

Schools Forum 12th June 2013

Update report on Speech and Language Therapy Education Project Team

Input in Schools Autumn Term 2012 (4/9/12 – 21/12/12)

– for information

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Executive Summary

The Speech and Language Education Project Team have continued to provide a service to mainstream primary and secondary (Key Stage 3) schools this academic year. This paper reports on the autumn term 2012 input.

Staffing for Autumn Term 2012:

One member of staff returned from maternity leave on 19/11/12. One member of staff left the team for a new post on 30/11/12. We had a full time locum covering vacancies/maternity leave until 23/11/12. The 1.5 sessions of band 6 vacancies were recruited during the autumn term with two new members of staff starting on 13/11/12 and 3/12/12 respectively. One member of staff is currently on maternity leave. 1.2 sessions of band 7 are now vacant and will be advertised in the spring term.

Total number of contacts for Autumn Term 2012:

Total number of contacts with children	Total number of contacts with education staff (teachers, TAs, SENCO)	Total number of contacts with parents
1279	1113	42

Additional data for Autumn Term 2012:

Names of schools seen These are the schools that received direct input from our package of care. This does not include schools that had planning/contact meetings with the team or those who accessed Elklan training. Most schools in the borough had some contact from our team. There are some schools that did not respond to offers of input or requests to meet with the SENCO.	Ainslie Wood Primary Barclay Primary Barn Croft Primary Chingford CE Federated Infants and Juniors Chingford Hall Primary Dawlish Primary Edinburgh Primary George Tomlinson Primary Greenleaf Primary Gwyn Jones Primary Henry Maynard Infants and Juniors Larkswood Primary
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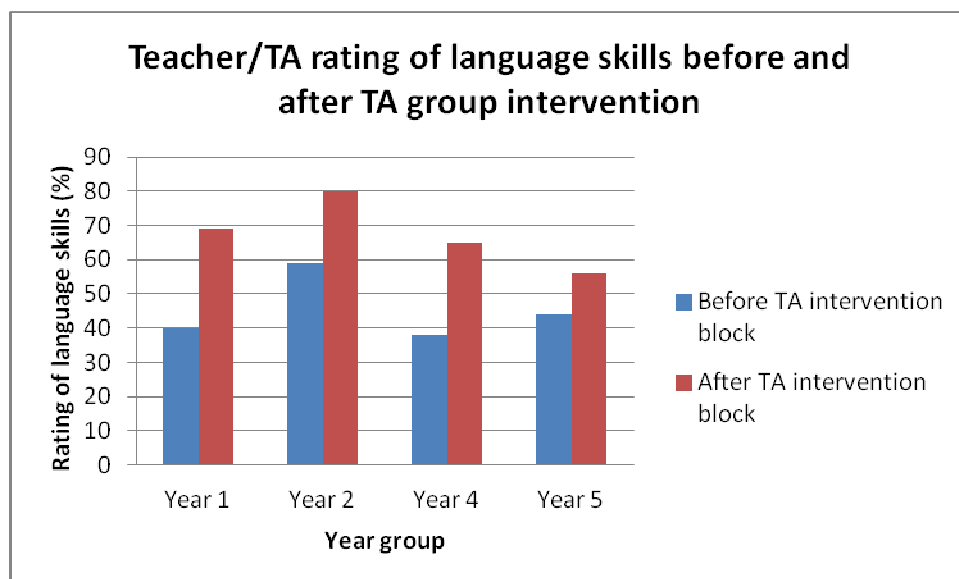
	Longshaw Primary Mission Grove Primary Newport Primary Oakhill Primary South Grove Primary St Mary's Catholic Primary St Mary's CE Primary St Patrick's Catholic Primary St Saviour's Primary Stoneydown Primary Whitehall Primary Whittingham Primary Woodside Primary Buxton Secondary Connaught Secondary Frederick Bremer Secondary Highams Park Secondary Kelmscott Secondary
Number of TAs trained to run groups	44
Number of groups (started/observed/supported)	75
Number of whole class sessions e.g. Attention and Listening approach, Helicopter Storytelling approach, Whole Class Activities etc.	3
Number of screens/observations of children	136
Number of staff attending training workshops e.g. Awareness Raising, Selective Mutism, ASD, Helicopter Approach, Foundation Stage Screening Tool etc.	177
Number of schools attending Elklan training <ul style="list-style-type: none"> 10 week 'Speech and Language support in the classroom' 	<ul style="list-style-type: none"> 18 Learners: Chingford CE Federated Infant and Junior School – 1 TA Dawlish Primary School – 1 TA Buxton Primary School – 3 TAs St Patrick's Catholic Primary School – 3 TAs Barn Croft Primary School – 2 TAs Mayville Primary School – 2 TAs Edinburgh Primary School – 4 TAs Our Lady and St George's Catholic

<ul style="list-style-type: none"> 6 week 'Supporting verbal children with Autistic Spectrum Disorder' 	<p>Primary School – 2 TAs</p> <ul style="list-style-type: none"> 15 Learners: <p>Buxton Primary School – 2 TAs St Joseph's Junior School – 1 TA Longshaw Primary School – 1 TA Chingford CE Federated Infant and Junior School – 4 TAs Our Lady and St George's Catholic Primary School – 2 TAs Willowbrook Primary School – 1 TA Greenleaf Primary School – 1 TA Chapel End Infant School – 2 TAs Thorpe Hall Primary School – 1 TA</p>
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Evaluation of Primary TA led Language Groups:

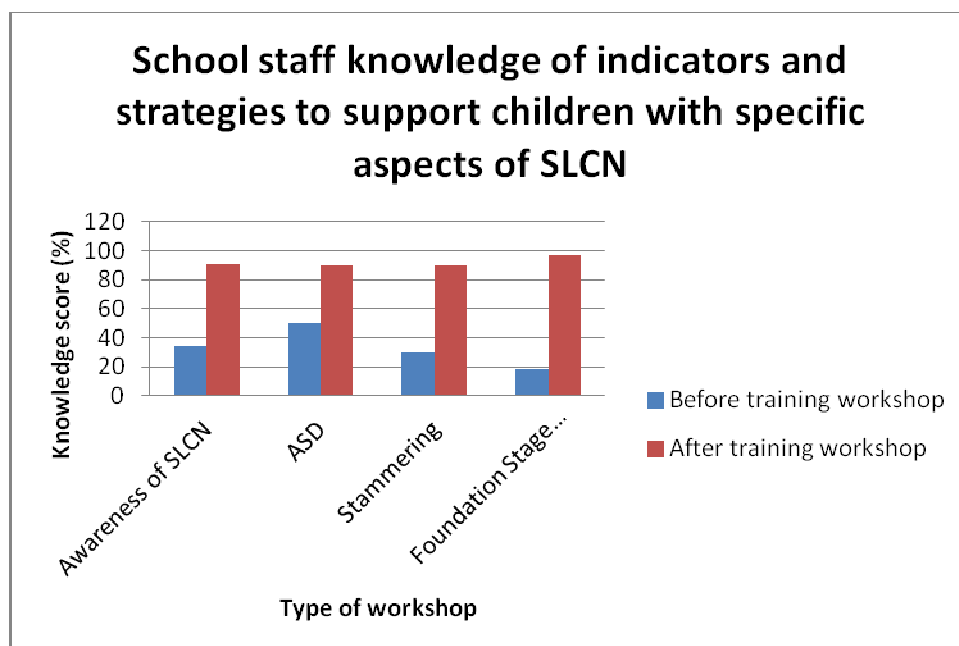
(groups led by the TA following 6 week training programme by Education Project SLT)

Each child's ability to demonstrate the skills targeted in the language group were rated by their class teacher or teaching assistant. The graph below shows that children made progress in key stage 1 and 2 Education Project language groups led by a trained TA.



Evaluation of Primary Staff Training Workshops:

The knowledge of workshop participants is measured at the start and end of the training session using questionnaires. The graph shows that following the training workshops there was a significant increase in school staff knowledge of indicators of SLCN and knowledge of strategies to support SLCN.



Case Studies of primary aged caseload children - these are children who are on the SLT community caseload but have been recommended for inclusion in the school based language groups set up by the Education Project SLT. The groups are run by a TA who has received a 6-week block of training from the team.

Case Study 1

Child 1 was formally assessed before commencing in the language group (aged 6 year 5 months) and then just over a year later (aged 7 year 6 months). The progress in his assessment scores are shown below:

TROG 2 – this assesses understanding of language

	Total Blocks Passed	Centile
Oct 2010	8	21
Dec 2011	12	30

RAPT – this assesses spoken language

	Information Raw Score	Information Age Equivalent	Grammar Raw Score	Grammar Age Equivalent
Oct 2010	29.5	5 years, 6-11 months	26	7 years, 0-5 months
Dec 2011	39	8 years, 0-5 months	28	8 years, 0-5 months

Child 1 made progress with his understanding of language but there was significant progress with his spoken language, in particular his ability to provide accurate and relevant information. His spoken language is now age appropriate.

Case Study 2

Child 2 was formally assessed prior to taking part in the language group (aged 6 years 2 months) and after he had been in the group (aged 7 years 10 months). The progress in his assessment scores are shown below:

TROG 2 – this assesses understanding of language

	Total Blocks Passed	Centile	Age equivalent
Nov 2010	5	4	4 years 5 months
July 2012	11	21	6 years 2 months

RAPT – this assesses spoken language

	Information Raw Score	Information Age Equivalent	Grammar Raw Score	Grammar Age Equivalent
Nov 2010	31	5 years,6-11 months	19	4 years,0-5 months
July 2012	33	7 years, 0-5 months	30	8 years, 0-5 months

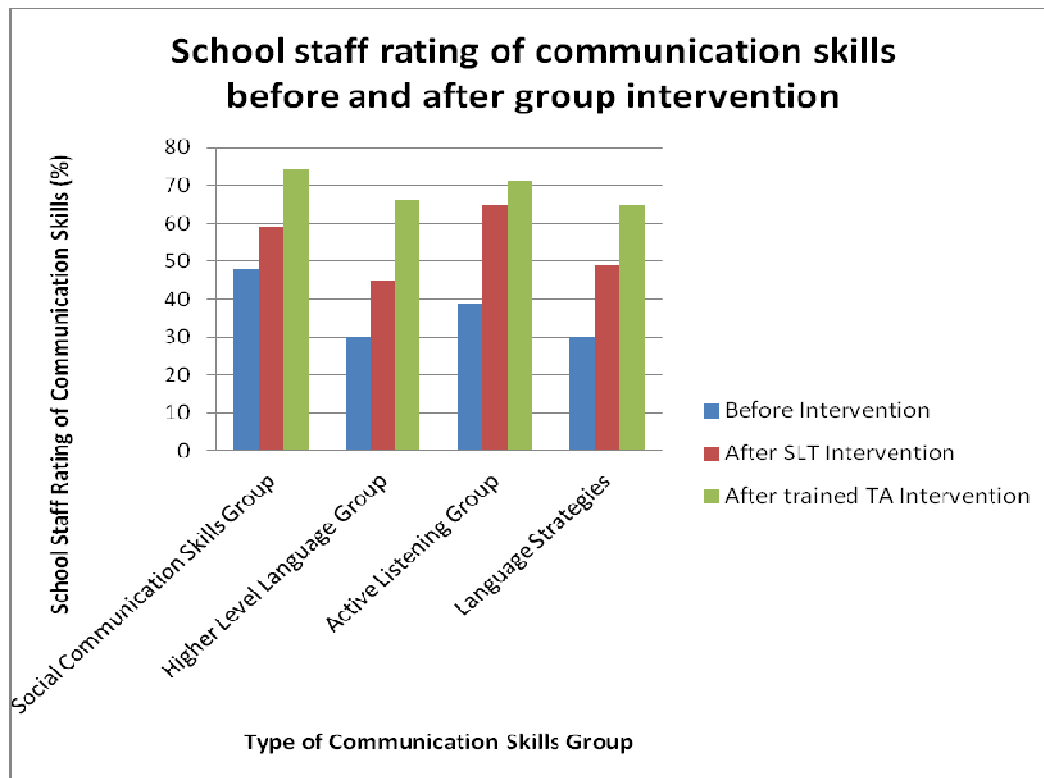
Child 2 made significant progress with his understanding and use of language and both areas are now broadly within normal limits.

Evaluation of KS3 Communication Skills Groups:

(groups led by the TA following 6 week training programme by the Education Project SLT)

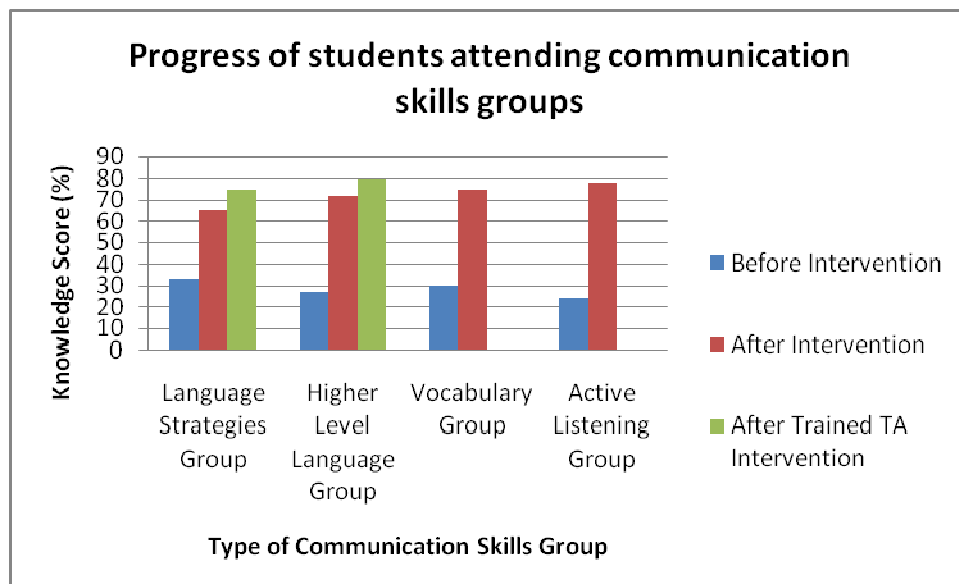
School Staff Perception of Change in Students (*rating charts completed by school staff*):

The graph below shows that students made progress following the short block of joint intervention from the SLT and TA (6 weeks) and continued to make progress with their communication skills following a longer block of intervention from the trained TA (12 weeks).



Improvements in Students' Knowledge (before/after questionnaire measuring knowledge of language structures and strategies targeted in the groups):

The graph below shows that students made significant progress following the joint intervention from the SLT and TA and continued to make progress with their communication skills following intervention from the trained TA.



Feedback from KS3 Students:

→ 96% of students who provided feedback stated that they enjoyed participating in the communication skills groups.

→ 94% of students stated that they felt the group had helped improve their communication skills.

Feedback comments from students about what they liked about the groups included:

"Express all your answers without being shameful"

"The group made me have lots more confidence which helped me, the group was fun. The group has made me more confident it has helped me in my communication skills. I am less shy now. Last year my confidence level was bad now it's good and better because of this club. I have made new friends. I want to attend to year 11"

"It helped me learn new strategies for remembering words"

"It helped me know more words like idioms and words that had more than one meaning and I can use it in my writing. It is helpful"

"How it helped me to be confident to ask the teacher anything"

"That we learnt new words and meanings and I understood them"

"I can talk more than before"

"Working together and listening to others points"

"It helps me not to be shy"

"That I could know more meanings of words"

"If we make a mistake no one laughs, in class if you make a mistake everyone laughs"

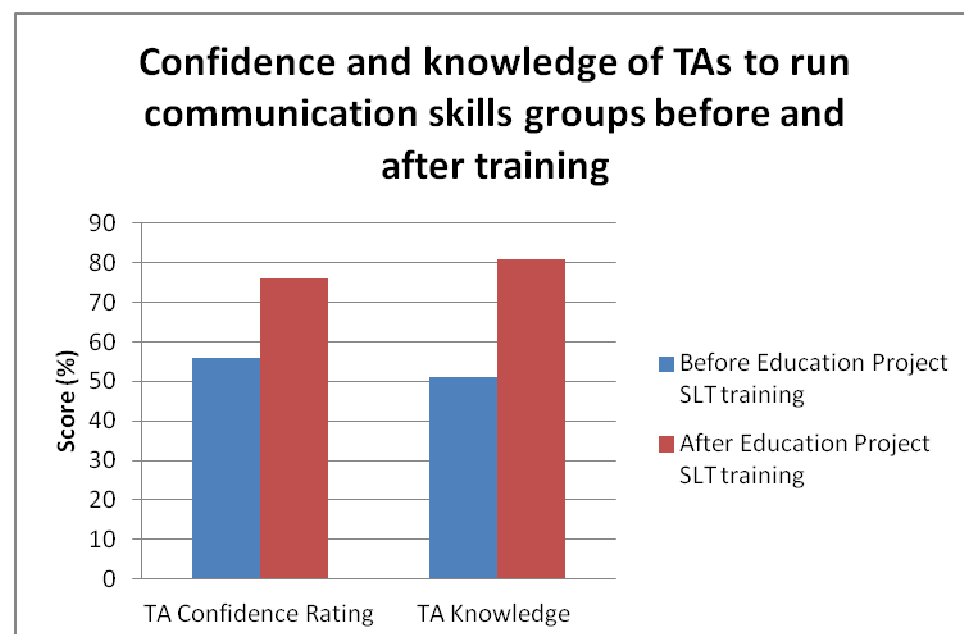
"We all took part, I learnt how to listen and communicate"

"So I can have a good conversation with people"

"It helps me in English"

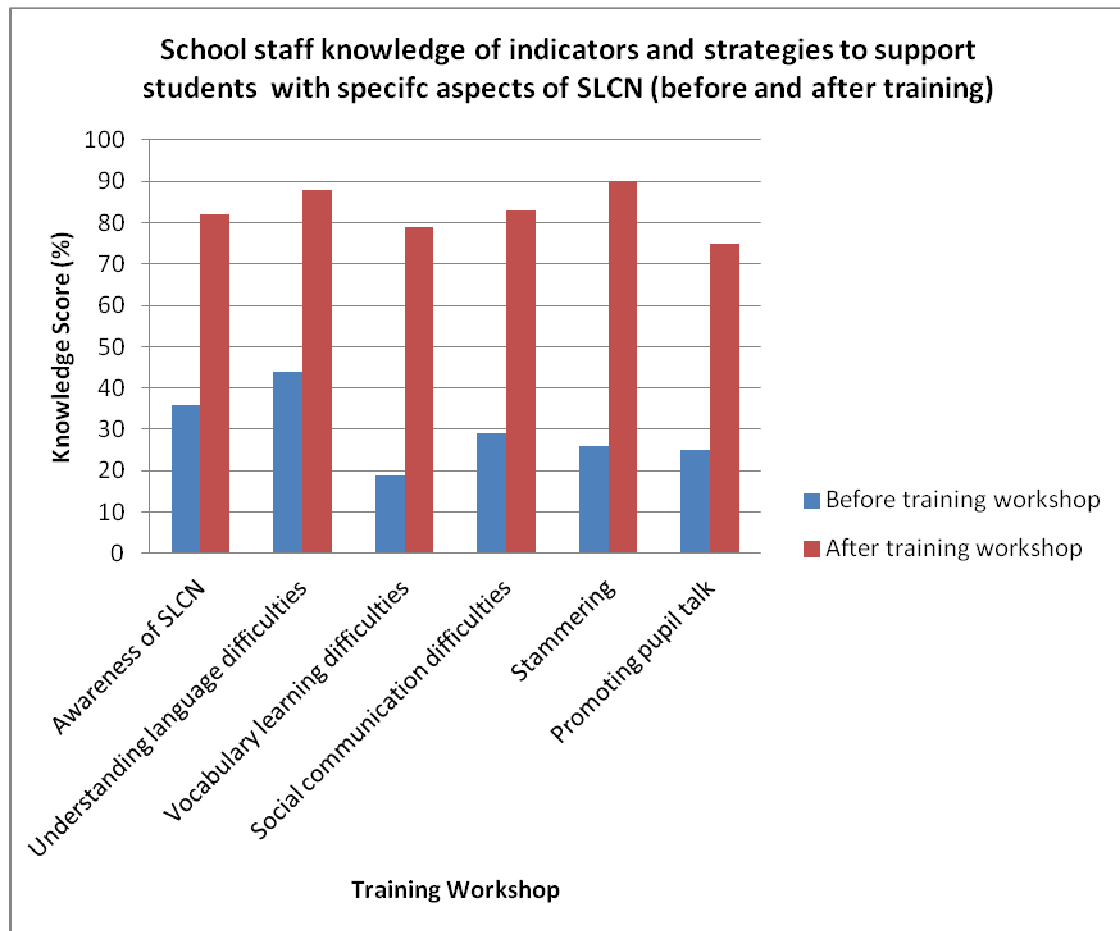
"It helps me understand better"

Improvements in TAs Confidence and Knowledge (following 6 week training programme by Education Project SLT):



Evaluation of KS3 Staff Training Workshops:

The knowledge of workshop participants is measured at the start and end of the training session using questionnaires. The graph below shows that following the training workshops there was a significant increase in school staff knowledge of indicators of SLCN and knowledge of strategies to support SLCN.



Elklan feedback:

- 100% of learners rated the content of the course as very good or excellent.
- 100% of learners rated the quality of teaching as very good or excellent.

Comments from 'Speech and Language Support in the Classroom':

"A very informative and interesting course that gave the learner many strategies and activities to improve speech and language within the classroom. The homework tasks enabled the learner to put their knowledge into practice within the classroom environment"

"The course was well planned and very interesting. The knowledge I have gained has enhanced the way I work in the classroom and I have learnt relevant, practical strategies to help children develop their communication skills."

"A very informative course providing practical strategies and ideas for TAs and pupils"

"The portfolio tasks give you the opportunity to see how activities/strategies work"

"From the course I feel I have a clear understanding of what I should be doing in the classroom"

"The course was brilliant. It extended my knowledge and understanding in a way that made it easy for me to implement into class"

"I liked the way the course was structured and the opportunities given to share ideas, discuss strategies and work out activities"

"I found every aspect of the course relevant and helpful in my work as an SEN TA"

"I found the course the most informative and helpful speech and language course I have attended"

Comments from 'Supporting Verbal Children with ASD':

"I found the course so relevant to the children I work with"

"The course was excellent I've learnt a lot more about the children I work with"

"I found the course extremely informative and relevant to my work"

"A great course to be on if more knowledge is required on autism"

"The course was very informative and gave useful strategies to use"

"Excellent – it has given me the confidence and passion to inform my colleagues of strategies and put them into practice in school."

"Thoroughly enjoyed the course – never bored and vital for my work. I wanted hard ideas of what to do with my students and this was great."

Action by Schools Forum:

1. To note the termly feedback from the Speech and Language Therapy Education Project Team Input in Schools Autumn Term 2012 (4/9/12 – 21/12/12)