



### Children's Services

Support for Learning Service – Language and Communication Team

#### 1. Executive Summary

The Language and Communication Team consists of three full time equivalent specialist teachers who have experience of working with pupils with language and communication difficulties. Referrals to the service are made by schools or the SEN Panel. The role of the service is to support the inclusion of pupils with language and communication difficulties in mainstream settings. Each Annual Survey to schools since 2000 has concluded that the services provided are regarded as effective and supportive and although there are complaints procedures for staff and schools no complaints had been received.

#### Background

The service is responsible for providing advice for pupils at Schools Action, Schools Action Plus and for statemented pupils who have 'Access to Advice from the language and Communication Team written into their statement.

A monitoring service and advice at Annual Reviews is provided for pupils with statements where the primary disability is a communication difficulty.

The service provides a termly programme of INSET advice and training for teachers, teaching assistants in order to promote and facilitate the inclusion of pupils with language and communication difficulties. Schools can also request training for whole days, half days or twilight sessions.

Requests for training and referrals for specific pupil work come almost exclusively from LBTH maintained schools. The service is free to LBTH schools. The team relies on schools, to a certain extent, to be pro-active on behalf of all target groups and raises equality issues in training and in its communication with schools.

The service supports the TH Education Strategic and Community Plans, The Education Development, Inclusive Action and Behaviour Support Plans. It is subject to the DfES

Revised Code of Practice for Special Educational Needs (SEN), the Joint DfES/DOH Guidance on the Education of Children and Young People in Public Care, the CSIE Index for Inclusion, the National Curriculum and Ofsted Inspection Framework for inclusion, the LEA Preventative Plan, the Council's Equality and Diversity statement, Race Equality Scheme and equality of opportunity legislation including the Race Relations Act and Race Relations (Amendment) Act 2000 and Disability Discrimination Act 1995.

## 2. Data Collection & Consultation

Equalities profile of service users : Schools

Equalities profile of staff: The team consists of five members of staff who are all white females.

Data Sources:

Annual Survey to Schools

Annual Review Monitoring

Individual pupil information including ethnicity and disability data

Schools causing concern data

Individual evaluation sheets from training and INSET

Research & Consultation carried out: SLS Annual Survey

Views of Residents: The team are seen as effective and supportive

Internal/external Communications: Schools are aware of the service through training brochures and the distribution of pamphlets and at meetings and forums.

## 3. Key Findings

The team are reliant on schools to ensure that there are no barriers to access to its service

The staff profile within the whole service does not reflect the local population

The service is generally seen as effective and supportive

Although there are complaints procedures for staff and schools no complaints had been received

#### 4. Conclusions & Recommendations

The team's equalities impact is dependent on its staff raising issues with schools in their training and when assisting them with the identification and referral process. Pupils are referred because they have a language or communication difficulty. There is a need to continue monitoring as part of the management function.

The team does recognise that we should try and engage more with secondary schools especially to help them include pupils with complex needs.

The team would like to organise some training sessions for parents.

| Recommendations                                                                                                     | Key Activity                                                                                              | Progress Milestone                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| To develop some training sessions for parents on how to manage a child with language and communication difficulties | To consult with PAC<br>To develop training materials                                                      | Training materials developed<br>Training sessions delivered<br>Positive evaluations                                          |
| To develop Key Stage 3 P Level Activities for the TAP Website                                                       | To liaise with the Speech and Language Therapy Service<br>To develop differentiated curriculum activities | Resources developed<br>Resources uploaded on to the computer<br>School staff refer to the resources and use them with pupils |