Supporting Speech and Language Development within Welsh Medium Schools

Kassia Morris

kmorris@cardiff.gov.uk

Building Capacity at a School Level to manage Speech, Language and Communication Needs

A Local Authority Perspective
City of Cardiff Council

Outline of Presentation

- Context
- Drivers/Service Priorities
- Prevalence and Impact of SLCN
- Journey Travelled
- Success
- Challenges
- Way forward

Context

- Previous experience
- Commenced current post April 2010

Required to:

1. Launch Infant Language Link
2. Further develop Joint working with Health
3. Look at SLCN provision in Welsh Medium Schools
4. Build capacity for all schools to meet the needs of SLCN

Context

- Capital City of Wales
- 3 Nursery Schools
- 78 English Medium Primary Schools
- 17 Welsh Medium Primary schools
- 17 English Medium High Schools
- 3 Welsh Medium High Schools
- 7 Special Schools

Drivers:

- Inclusion Agenda:
  - Salamanca
  - UK Government
  - WG – Working Together/SEF 2010/Statementing or Something Better
  - Structure of Education Services in Wales March 2011
  - White Paper ALN April 2014
  - Cardiff LA – Delegation/5 Staged Graduated Response

- Bercow Report
- Better Communicaton Research Project (2012)
- National Year of Communication
- Giving Voice Campaign
- Estyn Inspection Framework
- Literacy Numeracy Framework (LNF)

Welsh Government Priorities

- Literacy

- Numeracy

- Reducing the impact of poverty on attainment

Service Priorities

- To empower mainstream staff
- To build capacity at a school level to support the needs of SLCD Pupils (developing Universal and Targeted Services)
- To raise awareness of the importance of language development for all pupils
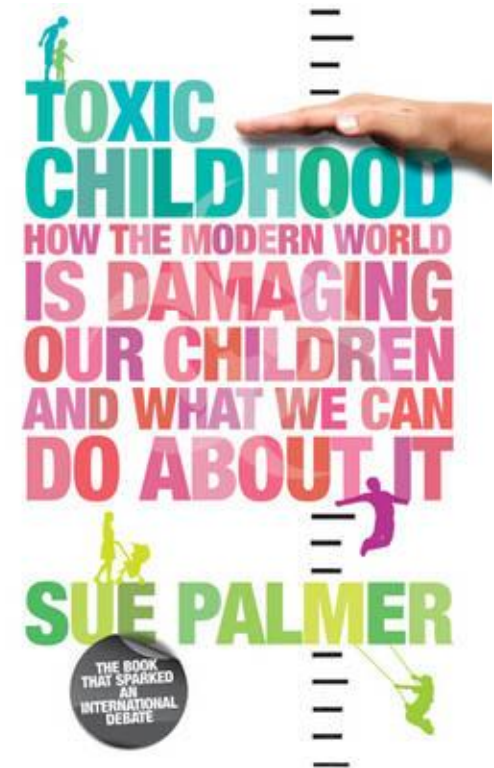- To demonstrate that language underpins all other areas of learning

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Why are we experiencing more prevalence of delayed language skills within schools?

The Dumbing of a Nation

"Toxic Childhood . . ." – Sue Palmer

- Huge explosion in communication technology in past 20 years
- Changes in parents' working patterns
- Decline of the family meal
- Specialist children's TV channels
- Central heating
- 'Splintering' of families into separate rooms during leisure time.
- TVs in bedrooms
- Parents using 'i-pods' and mobile phones when walking with children

TOXIC CHILDHOOD
HOW THE MODERN WORLD IS DAMAGING OUR CHILDREN AND WHAT WE CAN DO ABOUT IT
SUE PALMER
THE BOOK THAT SPARKED AN INTERNATIONAL DEBATE

What do we know?

In some areas of deprivation, more than 50% of children start school with SLCN

A Generation Adrift – Jan 2013
Jean Gross

- 10% of all children will have long term SLCN
- Of these 7% of all children will have a specific language impairment
- 3% of all children have severe and complex needs

'Children from low income families are often educationally disadvantaged on their first day at school. Children at 5 years can already be a year behind their more affluent classmates with their vocabulary.
Without support to overcome the barriers they face, the cumulative effect of this disadvantage means that their chance of achieving 5 good GCSEs including English, Welsh and Maths is less than half of that of pupils from better off families.
White Paper –ALN 2014

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Attainment

Early speech language and communication difficulties are a very significant predictor of later literacy difficulties. (Snowling 2006)

At six years there is a gap of a few months between the reading age of children who had good oral language at five, and those who had poor oral language skills at five. By fourteen, this gap has widened to *five years* difference in reading age. (Hirsch 1996)

The Challenge of Narrowing this Gap

A normally developing child hears/experiences around **3 new words** every day on school entry and will have a receptive vocabulary (understanding) of approx. **10,000 words**.

For children with **poorly developed skills** to catch up by the time they leave primary school they would need to learn approx. **20 new words a day.**

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The Scale of the Problem

SLCN most common type of primary SEN in primary schools making up 29% of the total   (*DFE school census data, 2012)*

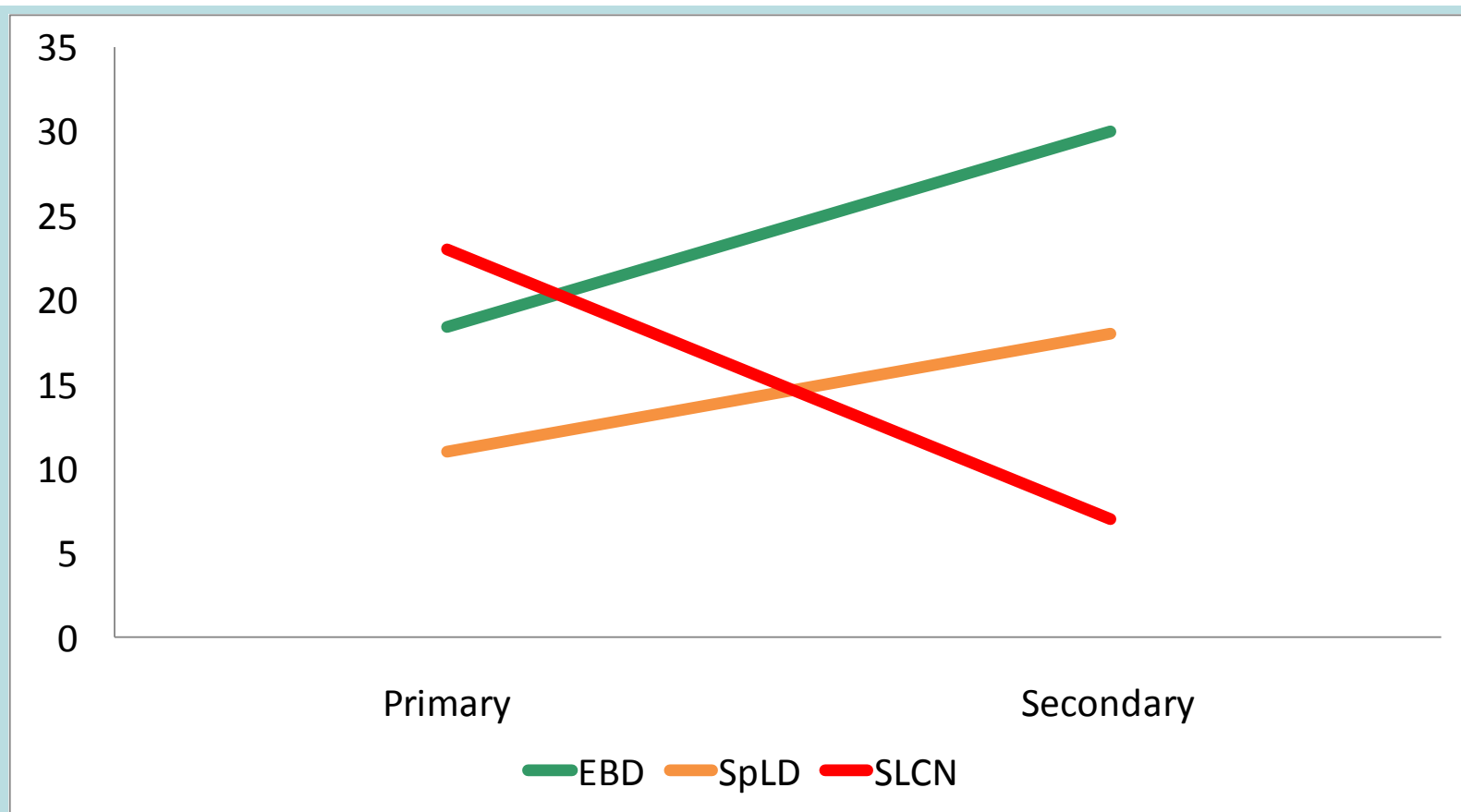Statements for SLCN risen 72% between 2006 and 2011 (*BCRP, 2012*

Under- Identification

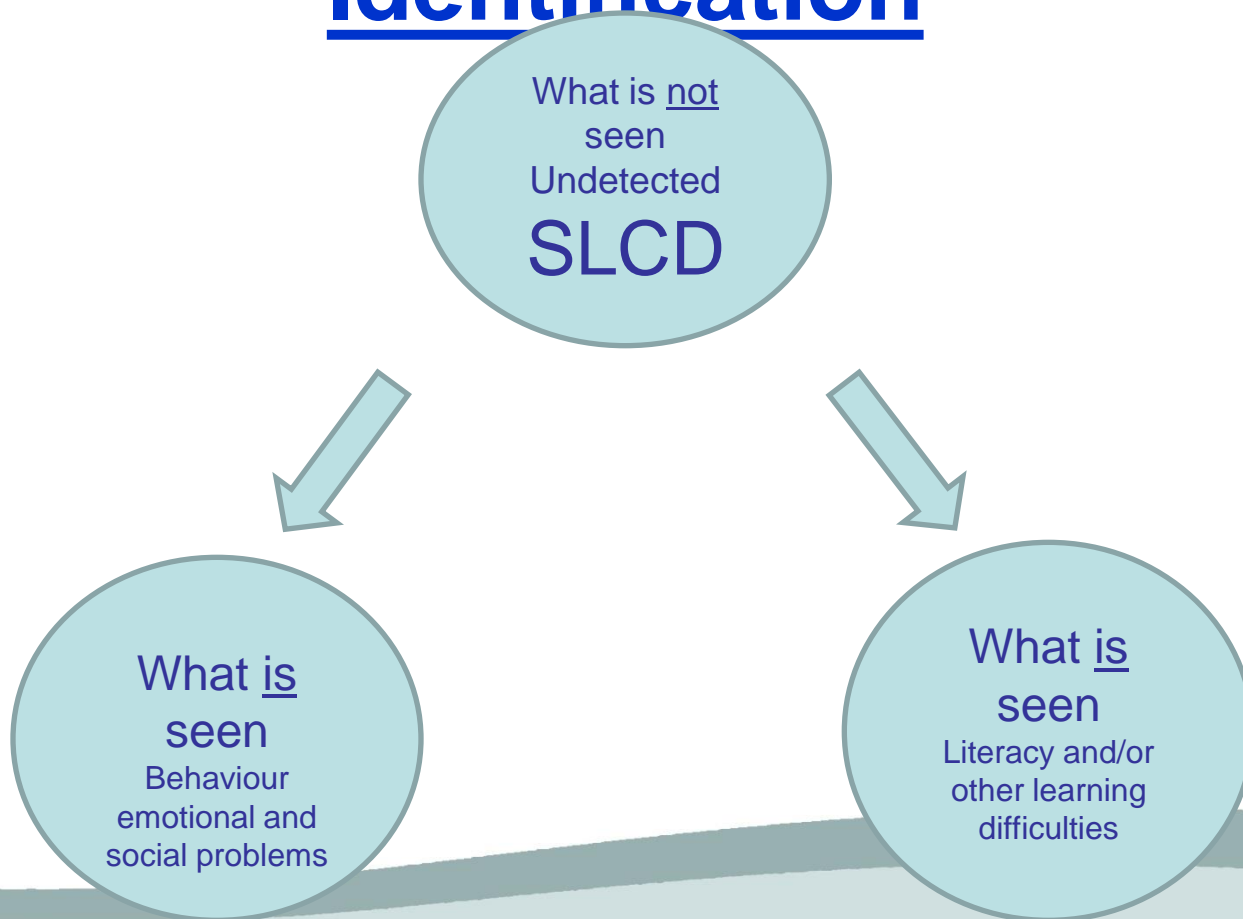Under-identification: schools say 1.5%, research shows 7-10% Poorest with older pupils.

BCRP confirmed link between disadvantage and language difficulties. FSM twice as likely to have SLCN.

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Under-Identification
School census data

Possible Impact of Under-Identification

What is <u>not</u> seen
Undetected
SLCD

What <u>is</u> seen
Behaviour emotional and social problems

What <u>is</u> seen
Literacy and/or other learning difficulties

The Story of James

James is bright and sociable but doesn't have
many words
0-2 years

James is putting words together but they are very unclear
In 1:1 situation he is interactive & well behaved
At school he bites & kicks the other children
3-5 years

James avoids school.
His speech is clear but he
Has limited vocabulary
&poor language
He struggles with literacy.
He messes about in class.
School refer to him as 'difficult'.
11-14 years

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 into school.
6-11 years

James had a night in a police cell - he wasn't really sure why him & not the others he was with.
In school no one messes with him. He has no friends.
14-16 years

James knows he won't get a job.
He loves motorbikes
But apprenticeships
go to the smarter kids.
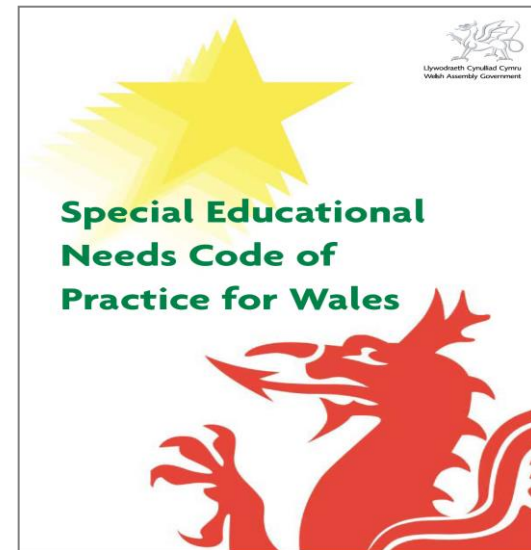He spends most of his days sleeping & nights out in the local area.
Leaving school

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'**All Teachers** are teachers of SEN'

Special Educational Needs Code of Practice for Wales
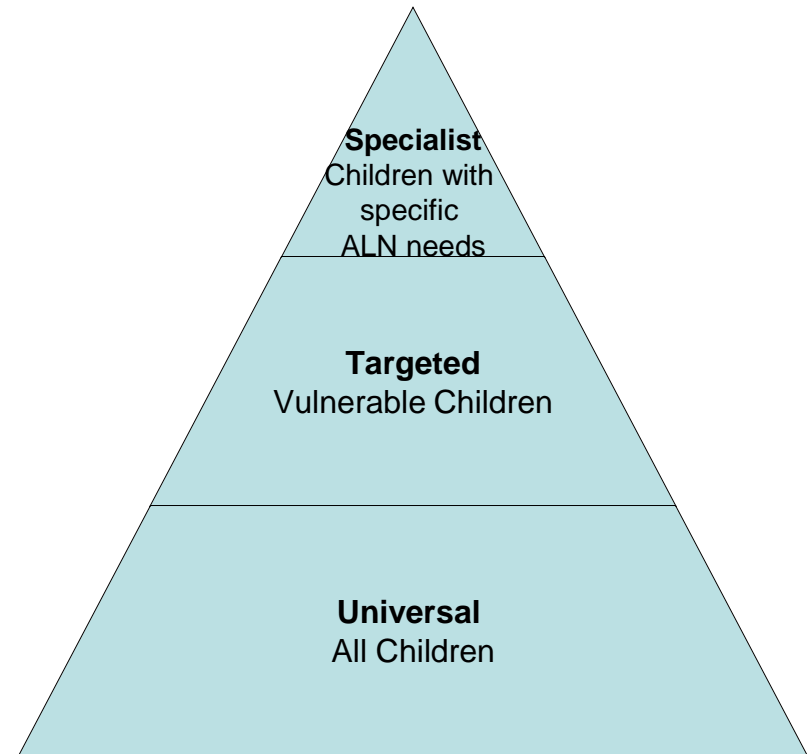
Code of Practice for Wales 2002

How are we trying to get it right for our Children and Young People within Welsh Medium Mainstream schools with SLCD?

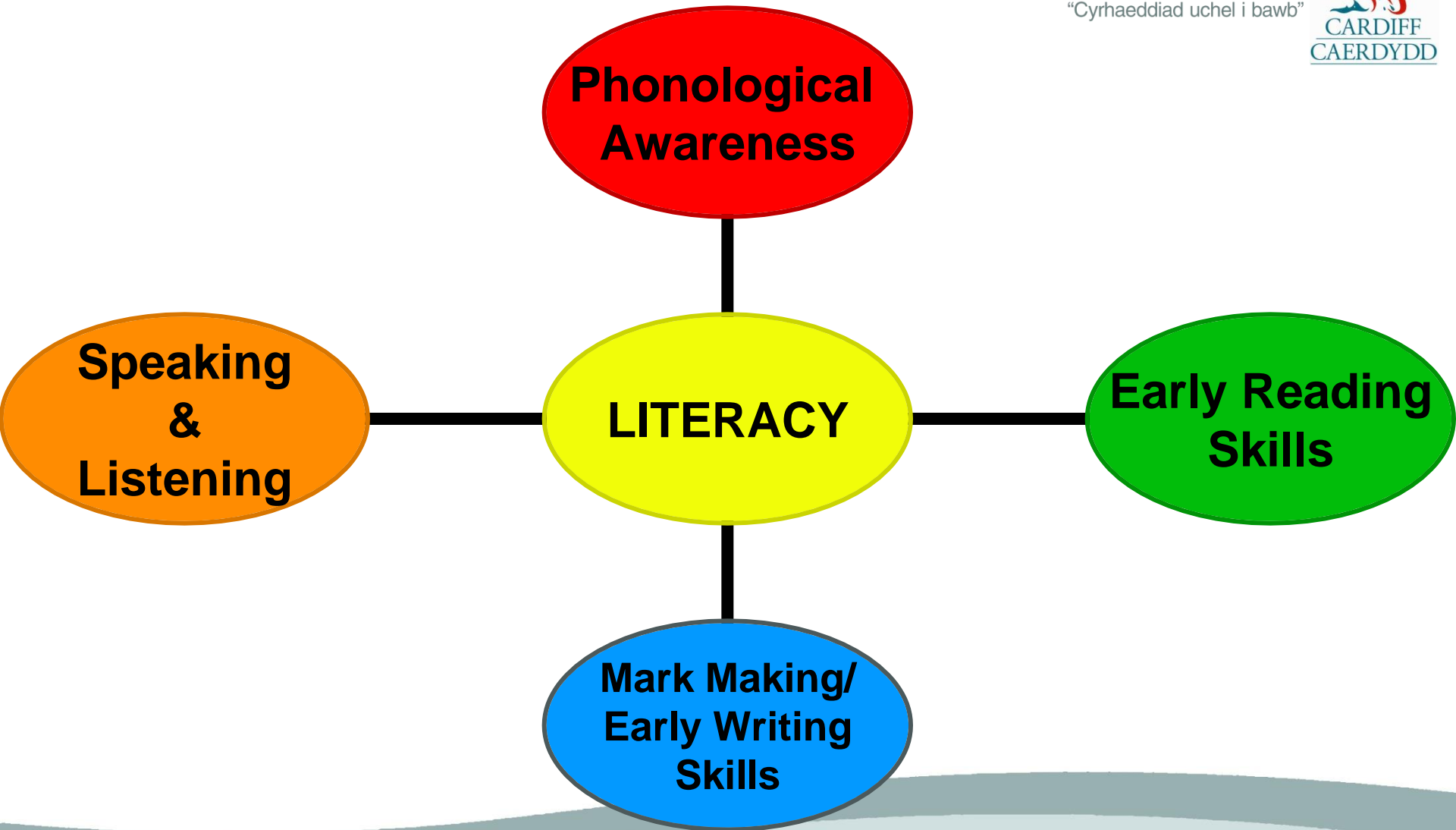# Our main objective is to build capacity at a school level

- Empowering staff to meet the needs of SLCD population via a graduated response
- To begin viewing SLCD as delayed child development rather than ALN (in the first instance) promoting all strategies as good practice teaching and learning activities

Specialist
Children with specific ALN needs

Targeted
Vulnerable Children

Universal
All Children

We are:

- Making Literacy and in particular speaking and listening a high priority for all.

- Recognising and removing barriers.

- Providing good quality training.

- Working in partnership

- Linking with the community/voluntary sector

Phonological Awareness

Speaking & Listening

LITERACY

Early Reading Skills

Mark Making/ Early Writing Skills

	Listening	Speaking	Reading	Writing
Learned	first	second	third	third
Used	most	next to most	next to least	least
Taught	least	next to least	next to most	most

Understanding to support Literacy

"Listening comprehension precedes reading comprehension."

Carmel Crevola

Children will be unable to read or write sentences unless they can first hold and repeat them.

Welsh Language SLCD Provision

- Our starting point……
- Support from therapists
- Support from school staff
- Support from Partnership Inclusion Officer
- Support from Speech Link Multimedia

Our Journey So Far

Includes:

- Training
- Joint Referral Form
- Regular Meetings/Forum
- Screening Tools
- Bi annual Network Sessions
- Support from Partnership Inclusion Officer
- Outstanding Teacher of Literacy
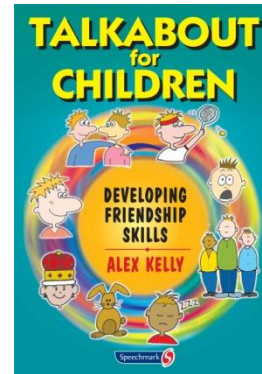
Training

Elklan:

- Under 5's
- Primary
- Secondary
- Unclear Speech
- Parents

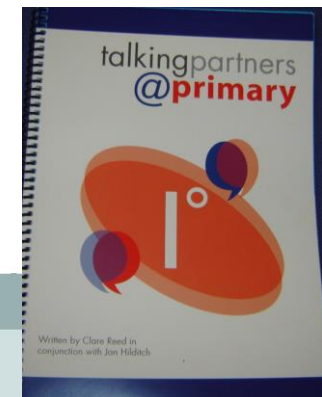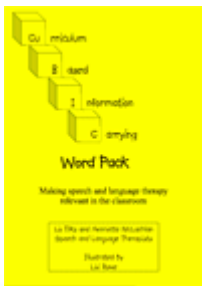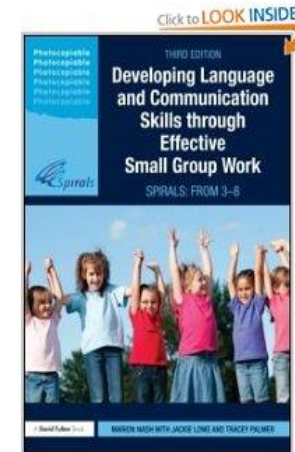These are our key training modules.

Training delivered in English but resources available in Welsh

Other Training…

TALKABOUT for CHILDREN

DEVELOPING FRIENDSHIP SKILLS

ALEX KELLY

Click to LOOK INSIDE!

THIRD EDITION
Developing Language and Communication Skills through Effective Small Group Work
SPIRALS: FROM 3–8

SpeechLink
MULTIMEDIA LIMITED

Early Years Based Information Carrying
Word Pack

Programme Of Phoneme Awareness Training

Curriculum Based Information Carrying
Word Pack

MAKATON

talkingpartners @primary

Joint Referral Form

- Launched Oct 2013
- Single point of entry with Health
- Agreed levels of severity
- Agreed roles and responsibilities between teachers and therapists
- Is helping us to reduce waiting times with NHS
- Prioritise who needs to be seen
- Identified pupils are triaged at school with specialist team
- Builds on graduated response and school responsibility at Stage 1 and 2

Regular Meetings/Forums

- Began in 2010 following an invite to Welsh SENCo cluster group….

- Termly forums established where schools could bring along information on pupils who were causing concern (anonymous)

- June 2014 – Forums disbanded (no longer a need)

- Plan is to know have bi annual specialist interest groups

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Screening Tools

- Infant Language Link (2010)*

- Junior Language Link (2012)

- Secondary Language Link (2013)

- Speech Link (2010)*

*Across all primary schools

- 2012/13, 2 Welsh Medium Primary schools trialled ILL and SL

- 2013/14, all Welsh Medium Primary schools using screening tools

Infant Language Link

- An on line **English Language** screening tool for **all** children entering **reception classes** on a full time basis
- can now also be used to track identified children up to year 2 (or new children missed in Reception)
- Builds up profile for individual child and whole class

Screens 8 areas:
- following instructions
- concepts
- verb tenses
- pronouns
- negatives
- questions
- verbal reasoning*
- Association*

*Not Reception

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Infant Language Link

- Standardised on children from 4.00-8.00 years
- Builds up an individual profile for each child
- Builds up a profile of a whole class
- Includes a provision map for the class
- Allows children who have been identified at initial testing to be tracked throughout Key Stage

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Infant Language Link – the website
www.speechlink.co.uk

- **Assessment & results** (pupil results, support plans, record sheets)
- **Reports and analysis** (class reports)
- **Working with pupils** (language groups, hand-outs for parents, visual support, resources)
- **Language in the classroom** (supporting language, language difficulties explained, encouraging spoken language)
- **All about language** (language development)
- **EAL** (questionnaire, language differences)

"High achievement for all"
Cyrhaeddiad uchel i bawb"
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Infant Language Link – Support Plan

- **Classroom strategies:** used across the curriculum for universal level support

- **Task support strategies:** used for specific classroom tasks for universal and targeted level support

- **Individual intervention activities:** used to support particular areas of language difficulty for targeted or specialist level support

Sections Performance for Reception class(es)

The green bars show the percentage of pupils who passed each section on the Language Link assessment. The orange bars show the percentage of pupils who did not pass that section of the Language Link assessment.

Sections performance for Reception year children
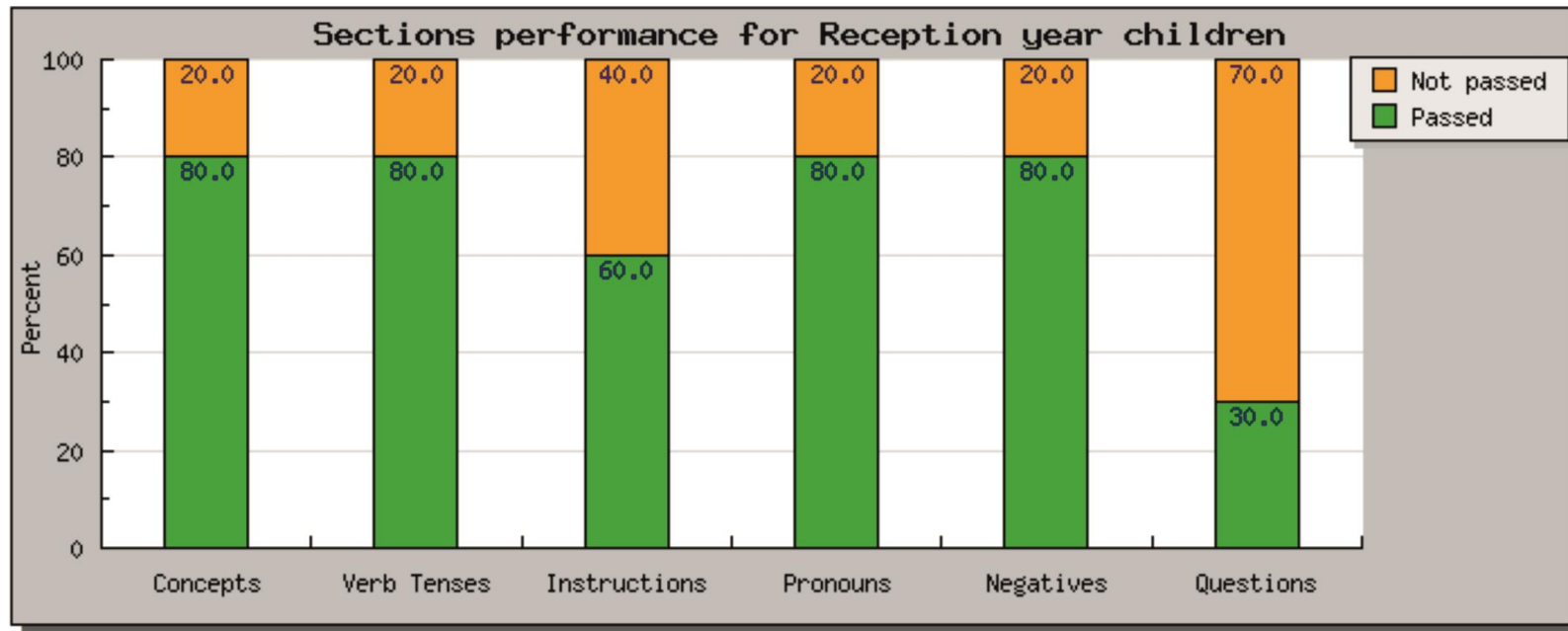
The graph shows that a number of pupils in the selected Reception class(es) had difficulty with the following areas of language :

- Following Instructions
- Questions

Recommended strategies can be found below under the section "What do I do now for these pupils in the classroom?"

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Infant Language Link – Groups

- 5 different groups

- Sessions plans and all materials available

- Tracking sheets used to review progress

- Group reports generated

Example of School Data:

"High achievement for all"
"Cyrhaeddiad uchel i bawb"
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Oct Pre screen data:

- 77% age appropriate language skills
- 5% red
- 18% blue

14 pupils in total identified with a need a

May Post Screen

- 92% age appropriate
- 2 pupils have significant needs
- 1 pupil has mild to moderate needs
- **3 pupils moving in to Year 1 who still need support**

What is the data in our reception classes telling us?

- Percentage of need on entry to reception classes in comparison with national data.
- Key areas that would benefit from support:

  - Listening Skills
  - Understanding of basic concepts
  - Following Instructions
  - Answering simple questions
  - Tenses, negatives and pronouns

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Main Advantages of the Screening Tools for a Local Authority:

- Provides services with a robust data set
- Provides a measure against the national average of incidence of receptive language difficulties.
- Makes you aware of schools where there is a higher incidence rate than the national average.
- Allows you to measure value added by individual schools
- Allows you to track individual children
- Provides a mechanism to celebrate good practice
- Allows you to target services.
- Highlights pupils who may need more time to acquire a second language

What are our new developments in Cardiff?

- Translation of key resources/letters/leaflets available with programme

- Sandwiching/Layering technique explored further with those pupils new to Welsh on entry to Reception

- Criteria for referral of all red pupils

- Support with decision making – who to refer/who to put something in place for first.

- Welsh Medium Primary school SENCo seconded one day a week for 2 terms to support schools.

Junior Language Link

- Works in a similar way to Infant Language Link in Years 3-6
- Can be used with individuals or as a whole class screen

Junior Language Link

- Standardised assessment of understanding for children from 7-11 years
- Allows children to be tracked throughout Key Stage 2
- Junior school teachers and Support staff can administer screening:

  -to track the language skills of identified children

  -to evaluate the language of children who join the class
- As a whole class screen in Year 3 if required

Junior Language Link

Provides:

- Individual support plans
- Class or cohort reports
- Group recommendations and materials
- Handouts for parents
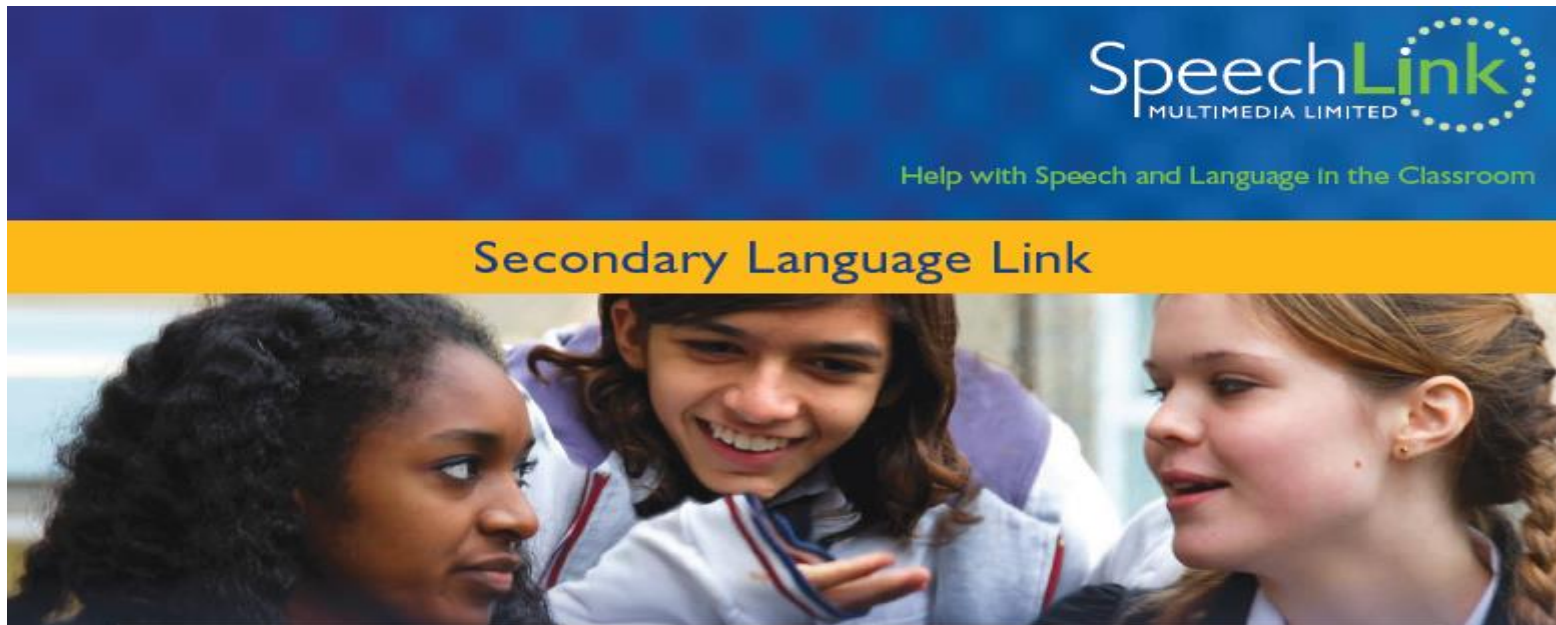
Sections of the junior assessment

"High achievement for all"
"Cyrhaeddiad uchel i bawb"
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- Concepts
- Verb tense
- Negatives
- Complex sentences
- Making inferences
- Figurative language
- Association

Secondary Language Link

Purpose

- **Identifies Need:** To identify the needs of pupils (11-14 years) with difficulty understanding language who are at risk of *underperformance* and *social exclusion* and require referral to specialist services.

- **Informs Interventions:** To select pupils appropriate for small group interventions designed to increase access and participation in education.

- **Tracks Progress:** To provide schools with whole school performance data to enable them to track progress of pupils at the beginning / end of key stage 3.

- **Supports the professional development of teachers:** To provide flexible online training to equip staff with knowledge and skills to enable pupils with SLCN to be included in whole class teaching and to address barriers to learning.

- **Informs the strategic direction of the school:** To provide schools with performance data to reflect an accurate picture of need across key stage 3 and to use this information to plan whole school evidence-based approaches to inclusion.
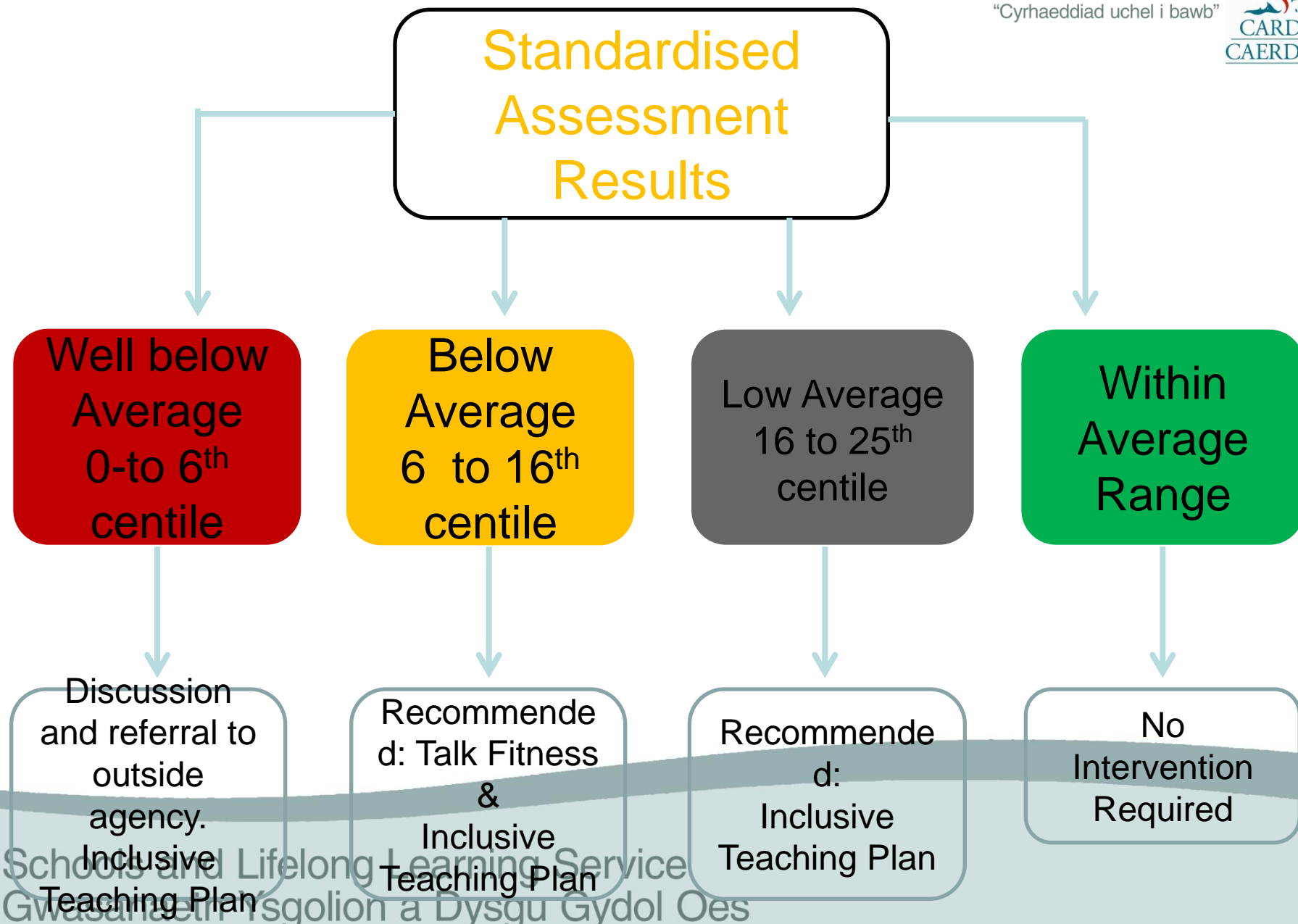
Offers:

- Standardised screening for pupils between 11 – 14 years old
- Tests understanding of spoken language and social understanding
- Interventions recommended for universal, targeted and specialist levels of support
- Uses video and online interactive environments

- **Relevant** – materials reflect the interests/issues relevant for secondary age young people

- **Functional** - Reflects the demands of communication situations typical of school/social environments

- **Practical** - Differentiated patterns of communication strength and areas for development to help schools identify a focus for support/intervention

- **User friendly** – Easy to administered and interpreted

Sections looked at:

Receptive language: concept vocabulary

                         instructional language

                         listening to information

                         complex sentences
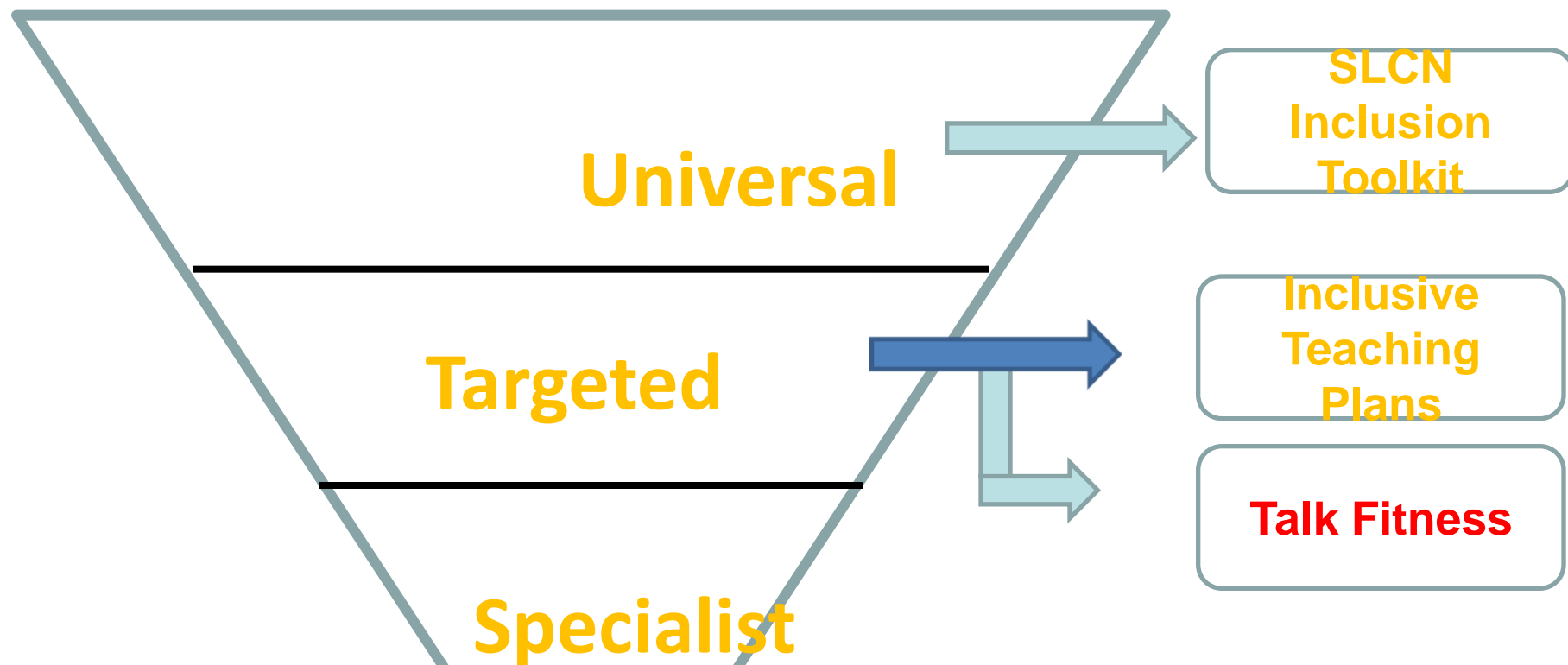

Social understanding: multiple meaning

                       social inferences

                       sarcasm

Standardised Assessment Results

Well below Average 0-to 6th centile

Below Average 6 to 16th centile

Low Average 16 to 25th centile

Within Average Range

Discussion and referral to outside agency. Inclusive Teaching Plan

Recommended: Talk Fitness & Inclusive Teaching Plan

Recommended: Inclusive Teaching Plan

No Intervention Required

Interventions

Universal

Targeted

Specialist

SLCN Inclusion Toolkit

Inclusive Teaching Plans

Talk Fitness

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Speech Link

- An evaluation tool to identify developmental speech difficulties *(unclear speech)* in children aged between 4 and 8 years.

- Looks at ability to produce sounds at the beginning and ends of words
- Takes 15 mins

- Enables prioritisation of children who need a referral to specialist services

- Provides practical tools and a bank of resources to enable schools and parents to support identified pupils

- **Speech Link is used by all Welsh Medium Primary schools in Cardiff**

Speech Link

- Full range of speech programmes
- Printable picture resources
- Demonstration video
- Animated on line listening games
- Hand outs for Parents
- Web based notice board linked to local SLT service
- Training for TAs
- Information for all staff on speech sound development

What are our new developments in Cardiff?

- All Speech Link programmes are currently being translated with appropriate Welsh vocabulary. This has been done in conjunction with staff from Welsh Medium Primary Schools
- Checked/verified with a local Speech and Language Therapist
- Support with decision making – who to refer/who to put something in place for first.

Bi Annual Network Meetings

- Established to look at key areas of concerns/gaps in provision

Partnership Inclusion Officer

- This role has been key in bringing schools on board and offering support where necessary

Outstanding Teacher of Literacy

- Able to release a mainstream SENCo from a welsh Medium Primary School – 1 day a week for 2 terms to support progress

Success to date:

- Schools have developed a greater trust

- They are feeling more confident with both services working together

- Referrals are more appropriate

- Early identification and intervention is far more visible

- School staff have taken ownership of SLCD within the classroom rather than viewing it as a SALT issue.

Challenges:

- Keeping up with demand

- Raising knowledge of all staff (including SMT) in relation to SLCD and why it is so important

- Looking at and managing how pupils with weak first language skills map on another language

- Keeping clear lines of communications
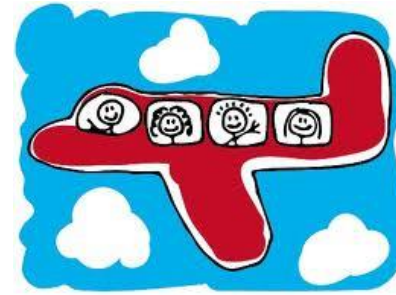
- Staff moving on (central and school staff)

Challenges:

- Supporting schools who are developing at different paces
- Keeping momentum going
- Making it simple and do able
- Linking with LNF
- Linking with other initiatives within school
- Reducing Under Identification
- Reducing number of in appropriate referrals

Way Forward:

- We are continually striving to roll out a range of other programmes to schools to support SLCD without reaching intervention overload
- Exploring a mainstream school service for therapists rather than community clinics
- Engaging with the schools who we can identify from data requiring more support

Way Forward:

- Re–profiling our services to support schools
- Appoint a Welsh speaking Specialist Teaching Assistant to deliver interventions for pupils at Stage 4 and 5 of Graduated Response

Way Forward:

- Look at the possibilities of accrediting schools who are beacons of good practice

- Develop further links with parents.

- Look at ways of developing pupil participation (Pupil Forum)

Summary
Our Approach Supports

1. **Quality of Assessment** - Screening Tools provides accurate assessment needed to underpin progress

2. **Continuing Professional development** - on line advice and support

3. **Targeted Interventions** – for pupils at risk of underachievement

4. **Quality of Teaching** – Inclusive teaching plans enable teachers to measure effectiveness of adaptation to teaching

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Summary:
Our Delivery in Partnership with Schools

- Builds skills, knowledge and resources to support children with language difficulties.
- Provides Interventions for universal and targeted levels of support, and priority for specialist therapy
- Provides data for intervention given and outcomes.
- Provides excellent use of PDG

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Communication is the vehicle for learning, and language is the fuel

Which means, regardless of what is being taught...every session is a language session and speech, language and communication is ***everyone's*** business

The Language Machine
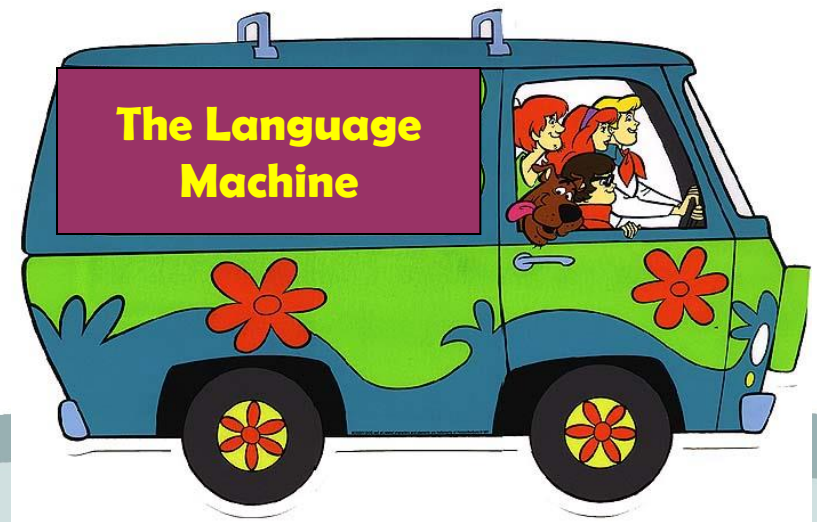
Useful Websites

- www.speechlink.info

- www.talkingpoint.org.uk

- www.afasiccymru.org.uk

- www.naplic.org.uk

- www.communication4all.co.uk

Thank you for listening.

kmorris@cardiff.gov.uk