

Speech and Language Story of Improvement



'How can we support children with speech and language problems? We are not speech and language therapists!'

What were our priorities?

- To improve the proportion of children working at Age Related Expectations at the end of the Foundation Stage in speaking, listening and communication
- To support those vulnerable families (particularly FSM and traveller) to enable them to access early support and services
- To develop our in house expertise and confidence to support children with speech and language difficulties.

Actions-What did we do?

- A joined up, collaborative approach, involving the whole school team, parents and external specialists (including support from the LA to fund the project)
- Developed teaching and learning partnerships, where professionals 'team taught', with specialists upskilling key school staff to ensure maximum impact and sustainability, tackling core areas of need.
- Invested in quality training for the whole school e.g. specific speech and language accreditation (through GCC SALT service) and Talkboost (through GCC ATS).
- Empowering and investing in a speech and language lead within school
- Engaged with families, supporting them to be able to foster relationships with external services based on mutual trust and

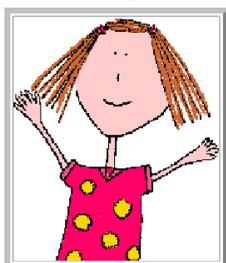
Impact- what happened?

- Staff confidence levels, awareness and knowledge increased- improved and sustainable in house expertise.
- Strong, open partnerships established with external professionals and parents, which led to children making strong progress-a joined up approach.
- All children eligible for intensive support made good-outstanding progress against their targets
- Children's speaking and listening skills in the Early Years have improved, as shown through EYFS data and through observation and monitoring.
- Parents felt more confident to initiate/attend NHS SALT

Reflection-What have we learnt?

- Through building in house expertise, we have increased staff confidence levels and abilities in identifying and supporting children with speech and language difficulties.
- We have fostered improved relations with parents and external professionals, working in a collaborative, joined up way to develop relationships based on trust to break down barriers to children's learning.
- To develop this further, we would like to roll out Talkboost training to KS2, as well as work more closely with parents (running workshops) to support them to support their child's early speech and language development.

'Miss B has really helped me! People understand and listen to me more now.' Child



'I feel respected in my new role and know that I can make a difference.to children I am proud of my new knowledge.' HLTA at Performance Management Feedback

