



*Salford PCT
Speech & Language
Therapy
Standards Fund
Report*

*ELKLAN
2006/7*

SALFORD PCT – ELKLAN PILOT 2006/7

Executive Summary

During 2006-7 the SLT Department has used *Standards Fund* money to pilot the delivery of three training packages (Elklan) to schools:

- *Speech and Language Support for Under 5's*
- *Speech & Language Support for the Classroom*
- *Speech & Language Support for 11-16's*

In Salford there are currently 7 SLTs trained to deliver the courses. We also have 1 Consultant Teacher and 1 Educational Psychologist who are trained to support the SLTs in delivering the course.

Course Statistics

- 66 learners attended the course and 64 of these completed their portfolio to receive accreditation through the Open College Learning Network.
- 33% of Salford schools accessed the training in its first year.
- Course participants came from Children's Centres, Primary Schools, High Schools, Pupil Referral Units and the BEST team.

Outcomes

1. Learners have indicated that they have made immediate changes to their work and have started to use many of the resources that they have been given.
2. Learner's awareness and understanding of children's speech, language and communication difficulties has increased.
3. By making the portfolio compulsory, we are ensuring that all learners are having the opportunity to practice what they have learnt and to learn from the experience. This can only consolidate the learner's understanding of communication and the strategies they can use to assist children.
4. Teachers & Teaching Assistant's planning has changed as a result of the course.
5. Increased awareness means more appropriate referrals are being made to the SLT department and referrals contain more specific information.
6. Learners have taken an active role in disseminating information to other staff members in their school.
7. Learners understanding of the links between speech, language and communication difficulties and behaviour difficulties has improved and they are able to use strategies to support these children.
8. SLT's in clinic have noted changes when they have had meetings with TAs/SENCOs.
9. Course participants have taken a role in marketing the course.
10. We are able to link Elklan with other training/support packages.

Future

Funding has been secured through Standards Fund monies for another year (2007/8). It has been agreed that this money will be used to fund the following:

- *One Speech & Language Support for 11-16's' course.*
- *Two Speech & Language Support for Under 5's courses.*
- *Two Speech & Language Support for the Classroom courses.*
- Train further SLTs to deliver the courses.

Interest in the courses has increased and many schools who did not access the training in it's first year have requested places for 2007-8.

The SLT Department looks forward to the second year evaluation to see the impact the training has upon the department and continued impact the training has upon course participants and their practice within schools.

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What is Elklan?

Elklan offers a range of accredited training courses which have been devised by Speech and Language Therapists, Liz Elks and Henrietta McLachlan. The courses aim to provide training and resources for all those seeking to support and understand children of all ages with a wide range of communication difficulties.

Courses have been written so that Speech and Language Therapists can teach courses in their locality under license. Experienced teachers/Educational Psychologists can support the therapist in delivering the courses.

Salford PCT's Speech & Language Therapy department ran a number of courses during the 2006/7 school year as a pilot. This pilot was funded by the Standards Fund Project 2006/7. During the 2006/7 school year, Salford has delivered the following 10 week accredited courses:

Autumn Term	Spring Term	Summer Term
	Speech & Language Support for the Under 5's	
Speech & Language Support in the Classroom	Speech & Language Support in the Classroom	Speech & Language Support in the Classroom
	Speech & Language Support for 11-16's	

An outline of each course's content is attached.

Trained Course Tutors

In Salford we have Speech & Language Therapists (SLT), an Educational Psychologists (EP) and a Consultant Teacher trained to deliver the course. EP's and teachers are not allowed to run the course without a SLT.

Speech & Language Support for Under 5's

3 SLTs

Speech & Language Support for the Classroom

3 SLTs & 1 EP

Speech & Language Support for 11 –16's

1 SLT & 1

Consultant Teacher

Participant Information

Each participant has been charged £150 for their place. This cost has included their resources and accreditation. It has also covered the cost of room hire and refreshments. As it is the first time Salford has run the Elklan courses, the course costs have also enabled us to buy the relevant resources for each session. It has also allowed more SLT staff to be trained in the delivery of the different courses.

By completing the Elklan course, learners have the option of completing a portfolio at either Level 2 or Level 3, which is then accredited through the Open College Learning Network. Salford made the decision to make the portfolio compulsory as it was felt that learners would learn more from the course if they were required to complete homework tasks each week.

The learner's portfolio homework is marked each week by the course tutor and at the end of the course the learner's portfolios are sent off for external moderation. Portfolios are chosen at random by the moderator. This process enables the external moderator to evaluate the consistency of marking by the course tutor and to ensure the learners have reached the appropriate standard required by the course.

Course Statistics

Speech & Language Support for the Under 5's.

- 20 schools/Early Years Centres expressed interest in the course. This amounted to 24 people.
- 14 Learners completed the course. These learners came from 13/80 schools and 1/5 Children's Centres.
- 2 Teachers/SENCo's attended and 12 TAs.
- 13/14 completed their portfolio.
- 11 = Level 2 2 = Level 3

Speech & Language Support in the Classroom

- 32 schools/agencies expressed interest in the course. This amounted to 58 people.
- 44 learners completed the course. 38/44 learners came from the 80 primary schools, 2 from the PPC, 3 from BEST and 1 from an Orthodox Jewish School.
- 6 Teachers/SENCo's attended, 35 Teaching Assistants & 3 BEST workers
- 43/44 completed the portfolio.
- 30 = Level 2 14 = Level 3

Speech & Language Support for 11 –16's

- 10 schools expressed interest in the course.
- 8 Learners completed the course. These learner came from 5/9 High schools and 2 were from two different Behaviour Support Centres.
- 8 Learners completed the portfolio
- 4 = Level 2 4 = Level 3

Course Feedback

This has been gathered through portfolio work and discussions with learners at coffee/support afternoons in the Spring & Summer Terms.

Positives of Elklan for Salford

1. **Learners have indicated that they have made immediate changes to their work and have started to use many of the resources that they have been given.**
 - *"Since starting the course I have introduced task sheets to the child I support and this is helping him to work independently"* – TA, Classroom course.

- *“Each week the course has given me more ideas and opportunities for trying out different remedial activities with the children and most have proved successful and beneficial for the children” – Teacher/SENCo, Classroom course.*

2. Learner’s awareness and understanding of children’s speech, language and communication difficulties has increased.

- *“ By understanding all the processes involved in understanding language has made me realise that we presume children understand things they have not been taught” – TA, Classroom course*
- *“Before the course I was sympathetic towards children with speech and language difficulties but I did not truly understand just how hard it was for these children to understand and use spoken language and how difficult it was subsequently for them to do written work in school” - TA, 11-16’s course*
- *“It has definitely affected my practice and made me much more aware of the difficulties and problems that young people face with communication” – Teacher, Under 5’s course.*
- *“I now take care in the type of questions I ask children whereas before I had never thought about the fact that they might not understand the level of questioning and thought they were perhaps deliberately not answering. This has made me much more sympathetic to their individual understanding” – SENCo – Classroom course*

3. By making the portfolio compulsory, we are ensuring that all learners are having the opportunity to practice what they have learnt and to learn from the experience. This can only consolidate the learner’s understanding of communication and the strategies they can use to assist children.

- *“Training on ICWs, auditory memory and the Language of Learning Model (Blank) has made me more aware of the need to adjust my level of questions and instructions when targeting particular children and to ensure demands on children are appropriate” - TA, Classroom course.*
- *“I have introduced the use of mind maps, word maps, story grids and writing frames on a more regular basis to support vocabulary development and written work” - TA, Classroom course.*
- *“The walls of the classroom are covered in mind maps – a brilliant way to show what we have been doing in history, geography, science etc. The children’s books are full of attribute webs, multiple meaning trees, word maps and spidergrammes. Basically, they love the multisensory approach and are learning from it, without realising what it is” - Teacher/SENCo – Classroom course.*

4. Teachers & Teaching Assistant’s planning has changed as a result of the course.

- *“Now I plan each lesson using the Blank Language Scheme. This enables me to involve all children in the group by asking each child to answer a question about the story within their own ‘Blank’ ability range” - Teacher/SENCo, Under 5’s course.*

- *“I have found that using a multisensory approach has helped the whole class have a better learning experience. Their listening skills have improved and they are able to focus for longer” – Teacher/SENCo, Under 5’s course*
- *“I do a lot more preparation before an activity especially on strategies to help the child focus and store information” – TA, Classroom course.*
- *“I feel the course has developed my own good teaching practice in the classroom i.e. knowledge of language development and difficulties that may occur allows me to adapt language used and presentation of lessons accordingly for all children not just those with specific programmes” - Teacher/SENCo – Classroom course.*
- *“The children’s narrative and story writing has moved in as I am no longer bound up with the need to write a story with a beginning, middle and end, a brilliant introduction and a good plot covering at least one page. We now concentrate on the essentials, like who is in the story, when it happened and where it happened and the children are making progress. The rest will come in time” – Teacher/SENCo – Classroom course.*
- *“I feel confident that I can now differentiate activities to make it easier/harder for individual children. With my new found confidence I feel I will be able to work more effectively with the children and help them develop the skills they need to learn effectively” – TA – Classroom course.*

5. Increased awareness means more appropriate referrals are being made to the SLT department and referrals contain more specific information.

- *“I have found it extremely enlightening, challenging and enjoyable! I will still obviously make referrals to Speech and Language Therapy, but now I feel that I can be much more specific on the referral forms and also, act as a ‘triage’ person, so in effect I can now observe and reflect on where children’s difficulties lie” - Teacher, Under 5’s course*
- *“This course has helped my diagnostic skills in finding what a child’s difficulties are” - Teacher, Classroom course.*
- *“Higher threshold level before referral to S&L now because for number of basic problems I have knowledge of what to do – at least initially” - Teacher/SENCo – Classroom course.*
- *“I feel I can offer children earlier support that I could do previously and also cut down on waiting periods between initial identification of speech and language concerns and referral to the speech and language department” - Teacher, Under 5’s course.*

6. Learners have taken an active role in disseminating information to other staff members in their school.

- *“A greater understanding of speech and language difficulties, in turn has led me to plan support more effectively across the school as a whole (in my SENCo role) – Teacher/SENCo – Classroom course.*

- *"I also have given feedback to staff at school therefore educating others on how they would question a child in future" – TA, Classroom course.*
- *"The course has provided me with a range of informative resources and strategies, some of which I have used in my teaching and others that I plan to use in the future and pass on to colleagues" – Teacher, 11-16's course.*
- *"The Blank language scheme should enable me to make suggestions to colleagues with regard to certain pupils" - TA, 11-16's course*

7. Learners understanding of the links between speech, language and communication difficulties and behaviour difficulties has improved and they are able to use strategies to support these children.

- *"I think the most important lesson I have learnt is that many of the behaviours of the children in the unit are because they do not understand language and communication skills and cannot respond appropriately to situations" - TA, Classroom course.*
- *"Previously, there were things that children did or didn't do which I thought were a result of laziness or misbehaviour. This course has taught me that this is often not the case. I am so happy to have learnt that my assumptions were wrong and that these areas can be developed". – TA, Classroom course.*
- *"I have used the strategies to develop listening and attention skills and found that these have started to show some improvements in behaviour in pupils where these strategies are used consistently" - TA, Classroom course.*
- *"It has made me more aware of the complexities of communication and speech and language, in relation to my roles as a teacher, and in terms of teaching and learning and working with young people with learning, behaviour and emotional difficulties" – Teacher, 11 -16's course.*

8. SLT's in clinic have noted changes when they have had meetings with TAs/SENCOs.

- TAs have appeared more confident at carrying out SLT programmes and have also suggested work from the Elklan course that they could try with the child. This has then allowed the SLT to spend less time writing school programmes and more time focusing on the complex children on their caseloads.

9. Course participants have taken a role in marketing the course.

- Course participants have done a very good job of marketing the course and thus we have had a lot of interest in future courses from schools that have not had anyone trained during the 2006-7 school year.

10. We are able to link Elklan with other training/support packages.

- We are able to link the *Speech & Language Support for Under 5's* course into the ICAN Early Talk programme which is specifically developed for nurseries and settings that provide day care and/or education to children under five.

Challenges & Proposed Changes

Challenges	Proposed Changes
<ul style="list-style-type: none"> ○ Preparation and planning required to teach the course. <ul style="list-style-type: none"> ○ Tutor needs to be very aware of the course content and materials. 	<ul style="list-style-type: none"> ○ It is anticipated that teaching the course will become easier once the tutor has delivered it once. 1-2hours/session needs to be put aside in order to become very familiar with session content, PowerPoint slides and resources.
<ul style="list-style-type: none"> ○ Intensity and amount of marking required for the portfolios, particularly if running the course by yourself. 	<ul style="list-style-type: none"> ○ If the course is taught by 2 people, then this will reduce the marking per person. It also allows tutors to discuss marking and to ensure consistency. Having two staff running the course increases the course costs however. ○ If only 1 SLT runs the course then extra time needs to be allocated to allow for the amount of marking that is required on a weekly basis.
<ul style="list-style-type: none"> ○ Teaching the course with a non SLT. <ul style="list-style-type: none"> ○ EP/Teacher does not have the same knowledge as SLT and at times this has been awkward when teaching the course. 	<ul style="list-style-type: none"> ○ Non SLT tutor needs to dedicate time to familiarising themselves with the course content. Both SLT and non SLT tutor need to incorporate planning time together. SLT has to take lead role in ensuring material is being delivered correctly. ○ It is anticipated that the non-SLT tutors will improve with practice and support.
<ul style="list-style-type: none"> ○ Teaching adult learners. <ul style="list-style-type: none"> ○ This is a new experience for all of us. Many of the learners have come with a past history of disliking school assessment. 	<ul style="list-style-type: none"> ○ It is anticipated that this will become easier over time. Having a regular feedback session with the course co-ordinator is important so that any issues can be dealt with quickly.
<ul style="list-style-type: none"> ○ Time – course time <ul style="list-style-type: none"> ○ Not having enough time to get through sessions and feeling like some sessions were being rushed 	<ul style="list-style-type: none"> ○ We have increased the session times from 2 hours to 2 ½ hours to compensate for the amount of material that needs to be covered. Learner’s feedback from the Summer Term course indicate that this has been much more successful and tutors reported that sessions have not felt as rushed.
<ul style="list-style-type: none"> ○ Time – Portfolio work <ul style="list-style-type: none"> ○ Not always having enough time to discuss portfolio work with the learners, particularly when they have to make amendments or re-submit their answers. 	<ul style="list-style-type: none"> ○ Increasing the time for each session has allowed more time for the tutor to discuss homework and also speak with learners. ○ Learners should also be encouraged to approach the tutor before the session, during break and after the sessions.
<ul style="list-style-type: none"> ○ Chasing late portfolio work from participants. 	<ul style="list-style-type: none"> ○ We have highlighted the need for portfolio work to be handed in each week so that the learner can keep on top of the work and not fall behind. We have also encouraged learners to speak with the tutors if they are having difficulties.

	<ul style="list-style-type: none"> o We have added an extra session onto the end of the course so that learners can drop in and check that all the relevant paperwork is in their portfolio before it is handed in for moderation. This seems to have been successful and is a nice way to end the course.
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The Future

We have been lucky enough to secure Standards Fund monies for another year (2007/8). It has been agreed that this money will be used to fund the following:

- One *Speech & Language Support for 11-16's*' course.
- Two *Speech & Language Support for Under 5's* courses.
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- Train further SLTs to deliver the courses.

Learners have indicated that they would like the following:

- To continue to be invited to coffee/support afternoons once/term. They feel that this is a good way to share their own good practice from the course, to hear what other people are doing within their schools and to learn about the other courses being delivered.
- To be informed of any new courses being offered by the Speech and Language Therapy Department. It is hoped that in the future the SLT Department may be able to offer:
 - o *"Communication support for Children with Complex Needs"* which would be aimed at school staff within special schools.
 - o *"Supporting Verbal Children with Autism Spectrum Disorder"* – there has been a very big interest in ASD. This course is a specialist unit however and would only be available to those learners who had attended previous courses.

We have been extremely pleased with the positive response the Elklan courses have received in Salford and we hope that the roll out of training courses will become a permanent fixture within the training agenda for schools within Salford.

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