



CASE STUDY REPORT

Inclusion Development Programme (IDP): Implementing the SLCN IDP in Grange Infants School

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This study was originally published in 2010 as part of the 'What Works Well' initiative, part of the National Strategies for Education in England.

Abstract

Background: The purpose of the study was to develop staff knowledge of SLCN and ensure that all children with SLCN receive quality first teaching, resulting in increased confidence of staff, pupils, and parents, and improved pupil progress.

Aims: The main aim of this development work was to improve the provision for speech, language and communication needs (SLCN) in school, and to increase staff knowledge and confidence in identifying and supporting SLCN.

Methods: The participants included head of school improvement, headteacher, senior leadership team, school improvement partner, teachers, teaching assistants, speech and language therapist, and SEN, Inclusion and Schools' Safeguarding Adviser. The methods used included SLCN IDP self-evaluation sheets, SLCN training from the LA, SLCN online training, pupil profiles, SLCN focus in Performance Management, SLCN meetings with other schools, and Audit for Communicative Inclusive Schools.

Findings: The main findings are that staff have become more confident in identifying and teaching children with SLCN, children have made good progress and have been involved in pupil voice, and an SLCN group has been set up and is working well.

Implications: The findings suggest that providing SLCN training to staff, setting up SLCN groups, and monitoring SLCN progress can lead to increased confidence of staff and pupils, narrowing the gap in attainment, and improved overall learning.

This abstract was generated by Camtree using a large language model (LLM) and added to the original report in 2023.

Keywords: Infant education; Communication, language and literacy; English - speaking and listening

Introduction

What were your reasons for doing this type of development work?

To develop the provision for speech, language and communication needs (SLCN) in school.

To develop staff knowledge of SLCN.

Who might find this case study useful?

- Head of school improvement
- Headteacher
- Senior leadership team (SLT)
- SIP (School Improvement Partner)
- Teacher

Description

What specific curriculum area, subject or aspect did you intend to have impact on?

- Communication, language and literacy
- English - speaking and listening

How did you intend to impact on pupil learning?

- To ensure that all children with SLCN received quality first teaching, and as a result positively impact on pupil progress.
- To provide children with SLCN specific targets and specific smallgroup teaching to allow them to fully access the curriculum. The SLCN Group has children who are chosen and targeted by the SLCN Therapist assigned to the school. this consists of 6 children who have specific SLCN targets. This group meets every morning for 30 minutes, where they work on their specific targets as set by the SLCN Therapist. This is delivered by the SLCN Teaching Assistant.

What were your success criteria?

- Increased confidence of staff in identifying and effectively supporting SLCN.
- As a result an increase in the number of pupils being identified as having SLCN.
- Individual pupils with SLCN make good progress.
- Increased confidence of pupils and parents.

What information or data did you use to measure progress towards your success criteria?

- Observation outcomes
- Periodic teacher assessment
- Pupil consultation data

Describe the CPD approaches you used

Staff completed the SLCN IDP self-evaluation sheet. Staff were provided with SLCN training from the LA. The majority of Teaching Assistants (TAs) were involved in an SLCN online training course which they completed and passed. This online inset was set up by the LA.

Teaching staff were trained in completing pupil profiles and using different strategies to support those children who were a concern.

SLCN groups were set up with targeted children. The SLCN TA then worked closely with the Speech and Language Therapist to ensure that the children were receiving quality first teaching. The SLCN TA was also involved in visiting other schools to observe different teaching strategies. The SLCN TA is specifically assigned to a group of 6 children who are seen by the Speech and Language Therapist. The SLCN TA meets with the Speech and Language Therapist every fortnight to discuss the needs of the children in the group. The SLCN TA also observes the Speech and Language Therapist with these children in order to use these strategies in the group support in order to provide a continuation of the targets.

All TAs had a SLCN focus as part of their Performance Management. The Pupil Services Manager had the implementation of the SLCN IDP as part of her Performance Management.

With regards to self-evaluation and training, all the staff (teachers and TAs) had a one day training session on the SLCN IDP, provided by a Speech and Language Therapist and a teacher who specifically works with SLCN Children. This day was used to familiarise the staff with the online resources provided by the IDP and to further their own knowledge of those children with SLCN that they were working with. The staff completed a self evaluation sheet to find their own level of confidence with regards to SLCN. This was then used to alongside the school self evaluation to provide the LA with an action plan, which is reviewed every 2 terms. Please see attached. As an additional source of information, the LT decided to use the Audit for Communicative Inclusive Schools, to provide more information on how we could improve our practice. Please see attached.

What CPD materials, research or expertise have you drawn on?

- Frequent SLCN meetings with other schools and representatives from the LA. The SLCN TA meets frequently with the Speech and Language Therapist.

Who provided you with support?

- External agency

How were you supported?

Support on the implementation of the SLCN IDP from SEN, Inclusion and Schools' Safeguarding Adviser, Speech and Language Therapist with IDP Lead, Manager of SRP for pupils with SLCN.

Support from the SLCN IDP schools who were selected to be part of the project. We met up at least once a term to discuss what we had done and shared ideas.

Impact

What has been the overall impact on pupil learning?

Those children who have been identified with SLCN have made good progress in their overall learning and are more confident in their own ability. The majority of children have "narrowed the gap in attainment". The majority of children who have received this support have caught up with their peers in Literacy (5/6 children).

Thoughts you think are relevant to overall impact on learning

Increased confidence of both pupils and staff has a positive impact on learning. Staff are now able to access information from the IDP to help and support those children who are causing a concern with SLCN.

Quotes you think are relevant to overall impact on learning

Those children who are receiving targeted Speech and Language Support are making good progress with their targets. The Speech and Language Therapist is impressed by the amount of progress each child is making with regards to their individual targets. The improvement has also been noticed within the classroom setting, where the children are making a conscious effort to correct their speech without prompting.

Shelley Rees-Linsey, Pupil Services Manager, SLT

Quantitative evidence of impact on pupil learning

- Periodic teacher assessment

Qualitative evidence of impact on pupil learning

- Observation outcomes
- Pupil consultation data
- Pupils' work

Describe the evidence of impact on pupil learning

- Monitoring of pupils on the SEN register for SLCN (Cause for concern, SA and SA+).
- Outcomes of Pupil Voice.

What has been the impact on teaching?

Staff are now more confident in using the identification and strategies sheet. They are able to complete pupil profiles independently and use strategies and resources for those children. These sheets are available from the Online IDP. More children are being identified as a concern within the classroom. However, fewer children are being referred to the Speech and Language Department with regards to "understanding language".

Quotes you think are relevant to the impact on teaching

The online INSET allowed me to identify children who I initially thought were a concern and look for ways to help them. (Krista Parsons, SLCN Teaching Assistant)

Evidence of impact on teaching

- Teacher perceptions

Describe the evidence of impact on teaching

Staff self-evaluation sheet has indicated that more staff are now confident in identifying and teaching children with SLCN. Over 50% of staff have moved from 'Establishing' to 'Enhancing'. (The self-evaluation framework has headings: focusing, developing, establishing and enhancing)

What has been the impact on school organisation and leadership?

- SLCN provision has now become a larger focus in the school and is part of the Performance Management of the Pupil Services Manager (SLT).
- SLCN has also been included onto the Performance Management of Teaching Assistants.

Evidence of impact on school organisation and leadership

School evaluation sheet 'Audit for communicative inclusive schools' on What page.

Summary

What is the crucial thing that made the difference?

- All staff (teachers and teaching assistants) were involved and dedicated to the project and became more confident in identifying and teaching children with SLCN.
- Children made good progress and have been involved in pupil voice.
- SLCN group has been set up and is working well.

What key resources would people who want to learn from your experience need access to?

- SLCN IDP
- Pupil Profiles
- Identification and strategies
- Pupil Voice

What CPD session and resources were particularly useful?

The launch of the IDP materials and the SLCN training.

If another individual or school was attempting to replicate this work, where would they start and what would the essential elements be?

- Look at the SLCN IDP resource online and fill in the audit for SLCN and the staff self-evaluation.
- Monitoring of SLCN in the school and the progress those children have made.

What further developments are you planning to do (or would you like to see others do)?

- I will be presenting the SLN training to 3 schools in the LA.
- I will be continuing to monitor children with SLCN and continue to ensure that we are providing quality first teaching.

Supplementary Materials

This report is accompanied in the library by the following supplementary material:

- Audit for Communicative Inclusive Schools
- Gathering Data and Action Plan
- Monitoring of children with SLCN
- Outcomes of Pupil Voice
- Pupil Voice Sheet
- Staff evaluation

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