



Specialist Inclusion Support Service
Annual Report for the academic year
2022-23
Speech, Language and Communication
Disorders Team

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Staffing

Role	Full-time equivalent	Number of staff	Vacancies
SLCN Lead/SLCD Outreach Team Lead	0.6	1	None
SLCD ARC teachers 1 on maternity leave	3.0	3	None- mat leave being covered
SLCD ARC ISPs	2.0	2	None
SLCD ARC/Outreach ISPs	1.8	2	None
SLCD Outreach teachers	0.9	2	None
SLCD Outreach ISPs	0.6	1	None
Total	8.9	11	

Key points:

- At the start of 2023, a change was made to the CLD and SLCD team structures which saw them join to become one larger team.
- In Dec 23 the Lead Professional left and the SISS Manager and previous SLCD team co-ordinator continued to oversee the ARCs and outreach.
- Further flexibility has been created between the ARCs and outreach by recruiting two members of ISP staff who will work specifically between both strands of the SLCD Team.
- Two teachers from the SLCD outreach carried out the training for 'DLD Together Parenting Training Scheme' – Naplic/Afasic – expanding our Local Offer to parents.
- The reduction of staffing and difficulty recruiting to the NHS Speech and Language team impacted the numbers of children referred to our team.
- Requests for support of the High Needs DLD children on the SLCD caseload from SENCo's remained low – the survey stated that SENCo's considered the High Need Request Form to be a barrier for gaining access to our service.
- There has been a substantial increase in the children who recently joined the caseload receiving an EHCP after the pandemic.
- The virtual meetings continue to upskill professionals within settings at first point of receiving a referral from SALT.
- Continued CPD has taken place specifically relating to supporting children and young people with Speech Disorders.

Outreach and Caseload Information.

SLCD Outreach Team

Figures from September 2022-July 2023 according to synergy.

Total Number of children on SLCD caseload	Number of children supported at a High Needs Level	Number of new referrals accepted.
195	High Needs Teacher work: 64 High Needs ISPs work: 66	73

- Our current pathway allows for:
 - Timely support to upskill the setting and parents via a virtual approach.
 - Support to understand how the SALT targets can be implemented within the classroom and home setting.
 - High Needs observation and advice to include further strategies to support communication, learning, social/emotional development.
 - Parents voice is collated at an early point and they are included throughout our journey with the child.
 - Schools are able to request further support via completion of an online form and submission of their latest individual education plan, however, there have been some points raised within the survey that this is very time consuming and creates a barrier to the children gaining further support, to which we had already predicted and will address next year.
- Our Synergy database continues to be monitored as the numbers within this document do not align with the figures kept by individual members of the Team. Our records show that 91 Teacher High Needs support sessions were carried out.
- SLCN: Solihull was invited to attend sessions delivered by Marie Gasgoigne – The Balanced System in which the Early Years Team, SISS and Solihull NHS Speech and Language Service have taken part in the hope to align this system with the ‘Graduated Approach’.
- The SLCD team continue to support schools with Language Link and 3 training sessions were run and well attended throughout the year.

Additionally Resourced Centres (ARCs) for children with Speech, Language and Communication Disorders

- In 2022-23 there were 14 pupils on roll at Valley ARC and Bishop Wilson (BW) ARC. Both are under capacity. Reasons for this are:
 - Impact of COVID- parents didn't visit ARCs during this period and delays with SALT assessment has impacted on the Pathways to the ARCs.
 - More parents are choosing to keep their child within the mainstream setting and have requested an EHCP to support this.
 - Travel assistance is not always provided due to not meeting criteria, making it very difficult for a parent to collect from two separate schools if there are siblings within the family.
 - The amount of SALT support provided by NHS has now decreased as they are not commissioned to work with children with a language disorder once assessed.
- There was one request for a BW ARC placement this year – however, this child did not meet the ARC criteria. Following a more 'normal' year of SALT and SLCD Team support , it is anticipated Bishop Wilson will start taking pupils in 2024.
- A Management of Change has taken place affecting staff at Valley ARC. Valley School requested that the ARC should now close after working closely with them for the past 20 + years. The LA have agreed that no further children will be placed in this provision and that the delivery of support for children and young people with SLCD will be reviewed as part of the wider strategic work with SALT on the Balanced Model.
- A review and change of all paperwork including Pupil Learning Plans, medium and long term planning has taken place and are currently being trialled.

Key Achievements at ARCs.

- The progress and attainment of pupils in the ARC is tracked using a variety of tools, some of which allow very small steps of progress to be measured. The children are making commendable gains in all aspects of literacy and language and, in most cases, maths too. The ARC End of Year reports detail progress and attainment very clearly, however, some key data which are worthy of note for this report are:

At BW:

- All children made at least 1 years' progress across all areas.
- 1 child made 3 years' progress with their speaking and listening.
- 1 child is now achieving their expected standard within speaking and listening, reading, comprehension and maths and achieved particularly well within their KS1 SATs. This child entered the provision last year demonstrating significant needs in all aspects of their speech and learning.
- 1 child within year 6 has achieved expected standards within all curriculum areas having joined the provision in year 1 with a significant speech disorder.
- Reading assessment shows that more than 70% of the children made over 2 years' progress.
- 2 children made over 3 years' progress within the 'word reading age' subtest.
- All children had the opportunity to voice their opinion about school and the soft measures mainly indicate that all children feel happy and safe at school, have friends to talk to and enjoy their learning specifically within the ARC provision.
- Year 6 children took part in the annual play and thoroughly enjoyed themselves, demonstrating their confidence in speaking to an audience and acting! Both children entered the provision with significant speech sound disorders.
- Year 6 children transitioned to a mainstream secondary school setting.

At Valley:

- All children have made progress in speaking and listening, reading and writing.
- B Squared demonstrates the many small steps that the children have made.
- Within the soft measures sent to parents, confidence appears to have been gained with the ARC staff by the end of the year.
- Children in year 6 entered the SATs demonstrating confidence with their learnt skills.
- Having previously experienced access to school planning/liaison etc. being removed by the school for ARC staff, by the end of this year, the Interim Head had worked closely with the team and enabled all planning/communication to successfully resume. Parents were also able to return to celebrate ARC children's successes and pleasingly, the End of Year celebration was attended by parents, management from Valley School and management of SISS, demonstrating to parents and children, how working together can positively impact children's lives.
- Year 6 children transitioned to a mainstream secondary setting.

Key developments and achievements for Outreach 2022-23.

- Both SLCD teachers from the Outreach Team successfully carried out training for 'DLD Together' run by Afasic and Naplic. This course is designed to support parents once a diagnosis of DLD (Developmental Language Disorder) is given by SALT.
- 1 ISP and 2 temporary teachers were upskilled in relation to the outreach processes and protocols, enabling them to successfully carry out the role required.
- Focussed CPD for all the SLCD Team (both outreach and ARCs) has taken place relating to Speech Sound Disorders, the impact, strategies and resources.
- A review of the SLCD process and workflow has taken place to consider further monitoring and transitional support for children and young people on the SLCD caseload.

SLCN:

- SLCN Lead attended workshops run by the Early Years Team to support the production of the current 0-5 SLCN pathway – linked to the Maternity and Early Years Strategy.
- Multi-agency working between the Local Authority and NHS have led to initial discussions linked to the 'Balanced System' framework led by Marie Gascoigne- Director of Better Communication CIC.

Language Link – training and support (delivered by Marcia Homer)

During 2022-2023:

- 25 infant schools subscribed to Language Link
- 20 schools subscribed to Junior Language Link
- 5 schools subscribed to Speech Link

Data from Language Link Sept 2022-2023:

Outcomes will be available Dec 23 once all schools have re-assessed.

Year Group	Children assessed with severe receptive language needs	Children assessed with moderate receptive language needs	Children assessed with mild receptive language needs	Children assessed at an expected level
Reception	10%	13%	4%	73%
Yr 1	18%	19%	6%	58%
Yr 2	17%	6%	10%	58%

Yr 3	24%	18%	4%	54%
Yr 4	12%	9%	5%	74%
Yr 5	33%	19%	6%	42%
Yr 6	18%	13%	5%	64%

- Three Language Link training sessions took place this year: 1 per term.
- Below is a list of the schools who attended the Language Link sessions.
 - 1 delegate from each school attended unless otherwise stated.

November 2022 – 10 delegates

- Langley Primary x2 delegates – Infant Link
- Greswold – Infant & Junior Link
- Valley x3 delegates -Infant & Junior Link
- Windy Arbor – Infant, Junior & Speech Link
- Streetsbrook x2 delegates – Infant Link
- George Fentham – Infant Link

March 2023 - 12 delegates

- Windy Arbor x2– Infant, Junior & Speech Link
- Streetsbrook x2 delegates – Infant Link
- Langley Primary – Infant Link
- Greswold – Infant & Junior Link
- Valley x4 - Infant & Junior Link
- George Fentham – Infant Link
- Monkspath – Infant, Junior & Speech Link

June 2023 – 16 delegates

- Streetsbrook x2 delegates – Infant Link
 - Langley Primary – Infant Link
 - Greswold – Infant & Junior Link
 - Valley x4 – Infant & Junior Link
 - George Fentham – Infant Link
 - Windy Arbor x2– Infant, Junior & Speech Link
 - Widney x2 – Junior & Speech Link
 - Dickens Heath – Infant Link
 - St Patricks – Infant, Junior & Speech Link
 - Lyndon – Secondary Language Link
- 100% of attendees stated that their knowledge had increased.
- The comments from the course were:

“It was lovely to hear other people’s practice and Marcia shared some great ideas to take back.”

“I will be putting lots of these ideas into practice in the classroom and during the Language Link sessions.”

Outcome Data gained in October 23 is below.

Please note that final Data will be available end of Dec 23.

Foundation to Key Stage 1 data.

- Foundation key stage
 - 20 schools carried out assessments on their reception children. 5 did not assess their reception children. With a total of 870 children being assessed. 10% scored severe, 13% moderate, 4% borderline and 73% Expected.
 - 8 schools carried out interventions. Group outcomes 29% were effective. 65% partial and 5% not effective.
- Year 1
 - 18 schools carried out assessments on their year 1 pupils. 2 schools did not carry out assessment. 312 pupils were assessed. 18% scored severe, 19% scored moderate, 6% borderline and 58% expected.
 - 7 schools carried out interventions. Group outcomes 51% were effective. 47% partial and 2% not effective.
- Year 2
 - 15 schools carried out assessments on their year 2 pupils. 10 schools did not carry out assessments. 192 pupils were assessed. 17% scored severe, 16% scored moderate, 10% borderline and 58% expected.
 - 4 schools carried out interventions. Group outcomes 56% were effective. 44% partial and 0% not effective.

10 schools assessed all pupils in reception. 1 school assessed all of their year 1 pupils and 0 schools assessed all of their year 2 pupils. The data shows that a larger proportion of schools are not assessing all pupils in the cohort.

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Across the borough 20 schools are subscribed to Junior Link.

Key Stage 2 Data

- Year 3
 - 15 schools carried out assessments. 5 schools did not assess their year 3 children. With a total of 139 pupils assessed. 24% scored severe, 18% moderate, 4% borderline and 54% Expected.
 - 4 schools carried out interventions. Group outcomes 55% were effective. 39% partial and 6% not effective.

- Year 4
 - 17 schools assessed their year 4 pupils. 3 did not assess their year 4 pupils. 290 pupils were assessed. 12% scored severe, 9% moderate, 5% borderline and 74% Expected.
 - 5 school carried out intervention. Group outcomes 60% were effective. 50% partial and 0% not effective.
- Year 5
 - 14 schools assessed year 5 pupils. 6 did not. 33% scored severe, 19% moderate, 6% borderline and 42% Expected.
 - 3 schools carried out interventions. 25 did not. Group outcomes 63% were effective. 37% partial and 0% not effective.
- Year 6
 - 13 schools assessed year 6 pupils. 7 did not. 18% scored severe, 13% moderate, 5% borderline and 64% Expected.
 - 3 schools carried out interventions. 25 did not. Group outcomes 77% were effective. 23% partial and 0% not effective.

0 schools assessed all of their year 3 pupils. 2 schools assessed all of their year 4 pupils. 0 schools assessed all of their year 5 pupils. 0 schools assessed all of their year 6 pupils.

Evaluation of 2022-23

SLCD Outreach Team Key Points:

- The revised SLCD outreach pathway and criteria, adapted to reflect numbers of referrals in relation to the number of staffing in 22-23 have been trialled. A fairer system for all children, schools and families is now in place.
- The new 'blended' approach to initial consultation by the outreach team has:
 - reduced waiting time for families and schools/settings to receive SLCD support once a referral or request is made, improving outcomes for the child through early intervention.
 - improved workforce knowledge by offering personal training from our specialist teachers to support practice within the classroom, strategies, resources relating to speech, language, communication, learning and well-being in relation to the need identified in the most recent speech and language assessment document.
 - The significant increase in waiting time for children to be seen by SALT has had an impact on our service in that the educational progress has been significantly impacted at the point of our involvement so requiring us to often follow up the virtual to support the child and school.
- A notable increase in EHCPs for children with significant speech and language difficulties have been requested and gained this year.
- A change in role for 2 ISPs based at Bishop Wilson Additionally Resourced Centre has enabled flexibility between outreach and ARCs.
- Ensuring parents' voice is gained at each stage of the SLCD involvement within SLCD reports has ensured that positive feedback has been gained from parents.
- 20 schools contributed to the data within the SLCD outreach/ARCs SISS Survey 2022-23.

Team	1	2	3	4	5
Quality of service received		5% (1)	15% (3)	40% (8)	40% (8)
Supported Inclusion		5% (1)	15% (3)	45% (9)	35% (7)
Improved Outcomes	5% (1)	5% (1)	15% (3)	45% (9)	30% (6)

- The vast majority of SENCOs valued our service, stating that we were very knowledgeable and had upskilled staff which had impacted on children's progress:
 - "Some great staff training"
 - "Clear, robust reports. Accurate and appropriate target setting with supportive suggestions."

- “Very knowledgeable team. Supportive with parents.”
- Suggestions for improvement:
 - “The High Needs Request Form is too onerous for children with EHCPs.
(This might be related to NHS SALT request which is a very long document to complete as basic information and an Individual Education Plan is all that is required).”
 - “More face to face rather than Teams.”
 - “More capacity to work with children.”
 - * This professional stated that we had not been in contact with them – which would only suggest that the referral did not reach the panel. Schools should always make contact if they do not hear from the Team.
- ISP blocks continue to be valued by both parents and school settings.
- Feedback from 10 families were mainly positive stating that they were very grateful that we knew and understood their children and that they appreciated our support.

Team	1	2	3	4	5
SLCD outreach 10 family responses			10%	10%	80%

- “The staff have made such an impact with my child. They have communicated closely with me at all times which I valued.”
- The one parent who stated that our service was ‘very poor’ was possibly referring to the NHS SALT service in that they stated “we should send qualified clinicians to the home.” We do not have clinicians and work only within the school settings.

SLCD Valley/BW ARC Key Points:

- Bishop Wilson ARC is very settled following the changes linked to COVID and staffing changes due to maternity cover, all children are making very good progress.
- Valley ARC settled in the last term following renewed good links with the new SENCo and Interim Head teacher.
- Ten parents of children in the ARCs completed the end of year SISS survey. Feedback suggested that all rated the service of the ARCs as ‘good’ or ‘very good’. What they have valued most included:

Team	1	2	3	4	5
SLCD ARCs 4 responses				25%	75%

- “My child thrives in the ARC”
- “They have made great progress”
- In terms of improvements, the parent would like to see:
- “There could be better communication, however, I think this is due to the School.” This has now been resolved with Valley School.

Priorities for 2023-24

Key points:

Outreach:

- Revision of Pathway:
 - To trail revised SLCD process and pathway enabling 6 monthly review for High Needs SLCD children/young people.
 - Ensure workflow is accurate alongside monitoring of our synergy database.
- Working together to gain parent’s voice:
 - ‘DLD Together’ will form part of the Local Offer for parents whose children have been officially identified with a diagnosis of ‘developmental language disorder’ (DLD).
 - To support diagnosed children with DLD with ‘DLD and Me’ programme within secondary.
- Upskilling workforce:
 - DLD audit - commence process of Naplic/Afasic accreditation for SISS SLCD Team.
 - Language Link training.
 - SLCN Universal training for all primary and secondary schools.
 - Balanced Approach – multi-agency work led by Marie Gascgoine.
 - New SISS SLCD staff upskilling – ISPs/Teacher.
 - Team CPD – Developmental Language Disorder.

ARCs.

- Pathways/Policies
 - Management of Change for Valley ARC – wellness of staff.
 - To update vision/intention/pathway (including dyslexia) and policies on Local offer.
 - Review planning docs including PLPs.
- Communication:
 - To ensure links between Valley school and ARC remain positive and all methods of communication remain open.

- Gaining the Voice of the parents and children:
 - Review baseline information/soft measures
 - All year 5 children to take part in 'Person Centred Planning' review meetings.
- Upskill workforce:
 - To upskill host school's knowledge re: Developmental Language Disorder.
 - Upskill ARC staff and parents re: DLD