



BALANCED SYSTEM® SCHEME FOR SCHOOLS

“THE WHOLE IS GREATER THAN THE SUM OF THE PARTS”

NAPLIC CONFERENCE
16 MAY, 2015

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Better Communication
supporting change

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voice for life



SCHEME FOR SCHOOLS

Introductions

Better Communication CIC

- Marie Gascoigne
- Victoria Riley-Hill
- Anna Branagan





SCHEME FOR SCHOOLS

Introductions

- Christine Allen - Hunters Hall Primary
- Mark Wadsworth – Ruardean Primary
- Kate Davey – Haxby Road Primary

Contributions from

Katherine Gill – Millfields School

Luisa Martinez – St. Edmund's School

Marie Hazelton – St. Peter's School

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THE BALANCED SYSTEM®



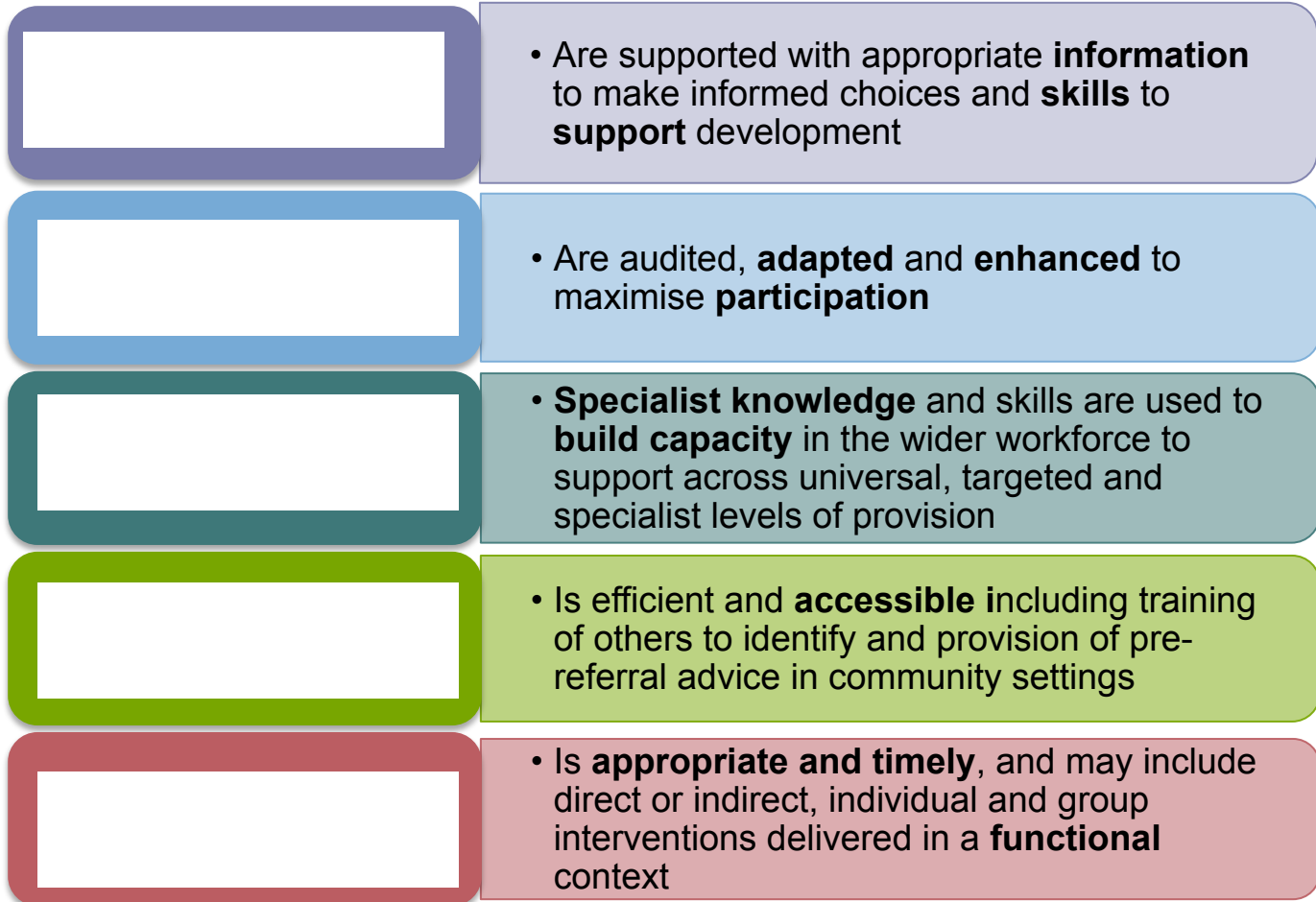


THE BALANCED SYSTEM[®]





THE BALANCED SYSTEM[®] FIVE STRANDS



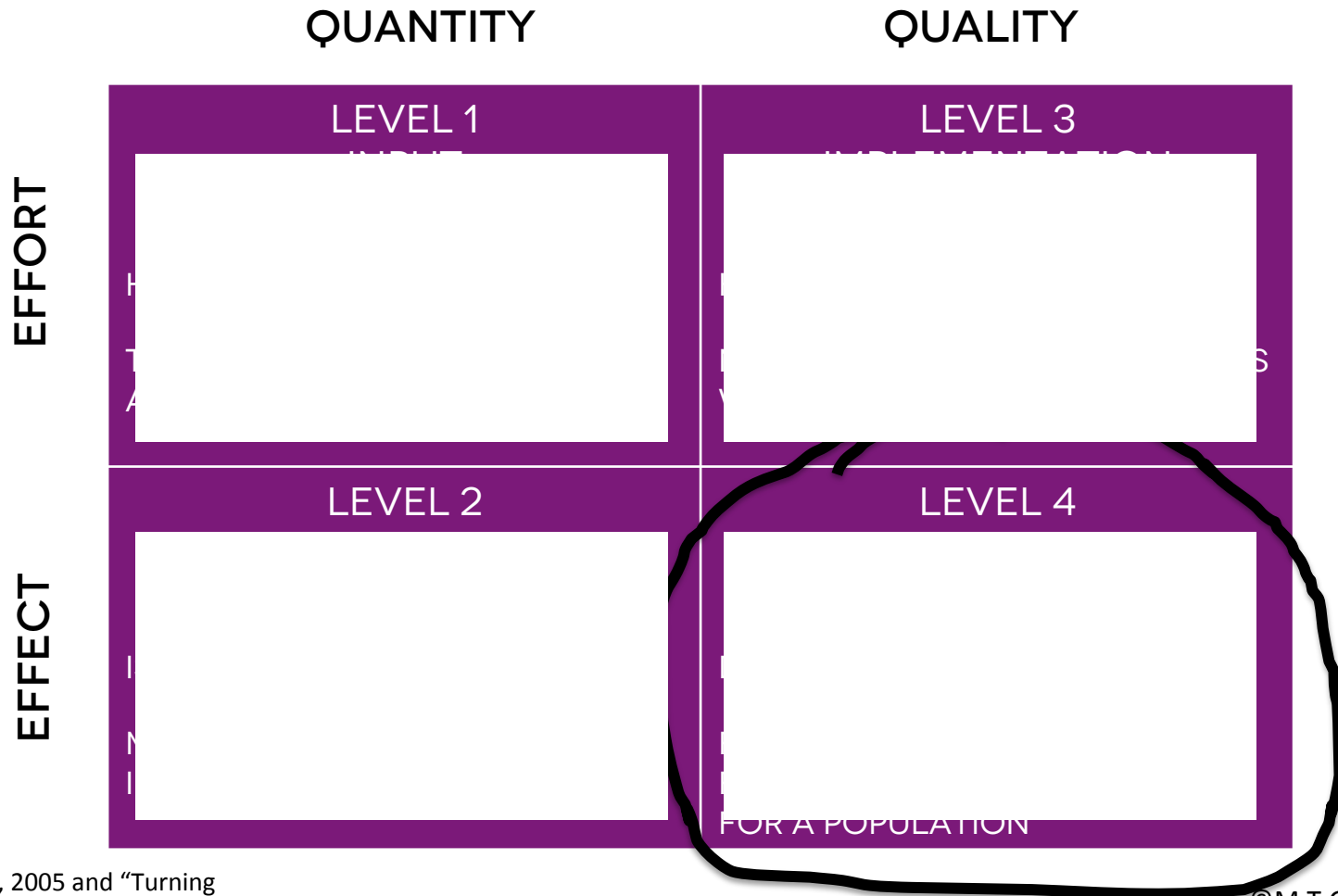


THE BALANCED SYSTEM[®] FIVE STRANDS

FAMILY SUPPORT	<ul style="list-style-type: none">• Are supported with appropriate information to make informed choices and skills to support development
ENVIRONMENTS	<ul style="list-style-type: none">• Are audited, adapted and enhanced to maximise participation
WORKFORCE	<ul style="list-style-type: none">• Specialist knowledge and skills are used to build capacity in the wider workforce to support across universal, targeted and specialist levels of provision
IDENTIFICATION	<ul style="list-style-type: none">• Is efficient and accessible including training of others to identify and provision of pre-referral advice in community settings
INTERVENTION	<ul style="list-style-type: none">• Is appropriate and timely, and may include direct or indirect, individual and group interventions delivered in a functional context



THE BALANCED SYSTEM[®] OUTCOME FRAMEWORK





THE BALANCED SYSTEM® OUTCOME FRAMEWORK

	QUANTITY	QUALITY
EFFORT	<p>LEVEL 1 INPUT</p> <p>HOW MUCH DID WE DO? TRADITIONAL MEASURES OF ACTIVITY AND INPUTS</p>	<p>LEVEL 3 IMPLEMENTATION</p> <p>HOW WELL DID WE DO IT? MEASURING WHETHER THE INPUTS WERE OF A HIGH QUALITY</p>
EFFECT	<p>LEVEL 2 REACH</p> <p>IS ANYONE BETTER OFF? MEASURING ACCESS TO THE INPUTS DELIVERED</p>	<p>LEVEL 4 IMPACT</p> <p>DID IT MAKE A DIFFERENCE? FOR THE INDIVIDUAL? FOR A GROUP? FOR A POPULATION</p>



WHY SCHEME FOR SCHOOLS?

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WHY SCHEME FOR SCHOOLS?

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- Desire to support standards and ensure the children and young people with more specific and significant SLCN don't get lost in the system
- Desire to facilitate an accreditation for schools



WHY SCHEME FOR SCHOOLS?



- Opportunity to facilitate through the Balanced System[®] bottom up as well as the top down commissioning work of the CIC
- Meets core objective of supporting change



WHY SCHEME FOR SCHOOLS?



- Interested in the Balanced System[®] because family support is a core strand
- Specialist level standards address needs of those children and young people with specific needs



WHY SCHEME FOR SCHOOLS?



Included at Step 3 of the Communication Trust
Communication Commitment

Young People Developing Workforce
Five Strands Ofsted
Children Outcomes
Strategic Framework
Impact
Balanced System[®] Commissioners
Early Identification Enabling Environment
Supporting Family
Evidence Effective Intervention



SCHEME FOR SCHOOLS

Pilot Schools

Phase 1 pilot

September 2014 – December 2015

– 6 schools

Phase 2 pilot

January 2015 – April 2016

- 5 additional schools

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Pilot Schools

Phase 3 – testing a large scale approach

May 2015 – December 2016

– 60 school cluster in Kent





SCHOOL: DEMO SCHOOL 1

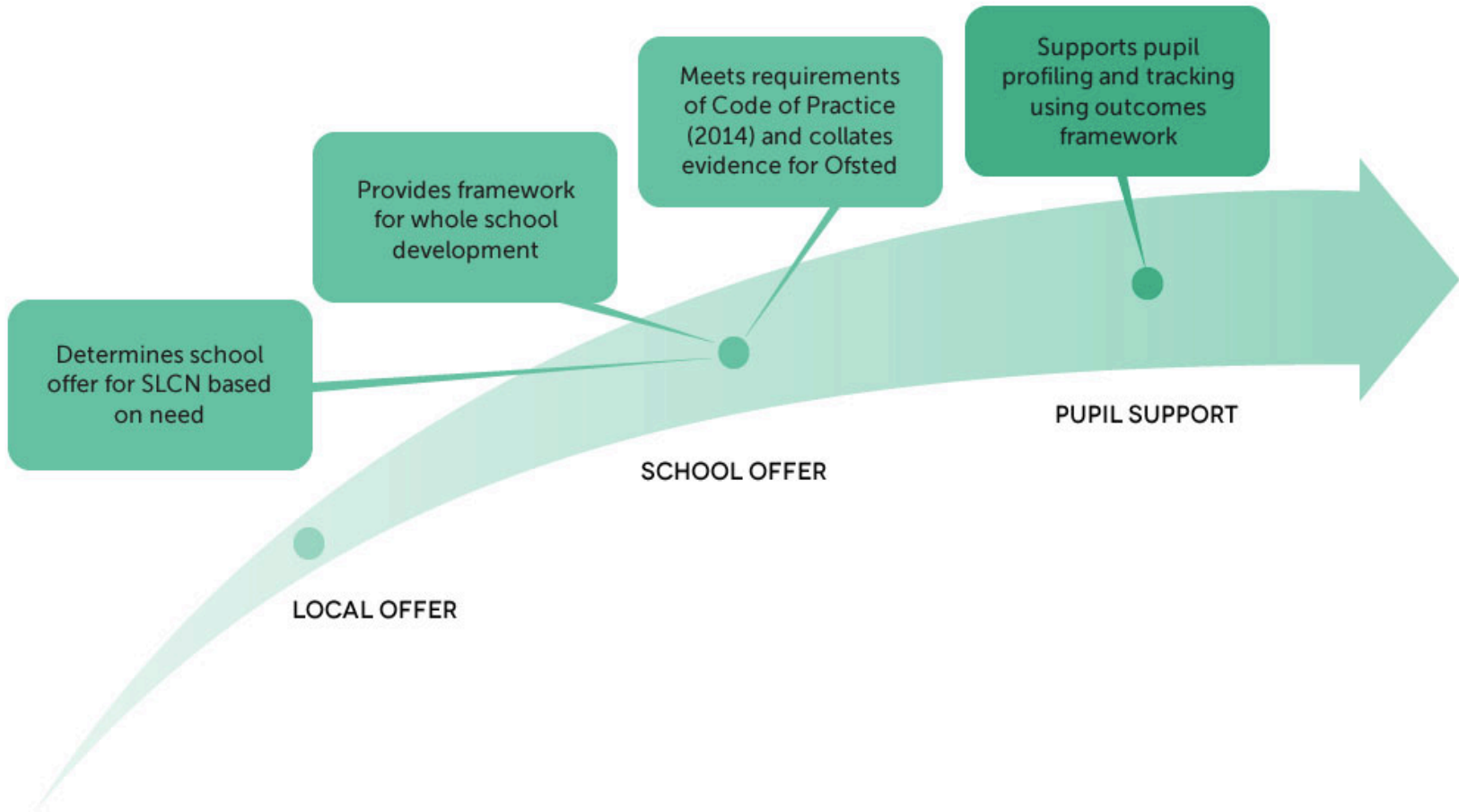
HOME

SCHEME FOR SCHOOLS

COMMISSIONING REVIEWS

LICENSED PROVIDERS

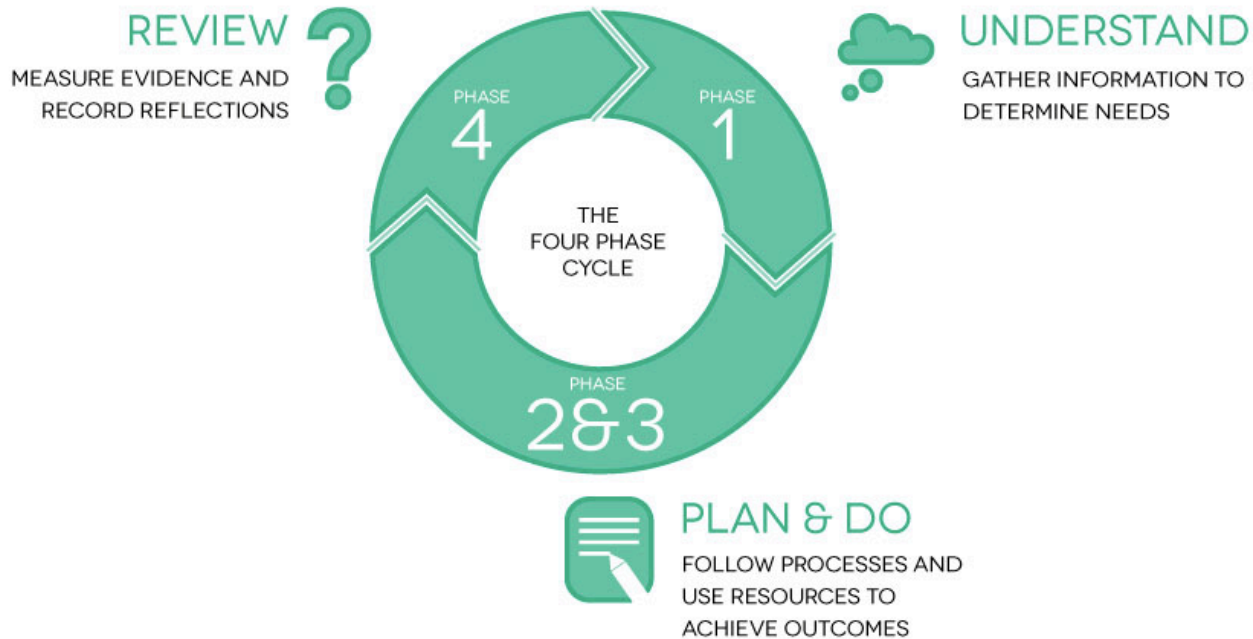
CONTACT US





SCHEME FOR SCHOOLS

THE BALANCED SYSTEM®: SCHEME FOR SCHOOLS





SCHEME FOR SCHOOLS

UNDERSTAND SCHOOL CONTEXT

SCHOOL CONTEXT

Gather and record demographic information about your school as an initial step of the Understand phase.

SAVE

PRINT

Local Authority *	<input type="text" value="Gloucester District (IMD: 125)"/>
Type of school *	<input type="text" value="Academy"/>
Age range *	<input type="text" value="5-11"/>
Number on roll *	<input type="text" value="95"/>
% eligible for Free School Meals *	<input type="text" value="50"/>
Number SEN support	<input type="text" value="15"/>
Number SEN statement/ EHC plan	<input type="text" value="2"/>
% EAL	<input type="text" value="25%"/>
Describe your school's location, ethos and motivation for supporting children's communication skills *	<input type="text" value="The majority of children with SEN have SLCN as a major aspect of their learning needs"/>



UNDERSTAND SCHOOL CONTEXT

School	Number on roll	Predicted % SLCN	Predicted number SLCN
Hunters Hall	700	47%	329
Millfield	629	49%	312
Ruardean	86	26%	22
St.Edmunds	300	16%	48





UNDERSTAND BALANCED SYSTEM® MAPPING TOOL

THE FIVE STRANDS AND SCHEME OUTCOMES

FAMILY SUPPORT	ENABLING ENVIRONMENT	WIDER WORKFORCE	IDENTIFICATION	INTERVENTION
View Universal Outcome	View Universal Outcome	View Universal Outcome	View Universal Outcome	View Universal Outcome
View Targeted Outcome	View Targeted Outcome	View Targeted Outcome	View Targeted Outcome	View Targeted Outcome
View Specialist Outcome	View Specialist Outcome	View Specialist Outcome	View Specialist Outcome	View Specialist Outcome

Mapping tool

Firstly please rate your school for the questions below for each strand and at each level ([universal](#), [targeted](#) and [specialist](#)).

Secondly, using the questions as a prompt add all the examples of activities or training that you can think of in the mapping tool at the bottom of the page. Please give specific examples where possible, for example 'parent workshop on using commenting more than questioning', 'using open questions' or 'providing wait time'. Add any gaps that you think of.

Additional information is available on the [definitions of universal, targeted and specialist levels](#).

SAVE

PRINT EVALUATION

PRINT MAPPING

FAMILY SUPPORT

ENABLING ENVIRONMENT

WIDER WORKFORCE

IDENTIFICATION

INTERVENTION

Efficient, accessible systems enable early identification of speech, language and communication, including training and referral advice

UNIVERSAL

TARGETED

SPECIALIST

SHOW EXAMPLE

Specialist Identification outcome

ID3. Children with specialist SLCN have their needs identified effectively and quickly including multi-disciplinary assessment where appropriate



activities that happen to support children with specific SLCN needs

What happens?	For whom?	Where?	When?	Who delivers?	Outcomes?	Who funds?	Evidence
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> Enter web link, hard copy, PDF etc...

Add an activity

Show example

Gaps you have identified

What?	For whom?	Where?	When?	By whom?	What purpose?	Who could fund?	Notes
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> Is this already happening elsewhere?...

Add a gap

SAVE

PRINT EVALUATION

PRINT MAPPING

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HUNTERS HALL PRIMARY SCHOOL

UNDERSTAND PHASE

PRINTED ON 14 MAY 2015



SCHEME FOR SCHOOLS

FAMILY SUPPORT - WHAT HAPPENS NOW								
ACTIVITY LEVEL	WHAT HAPPENS?	FOR WHOM?	WHERE?	WHEN?	WHO DELIVERS?	OUTCOMES?	WHO FUNDS?	EVIDENCE
UNIVERSAL	Parents invited into school pre start in nursery	All nursery parents.	Nursery Parents	Early September	Nursery staff	Improved communication with parents	School funded	
UNIVERSAL	SEND offer on website	All parents	School website			parents informed of what happens in school.	School	
TARGETED	Individual speech programmes	Identified pupils across both key stages	In school	weekly or twice weekly	trained teaching assistant	Improved speech	school	
TARGETED	assessments of individual children	pupils identified through school	In school	half termly basis	trained therapist		health	
TARGETED	Talk Boost	Key stage 1 pupils.	In school	three times weekly	trained staff both teachers and teaching assistants.	Improved speaking and listening skills. wider vocabulary	School	
SPECIALIST	Individual support	ARP pupils	ARP + mainstream	Daily provision	ARP staff	Greater access to the curriculum Dev	LEA funded	IEP targets, Provision mapping,

HUNTERS HALL PRIMARY SCHOOL

UNDERSTAND PHASE

PRINTED ON 14 MAY 2015



SCHEME FOR SCHOOLS

FAMILY SUPPORT - AREAS FOR DEVELOPMENT								
LEVEL	WHAT?	FOR WHOM?	WHERE?	WHEN?	BY WHOM?	WHAT PURPOSE?	WHO COULD FUND?	NOTES
UNIVERSAL GAP	specific information of SCLN	all clients			School personnel	To make all parents aware of possible SCLN		
TARGETED GAP	workshops	parents and carers	school based	spring term	school staff speech therapist	improve speech on entry to school	School or health	
SPECIALIST GAP	Updated support/ information/access	All parents of children with SCLN	N/A	When updates arise or become available	Inclusion team	Provide parent's with updated information and access	N/A	
SPECIALIST GAP	Drop in	All parents of children with SCLN	Mainstream school	Twice yearly	Inclusion team	To give parents the opportunity to meet other parents in the same situation as themselves	N/A	



SCHEME FOR SCHOOLS

POWER OF THE MAPPING TOOL

“Looking at the school as a whole, and pulling together different bits of good practice from around the school”

“Raising staff awareness of what is helpful for SLCN, sometimes they were doing things and not sure why!”

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POWER OF THE MAPPING TOOL

“We found it straightforward to fill in, not always easy to put in the evidence as we had to find it. Also needed everyone to contribute to give a full picture.”





SCHEME FOR SCHOOLS

FIVE STRANDS

- All of our pilot schools say their understanding of the need for family support has increased
- All say their understanding of developing the workforce has increased
- Most say their understanding of intervention across the three levels has increased
- Schools were most confident around identification where the majority felt they had a good understanding at the outset

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SCHEME FOR SCHOOLS

HAXBY ROAD CITY OF YORK





Haxby Road Enhanced Resource Provision for SLCN

- A new model since September 2014
- The Ebor Academy is commissioned to run this by the Local Authority
- 26 place provision for primary children with SLCN as their primary need
- Children are on dual placements from across the City of York
- Outreach is offered to Home Schools by specialist staff
- SaLT on site

Mapping Tool

The 'full picture'

“When I first looked at The Balanced System[®] planning tool, it did look like a rather daunting task to complete, but after working with staff to pull together the information, I have found it incredibly useful. **It has formed a big part of our school development plan.** It has not only has it made us **think about possible gaps** and **how to move forward**, it has **highlighted so many positives** that we are doing in our school. I found it worked well holding a staff meeting so all staff could have an input into each section - it was a real boost for staff to really think about the good things they are doing as well as looking for ways in which we can improve.

Mapping Tool

The 'full picture'

I now have a comprehensive, clear and useable document that is so much more than a provision map - rather than focusing just on interventions, I have 'the full picture.'"

What do we need to change?

- **Parental Involvement / Family Support**

Parental groups have been offered in the past but not always with a good uptake. We have started to identify how this could work.

- **Training for other professionals**

Our staff are so highly trained we would like to offer more training and share good practice. This would replace some of the current outreach and be directed training time for Home Schools.

- **Stronger links with SaLT**

How we use SaLT expertise in the classroom. Liaison of targets and joint working.

- **Interventions**

Introduce more bespoke interventions and look at the structure of the day to maximise the use of TA skills.

Outcomes for pupils

- **Parental Involvement / Family Support**
 - Children will be well supported at home. Their parents will understand strategies which they could try. Parents will also have social links with each other which may support children's social skills.
- **Training for other professionals**
 - Children will be able to access their learning in their home schools. Staff in home schools will be able to effectively differentiate work to meet the needs of pupils with SLCN.
- **Stronger links with SaLT**
 - Children will be able to generalise their skills learnt in therapy sessions
- **Interventions**
 - Children will make further progress in curriculum areas, social skills and with speech sounds.

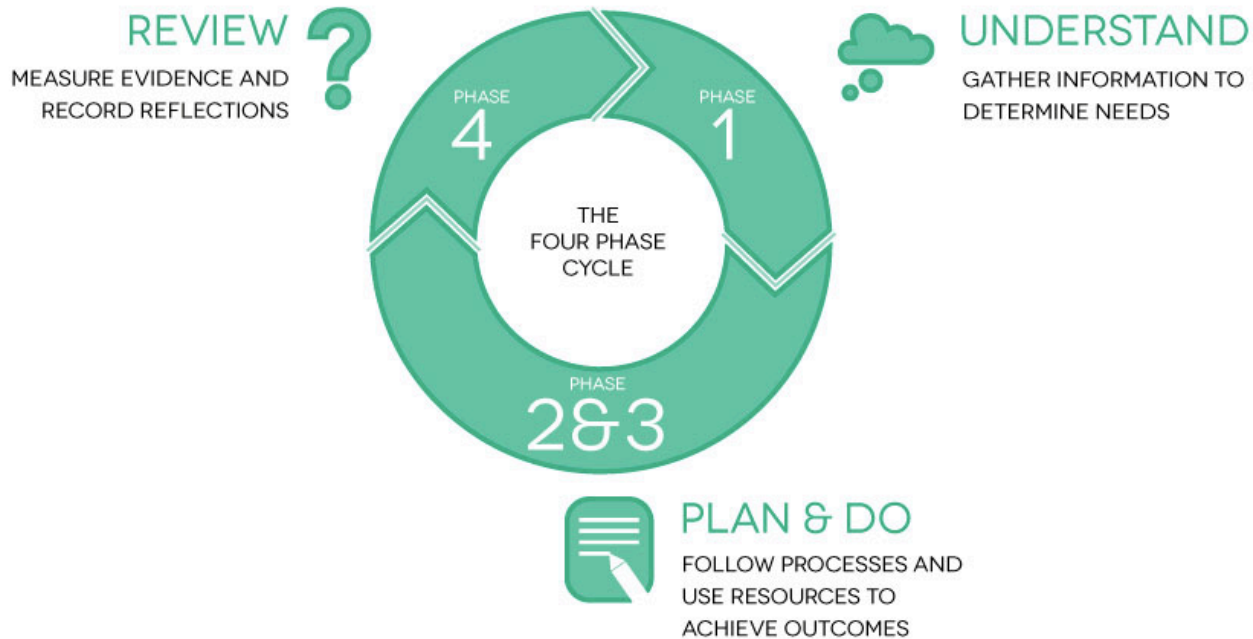
Impact on school system

- Parental Involvement / Family Support
 - Increased support from parents in school. Parents views are regularly shared and acted upon. **Parents are viewed as partners.**
- Training for other professionals
 - Schools across the city will have the skills to support children with SLCN who are not at the ERP but would still benefit from specific strategies
- Stronger links with SaLT
 - Home and host schools will have the same information from SaLT. This will result in both schools understanding the child's needs better and enable them to act upon advice given to best support the child.
- Interventions
 - Running interventions on a flexible basis will enable staff to plan literacy and numeracy lessons for all children which are then enhanced by the work in interventions.



SCHEME FOR SCHOOLS

THE BALANCED SYSTEM®: SCHEME FOR SCHOOLS





SCHEME FOR SCHOOLS

THE BALANCED SYSTEM® S4S MENTOR

- Mentor support throughout the scheme
- Initial contact by phone
- Online conversations through the website and ongoing phone contact
- Visit to school at end of understand phase to support plan and do
- Mentor is not the accreditor!

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THE BALANCED SYSTEM® S4S MENTOR

“I feel that it is good to talk to someone about the things that you are doing. The telephone conversations are very helpful.”





SCHEME FOR SCHOOLS

MILLFIELDS, HACKNEY AND ST EDMUND'S, SUFFOLK



SCHEME FOR SCHOOLS

A TALE OF TWO SCHOOLS

Millfields, Hackney

- Very large primary school – 690 on roll
- Serves area of significant deprivation
- Ethnically and linguistically diverse
- Significant numbers with SEND

St. Edmund's, Suffolk

- 300 pupils R to Yr4 but growing to Yr6
- Less deprived demographic
- Linguistic diversity high at 34%
- Low levels of SEND

Understand Phase



MILLFIELDS
UNDERSTAND PHASE

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DETAILED EVALUATION SUMMARY

	FAMILY SUPPORT	ENABLING ENVIRONMENT	WIDER WORKFORCE	IDENTIFICATION	INTERVENTION
UNIVERSAL	3	2	4	6	3
TARGETED	2	1	3	5	6
SPECIALIST	2	4	3	2	5

LEGEND

Not in place: 0

Partially achieved: 1 - 4

Mostly achieved: 5 - 8

Fully achieved: 9

MILLFIELD PLAN AND DO



- 1. To transfer intervention strategies from group to whole class setting.*
- 2. To ensure that Millfields is a language enhanced environment in which to learn*
- 3. To ensure parents understand the intervention their child is receiving and to know how they can help their own child at home.*



ST. EDMUND'S



DETAILED EVALUATION SUMMARY

	FAMILY SUPPORT	ENABLING ENVIRONMENT	WIDER WORKFORCE	IDENTIFICATION	INTERVENTION
UNIVERSAL	3	4	4	4	3
TARGETED	3	3	6	6	5
SPECIALIST	4	6	5	5	6
LEGEND	Not in place: 0	Partially achieved: 1 - 4	Mostly achieved: 5 - 8	Fully achieved: 9	



SCHEME FOR SCHOOLS

Plan and Do



- Key area the school would like to develop is family support and information for parents at targeted and universal levels
- At targeted level:
Family friendly information sheets developed to be given out when a child starts an intervention
- At universal level:
Parents of new intake to attend an information session on supporting language and literacy at home (also complete a communication questionnaire about their child)



SCHEME FOR SCHOOLS

PLAN AND DO TOOLS

“Seeing the different levels altogether and knowing that all the strands needed to be covered. Made it easier to plan new interventions as we could see where they filled a gap”

“It has made us consider how we get parents involved in a way that is useful for them and that they can use in everyday situations rather than adding another task to their list of things to do at home”

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SCHEME FOR SCHOOLS

HUNTERS HALL BARKING & DAGENHAM





Hunters Hall Primary School.

I can be anything I want if I can just believe in me!

Three form entry primary school in Dagenham with a nursery and an ARP for Speech and Language.

<http://www.hunters-hall.bardaglea.org.uk>



Supprises!!

- We already do a lot to support the development of speech and language.
- Our new inclusion team is both enthusiastic and resourceful.
- There is a need for change and gaps to work on.
- We need to become a centre of excellence and the Scheme for Schools helped us to plan a way forward.



The ARP.

- Nine places from reception to year 6.
- Children allocated by local authority placement panel.
- We have very little ownership.
- Move to twelve places.
- Provide outreach service
- Greater control over identification and placement of pupils.
- Provide training for other school colleagues.



Our Scheme for Schools outcomes

HUNTERS HALL PRIMARY SCHOOL
PLAN AND DO
PRINTED ON 15 MAY 2015



1. ARP TO ENGAGE WITH THE FIVE STRANDS (FAMILY SUPPORT/ENVIRONMENT/WIDER WORKFORCE/IDENTIFICATION/INTERVENTION) AND COMPLETION OF ACTIVITIES ACROSS THE SCHOOL IN EACH AREA

FAMILY SUPPORT	ENABLING ENVIRONMENT	WIDER WORKFORCE	IDENTIFICATION	INTERVENTION
UNIVERSAL	UNIVERSAL	UNIVERSAL	UNIVERSAL	UNIVERSAL
TARGETED	TARGETED	TARGETED	TARGETED	TARGETED
SPECIALIST Applies to this outcome	SPECIALIST Applies to this outcome	SPECIALIST Applies to this outcome	SPECIALIST Applies to this outcome	SPECIALIST Applies to this outcome



Our Scheme for Schools outcomes

HUNTERS HALL PRIMARY SCHOOL
PLAN AND DO

PRINTED ON 15 MAY 2015



2. YEAR THREE CHILDREN AT LEVEL 2B TO BE SUPPORTED TO ACHIEVE 2A OR HIGHER THIS AIMS TO IMPROVE THE CHILDREN'S LANGUAGE SCOPE AND COMPREHENSION

FAMILY SUPPORT	ENABLING ENVIRONMENT	WIDER WORKFORCE	IDENTIFICATION	INTERVENTION
UNIVERSAL	UNIVERSAL	UNIVERSAL	UNIVERSAL	UNIVERSAL
TARGETED	TARGETED Applies to this outcome	TARGETED Applies to this outcome	TARGETED	TARGETED Applies to this outcome
SPECIALIST	SPECIALIST	SPECIALIST	SPECIALIST	SPECIALIST



Our Scheme for Schools outcomes

HUNTERS HALL PRIMARY SCHOOL
PLAN AND DO

PRINTED ON 15 MAY 2015



3. SUPPORT PARENT'S TO DEVELOP THEIR CHILD(REN)'S LANGUAGE

FAMILY SUPPORT	ENABLING ENVIRONMENT	WIDER WORKFORCE	IDENTIFICATION	INTERVENTION
UNIVERSAL Applies to this outcome	UNIVERSAL	UNIVERSAL	UNIVERSAL	UNIVERSAL
TARGETED Applies to this outcome	TARGETED	TARGETED Applies to this outcome	TARGETED Applies to this outcome	TARGETED
SPECIALIST Applies to this outcome	SPECIALIST	SPECIALIST	SPECIALIST Applies to this outcome	SPECIALIST



Impact on pupils! (We hope)

- ARP lead supports identification throughout the school and guides teachers to best practice.
- More pupils from within the school can access the expertise of the ARP staff.
- ARP has the correctly identified pupils with a specific language issue as their primary need.
- Interventions develop and improve children's language acquisition and understanding.
- Intervention enables pupils to return to their own school
- Parents are supported with skills to support their children



Impact on school system.

- The role of the ARP lead will be new and exciting and move the school towards being a centre of excellence.
- ARP will be integrated into the whole school and not seen as an “add on”.
- ARP lead will have a role in the senior leadership team.
- Strategically led targeted interventions will embed
- School will work in partnership with parents



RUARDEAN, GLOUCESTERSHIRE

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Ruardean

Church of England Primary School

Small rural school
86 pupils on role

Very small budget

Lower than national
average free school
meals

SLCNS is well
recognised as a
reason for a lack of
attainment

Limited parental
engagement

High level of
children with
challenging needs

Longstanding
Communication and
Interaction Centre
attached to the
school

'The support for those with
SEN in the Communication
and Interaction Centre and
mainstream classes, is
managed outstandingly well.'
Ofsted, 2014

Limited universal
provision

Good targeted and
specialist provision

What did we want out of scheme for schools?

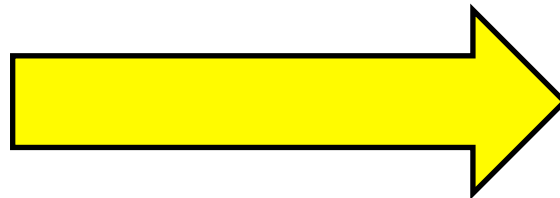
What did we learn?

We would like to identify gaps in the specialist level.



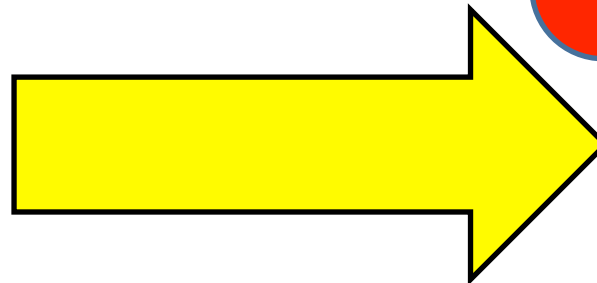
Specialist level – Wider Workforce. There was a lot of hands on discussion and support but limited opportunities for more structured staff development

Develop the work with parents



All levels- Family
We had a good relationship with parents but we weren't really supporting them to develop their own children's speech language and communication skills.

Making the environment more accessible for all children

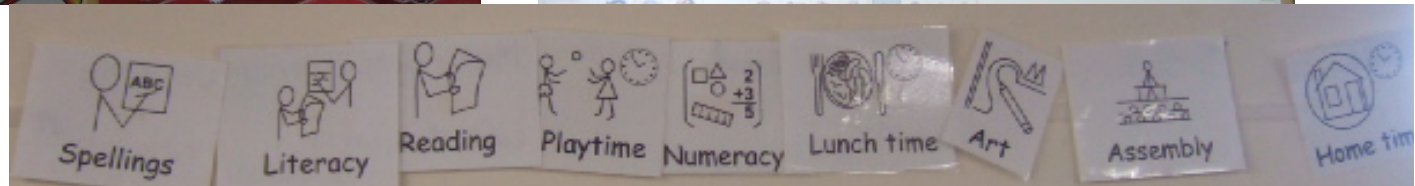


Universal level environment/
Intervention provision for children was very limited

Developing universal level interventions

Plan and do : Simple strategies to implement Universal – Enabling Environments

- Age appropriate visual timetables



- Accessible values



Family: supporting parents to develop their own children's speech, language and communication skills.

Universal:
Including speech and language activities on weekly newsletter

Our Family Employment will be starting a Great Garden Gardening Club on Monday 10th April 2015 from 3.15pm-4.30pm. Volunteers are required to assist with the running of the club. Please complete and return the slip below, if you or your children would like or are able to attend. (If you can't commit to attending weekly, you are welcome to drop in to help out when you can).

Promoting Speech and Language
Each week we will give you one fun idea to develop your child's language and communication skills. The ideas don't cost anything and can be played anywhere when you have a few moments, such as when you are walking down the street, in the car, on the bus or in a doctor's waiting room. By developing your child's speaking and listening you will be supporting their reading, writing and learning. If your child speaks more than one language do these activities in your home language as a strong home language provides a foundation from which other languages can grow. So get talking!

Listening skills. For children to develop listening skills they need to practice them. In busy family lives there is often little quiet time. Try and reduce distracting noise. If no one is watching the TV, turn it off. There's enough volume in most homes without music on as well. Do a little every day to develop listening skills. One simple idea to get you started is: when you lose your mobile phone in the house, call it from the landline and ask the kids to find it.

Dates for your Diary

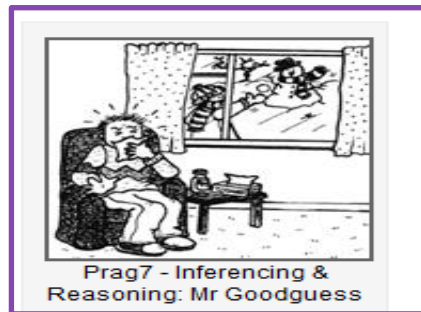
Month	Date	Event
March	Mon 16th	After School - KS2 Dance Club - 3.15-4pm
March	Tue 17th	Lunchtime - Junior Craft Club

SLCN games from Stephen Parsons on
http://www.worcestershire.gov.uk/downloads/file/387/get_worcestershire_talking_list_of_ideas

Specialist: Giving parents simple activities they can do practise at home



Big, bigger
biggest!



(Black sheep press)

'The girl walked down the street. She was happy.'
Who is 'she'?

Plan and do stage: More to do

Specialist/Targeted: Wider Workforce:

Set up weekly informal training sessions for all Centre staff and Mainstream TAs who deliver interventions.

Universal: Identification
Information about early warning signs and who to contact on school website. Included in induction materials that go to all parents and talked about at induction session.

Parents: Specialist/Targeted
Set up parental sessions for developing their skills to interact with their own children.

Universal: Environment/ intervention
Look at school priorities



SCHEME FOR SCHOOLS

REVIEW

THE BALANCED SYSTEM®: SCHEME FOR SCHOOLS



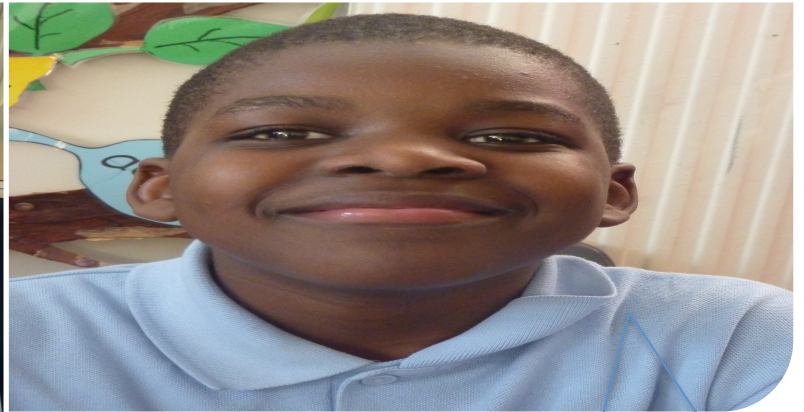
**“Superwriters”
named their own
group.**

Impact on Pupils

**Their writing
progress is rising**



“Superwriters” intervention is a language-enhanced KS2 Literacy multi-sensory group



**Their confidence is
growing.**

**They now take pride
in their work.**



SCHEME FOR SCHOOLS

Impact on Pupils



- All staff have a better appreciation of children's communication needs in terms of 3 levels e.g. specific vocabulary teaching (universal or targeted)
- Parents engaged from the beginning as partners in education and understand that by supporting their child's language they support their literacy development
- Parents know more about interventions so happy to ask about them specifically e.g during learning conversations and have more ideas about how to support their children at home



Impact on school system

- Our specialist and targeted intervention is transferred into the classrooms and becomes part of whole school practice
- Language enhanced strategies used for all quality first teaching
- Communication with parents to provide home learning opportunities to supplement our work is embedded as core



SCHEME FOR SCHOOLS

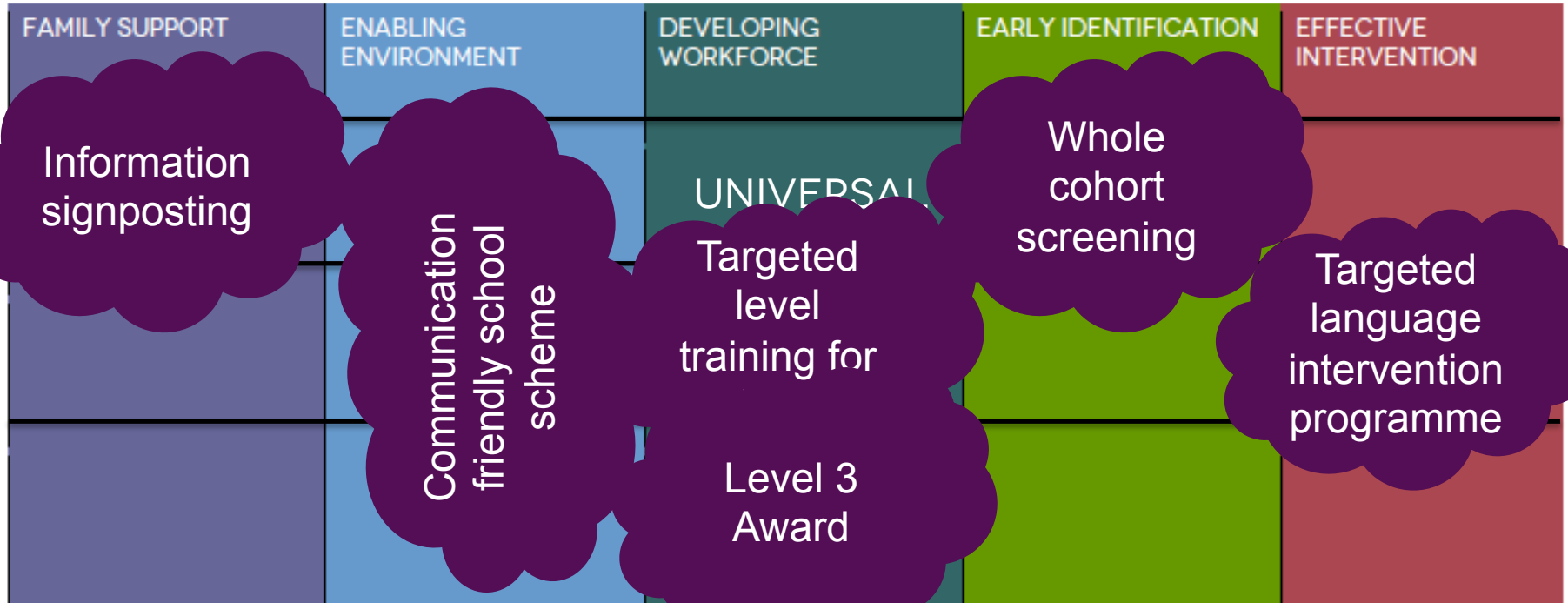
Impact on School System



- Higher awareness of the importance of SLCN - including updating training and training new staff
- Change in teacher planning e.g. in early years focusing on a topic longer to ensure all the vocabulary is learnt
- Communication specific information about new intake children enabling school to be alert to any children with difficulties sooner
- Specific interventions can be fully discussed as part of learning conversations as staff and parents have a shared understanding of each intervention

Young People Developing Workforce
Five Strands Ofsted
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Early Identification Enabling Environment
Supporting Family
Evidence Effective Intervention

INTERVENTIONS AND PROGRAMMES HAVE A PLACE WITHIN THE SCHEME FOR SCHOOLS STRATEGIC FRAMEWORK





BALANCED SYSTEM® SCHEME FOR SCHOOLS

“THE WHOLE IS GREATER THAN THE SUM OF THE PARTS”

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