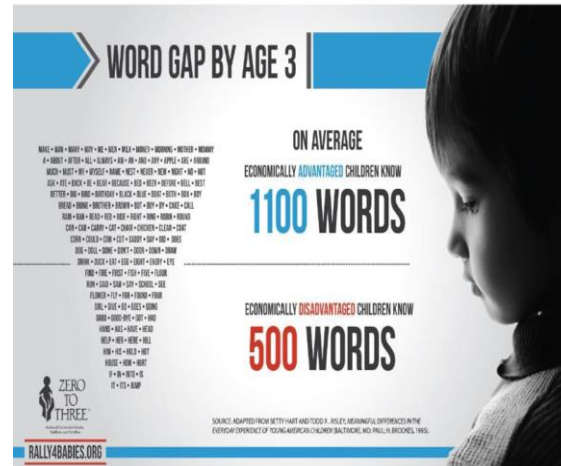
Children with poor vocabulary skills are twice as likely to be unemployed when they reach adulthood.

60% of young offenders have low language skills.

Research

On average, primary school teachers who took part in the survey reported that 49% of Year 1 pupils have a limited vocabulary to the extent that it affects their learning.
Oxford Word Gap Doc
March 2018

The 'Word Gap'



1% will have severe SLCN
7% will have a significant SLCN
Up to 50% of children entering school will have impoverished language skills
22% recommended for intervention based on receptive language delay.

Up to **45%** of young people referred for mental health services have **communication difficulties**

2016 Save the Children - found that the most important factor in reaching expected levels in English and Maths at age 7 was children's language skills at age 5.

Leading academics have made similarly stark conclusions about the impact the word gap has on a child's academic performance and wider life chances.

"A child who is not at the expected standard in language at the age of five is 11 times less likely to achieve the expected level in maths at age 11."¹²

"Research from the Early Intervention Foundation showed that children with language difficulties at age five were four times more likely to have reading difficulties in adulthood, three times as likely to have mental health problems, and twice as likely to be unemployed when they reached adulthood."¹³

"In 2016, just 12% of pupils with language difficulties achieved at least the expected standard in reading, writing and mathematics at the end of primary school, compared to 53% of all pupils."¹⁴

Children with better language will tend to develop better reasoning, inferencing and pragmatic skills."¹⁵

¹²Oxford University Press (2018) op cit.: 473 primary teachers and 840 secondary teachers were asked, "Do you think vocabulary deficiency has any impact on a child's wider life chances with regards to the following?"

¹³Department for Education, 2017 <https://www.gov.uk/government/speeches/justine-greening-our-ambition-is-to-leave-no-community-behind>

¹⁴Law, J., Charlton, J., Asmussen, K. (2017) op cit.

¹⁵Law, J., Charlton, J., Asmussen, K. (2017) op cit.

¹⁶Law, J., Charlton, J., Dockrell, J., Gascoigne, M., McKean, C., and Theakston, A. (2017) *Early Language Development: Needs, provision and intervention for preschool children from socioeconomically disadvantage backgrounds*. Education Endowment Foundation

| A more confident workforce | Then | Now |
|----------------------------------------------------|------|-----|
| Expertise of school and EY staff is good/excellent | 30% | 48% |
| Access to SLCN training is good/excellent | 32% | 39% |

Only 12% of parents had their child's SLCN identified by a professional

Training in how to work with parents

Needs to be in initial training

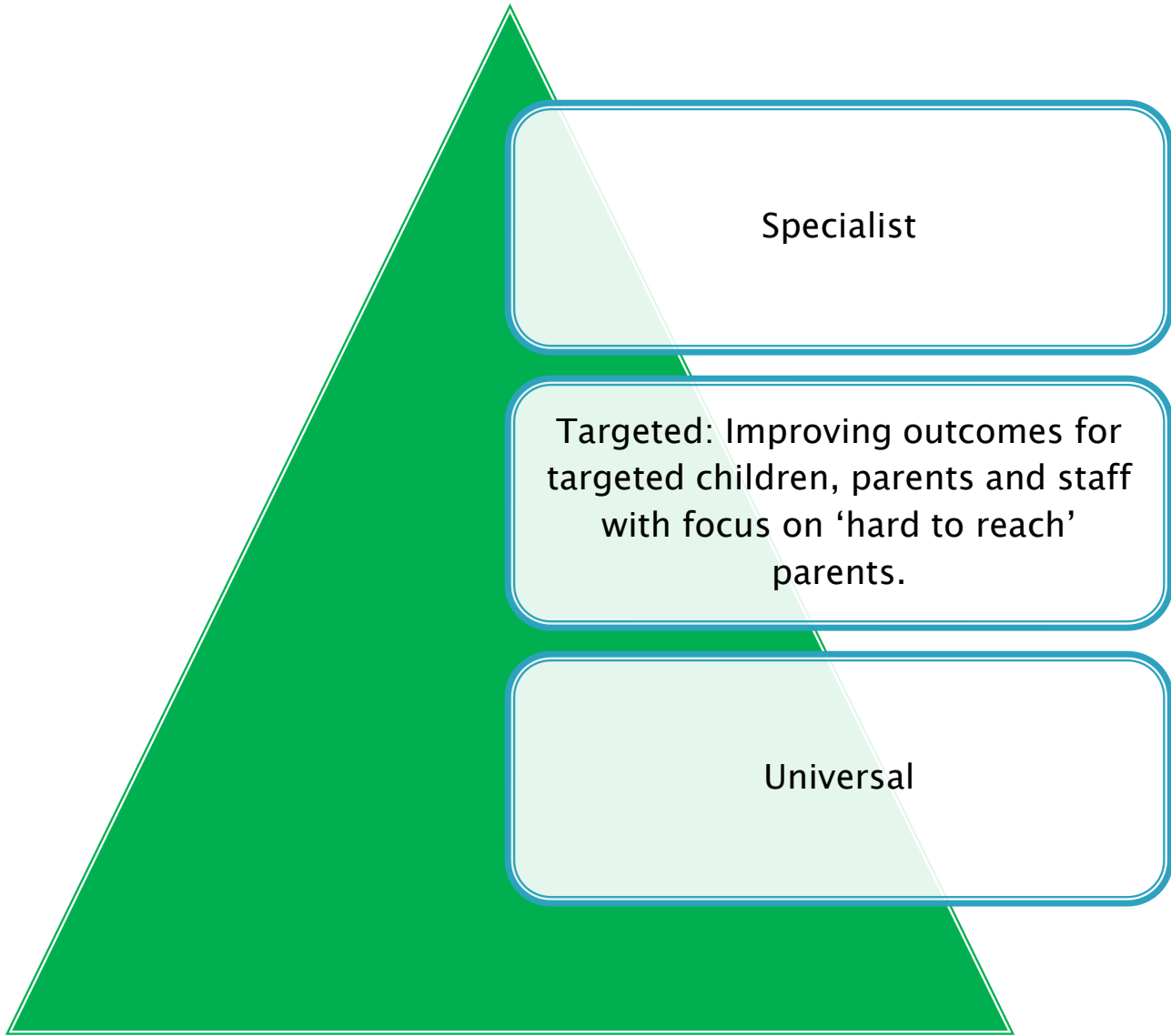
Embed training, not just one-off

Training part of SLT core offer

The need for more training highlighted in written evidence

Speech and Language Strategy work so far...

- Language Link or an alternative screening tool has been made available to all primary/infant schools
- Communication Friendly audit tool has been developed
- SLT/SISS to upload tool and resources onto the Local Offer at the end of the summer term

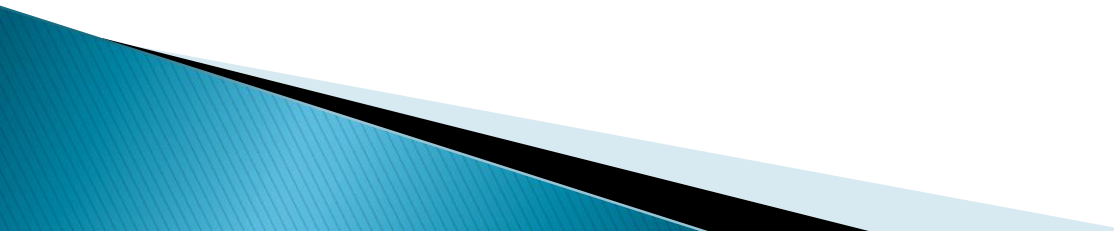


Specialist

Targeted: Improving outcomes for targeted children, parents and staff with focus on 'hard to reach' parents.

Universal

Purpose of the Project:

- ▶ To provide a Speech and Language Training Package for Parents whose children receive Language Link interventions.
 - ▶ To empower targeted parents to develop their child's communication and Language skills required for future success.
 - ▶ To empower targeted workforce so that they developed further confidence and skills to deliver the training package.
 - ▶ To enable Sencos to generalise the Training Package universally – for all parents and professionals within their setting.
 - ▶ To enable schools to choose to have a bespoke package, or to work within a group together.
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Outcomes for Parents:

At the beginning of the Project – approximately 60 parents were invited.

- 78% Parents did not realise that their child had language difficulties before being screened.
- 67% Parents did not feel confident in developing their children's understanding of language.
- 100% Parents enjoyed the sessions and stated that they had learnt how they could further develop their child's understanding of language.

By the end of the sessions – approximately 70 + parents attended.

- 100% Parents understood the importance of developing their child's communication and language skills.
- 100% were more able to develop their child's communication and language skills.
- 100% parents stated that they had really enjoyed the 3 sessions and would recommend the course to a friend.
- 100% wanted to attend more workshops like the one they had attended.

Where are the gaps?

- ▶ Some children with SLCN not supported directly by a specialist service
- ▶ Many education staff lack confidence in their abilities to support SLCN within class
- ▶ Inconsistent understanding of SLCN across the borough
- ▶ No common framework for all settings (Early Years through to secondary schools) to use in order to support SLCN

Proposal



- ▶ Joint SISS/SLT training to be offered to Early Years, Primary, Secondary & Special Schools

Why Elklan?

- ▶ Elklan's "Talking Matters" (Early Years training programme) was independently evaluated by University of Sheffield in 2016/2017

<https://elklantraining.worldsecuresystems.com/reviews/talking-matters>

Key Findings

- ▶ *Talking Matters* makes a statistically significant impact on children's receptive and expressive language.
- ▶ After completing *Talking Matters*, practitioners reported a highly significant statistical increase in their understanding of, and work to facilitate children's speech, language and communication.
- ▶ Children who received *Talking Matters* progressed by an average of seven months in their language development, whilst children in the control group progressed by only two months.
- ▶ Differences could be seen in both the children's ability to understand (receptive language) and their ability to use and combine words (expressive language).

Proposed Elklan Model for Solihull

- Train specialist teachers/SLT to deliver ELKLAN training in SLCN to a group of pilot schools.
- Train schools staff: cost per school to train 2 teachers and 2 TAs is @ cost of 2–3 pupil premium @ £2000 in year one and from then on £160 pa.
- Schools can gain Communication Friendly Status after one year and continued ELKLAN support.
- LA will set up Leads support groups termly using the AET model. Leads deliver training and support across their own school or MAT
- Training is@ 20 hours over 3 days or 10x 2hour sessions plus 4 x 1.5hr face to face sessions.