London Schools Excellence Fund

Self-Evaluation Toolkit

Final report

Contact Details

educationprogramme@london.gov.uk

Evaluation Final Report Template

Introduction

The London Schools Excellence Fund (LSEF) is based on the hypothesis that investing in teaching, subject knowledge and subject-specific teaching methods and pedagogy will lead to improved outcomes for pupils in terms of attainment, subject participation and aspiration. The GLA is supporting London schools to continue to be the best in the country, with the best teachers and securing the best results for young Londoners. The evaluation will gather information on the impact of the Fund on teachers, students and the wider system.

This report is designed for you to demonstrate the impact of your project on teachers, pupils and the wider school system and reflect on lessons learnt. It allows you to highlight the strengths and weaknesses of your project methodology and could be used to secure future funding to sustain the project from other sources. All final reports will feed into the programme wide meta-evaluation of the LSEF being undertaken by SQW. Please read in conjunction with Project Oracle's **'Guidance to completing the Evaluation Final Report'**.

Project Oracle: Level 2
Report Submission Deadline: Round 2 - 30 September 2015
Report Submission: Final Report to Rocket Science

Project Name: Evaluation and roll out of a model to increase attainment in English and Literacy in key stages 1-4
London Schools Excellence Fund Round: 2
Author of the Self-Evaluation: Alex Hall
Project Number: LSEF 053
Total Approved LSEF funding for Project: £76,240
Total Lifetime Cost of the Project:
 Initial/submitted budget: £86,770 plus additional funding of £11,150, total: £97,290
Current estimate: £ 99,995
Actual Project Start Date: 01.10.13 (planned 01.09.13, delayed due to late confirmation of funding)
Actual Project End Date: 30th September 2015

1.   Executive Summary

A project was completed to examine the impact, for Teachers, Teaching Assistants and Pupils, of Elklan's "Communication Friendly Schools" Training and Accreditation Approach using a cost effective model of direct training a smaller sample of teacher and teaching assistants (n=66) who cascaded the training so that it reached a total of 326 participants.

31 Teachers received direct and targeted communication training from Elklan. 35 non-teaching staff received direct training. Once trained these staff embarked upon the delivery of "Cascade" training in their own schools. 115 Teachers and a further 145 non-teaching staff received cascade training, a total of 260 staff.

The approach provided a cost efficient, effective model of training of staff in 2 primary schools, 2 secondary schools and a special school through a cascade model to improve teachers' subject knowledge; learning is being embedded through school-to-school networks and the provision of an audit and accreditation scheme, examining school and classroom practice.

The evaluation analysed the impact of the project in the area of Teacher knowledge. It was found that knowledge of communication skills and the use of appropriate teaching methods had increased between the pre and post training stages between 22 and 32%. This increase was found on both the direct observation measures and the on-line questionnaires. Results from the staff interviews also support a positive impact.

Impact for the 3219 pupils taught in the schools was measured through examining pupil attainment on 3 occasions, July 2013, 2014 and March 2015. The project was concerned with Reading, Writing and Science national curriculum levels. There was a significant attrition of data leaving small sample sizes to analyse. For this reason and short timescales there were limitations to the extent to which impact for pupils could be analysed within the project timescale. However, for 1 primary school pupil attainment significantly increased during the time that there was an emphasis upon communication through cascade training and whole school accreditation.

The evaluation also gathered information regarding the wider impact of the project, examining the impact of the project upon schools as a whole. The outcomes are that the 2 primary schools and the special school have attained the necessary standards and gained "Communication Friendly School" Accreditation", whilst the 2 secondary schools have demonstrated achievement of a greater number of the necessary standards than they were able to do at the start of the project but are still in the process of providing the necessary evidence for their accreditation. Qualitative analysis shows that the schools are considering communication needs on both a whole school and individual level. Inter school networks were promoted through a Network meeting. Pupils were able to give relevant examples of how their teacher supported their communication and understanding in the classroom, which related to the strategies and teaching within Elklan's training courses.

Most of the set planned outcomes for the project were achieved, with positive results indicative of Teacher and Wider impact for schools of the Elklan training provided.

There was learning from the project, in terms of recommendations for future implementation. These included extending the set up time to include more extensive planning with, and clearer commitment from, schools; increased local project management and providing access to Elklan's e-learning environment fro participants who missed training sessions.

Future evaluation could be strengthened by the inclusion of a control group; increasing sample sizes, as attrition was higher than anticipated,, and through allowing a longer time period to elapse between training staff and taking measures of pupils' attainment post intervention.

However, despite these recommended changes, the project demonstrated that Elklan's Communication Friendly Schools Programme had significant positive impact on the quality of support for speech, language and communication in 2 primary schools, 2 secondary schools and 1 special school. The approach was found to offer good value for money, partially as a result of an effective and cost efficient cascade training model. It is therefore recommended that it is made available for replication within other schools across England.

2.   Project Description

Project Description

The project, through a cascade model, delivered relevant, specific and practical speech, language and communication training to 326 school based staff across 5 schools.   Research has shown that a focus on pupils' spoken language impacts on achievement, and that teachers acknowledge this[1,2] . However, as many as 60% of teachers lack the confidence and ability to provide this focus[3,4]. Elklan's Communication training has been purchased by schools for a number of years to address this deficit and this project has evaluated the impact of Elklan's "Communication Friendly Schools" package upon teachers, teaching assistants and pupils, as well as the wider impact for the school community.

The project aimed to:

- Increase the subject knowledge, and confidence, of teachers, to provide a focus upon Spoken English, across Key Stages 1-4 in order to increase attainment in English for all pupils, including those with speech, language and communication needs. As spoken English is the medium for delivery of the entire curriculum increased attainment in all subject areas was also anticipated.

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[1] Rowe, K and Topping, C (2007) Developing spoken communication skills in secondary aged children: final project summary report, Islington Primary Care

[2] Conti-Ramsden, G. (2007) Heterogeneity in SLI: Outcomes in later childhood and adolescence. Plenary talk presented at the 4th Afasic International Symposium, April 2-5, Warwick, UK.

[3] Sadler (2005) Knowledge, attitudes and beliefs of the mainstream teachers of children with a pre-school diagnosis of speech/language impairment. Child Language Teaching and Therapy, Volume 21

[4] Dockrell J, Lindsay G, Palikara O and Cullen M_A (2007) Raising the Achievements of Children and Young People with Specific Speech and Language Difficulties and other Special Educational Needs through School to Work and College. Research Report RR837
http://www.dfes.gov.uk/research/data/uploadfiles/RR837.pdf

- Provide a cost effective model for increasing pupil attainment with a robust evaluation to support further roll out.

The project started in October 2013 and comprised:

- 4 training days to 31 staff leading to level 4 qualifications (2013-14 academic year)
- 10 X 2 hour training sessions to 35 staff leading to level 3 qualifications. (2013-14 academic year)
- Trained teachers cascading training to whole school (primary) or department (secondary) staff. (2013-2015 academic years)
- A Networking meeting held between schools to develop learning.
- 5 schools working to achieve accreditation as "Communication friendly".
- An evaluation of the approach, across primary, secondary and special schools, comparing baseline and post intervention staff knowledge and skills, classroom practice, whole school practice and student attainment in national curriculum and school assessments; pre-training baseline taken in January 2014, and post training evaluation took place May to July 2015).

All teachers, in all 5 of the schools were initially targeted to be part of the project as it is the concern of all teachers to "develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject"[5]. Similarly the project was therefore concerned with targeting all 3,219 pupils across the 5 schools, who would benefit from increased focus upon effective communication in their lessons.

In order to evaluate the impact of the training pre and post training evaluation was designed comprising a number of specifically developed tools.

A random sample of teachers, for the most part 4 from each school, took part in 33 direct observations of lessons (5 teachers took part in both the pre and post training observations). Of the 4 teachers observed at each school. 2 had received direct training and 2 had received cascade training.

A corresponding lesson plan was gathered, and a staff interview took place after the observation was completed at both stages. Elklan's Observational tool, staff interview and Lesson Plan analysis forms can be found in appendix 3, 4 and 5 below.

Each participant was asked to complete a baseline Knowledge and Confidence questionnaire; an on-line questionnaire. These were completed pre-training in January 2014. This questionnaire was repeated in May or June 2015. Personal characteristics such as level of experience, previous training, additional roles in school and Key stages taught was also gathered as part of this questionnaire. Pre and Post Training questionnaires can be found in Appendix 6 below.

The Pupil impact was measured through the analysis of Projected and Actual educational attainment outcomes for students in the areas of literacy and Science. Focus groups were used to discuss pupil's experience of communication in the classroom. (Please see appendix 7 for Focus Group proforma).

The project has taken place across four London Boroughs as follows:

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1. [5] DFE (2013) Draft National Curriculum Programmes of Study

- London Borough of Lambeth.
- London Borough of Enfield.
- London Borough of Haringey.
- London Borough of Hillingdon

2.1   Does your project support transition to the new national curriculum? Yes

The training delivered through the project supports the development of spoken language, comprehension of language and vocabulary learning. It therefore supports learning through the medium of spoken language across all curriculum areas.

2.2   Please list any materials produced and/or web links and state where the materials can be found. Projects should promote and share resources and include them on the LondonEd website.

The project has not produced new materials or resources but has implemented and evaluated a methodology for their delivery.
Existing resources have been developed into programmes through which schools can become;
- Communication Friendly Primary Schools:
  http://www.elklan.co.uk/information/commissioners-schools/5-11yrs/becoming-an-elklan-communication-friendly-primary-school
- Communication Friendly Secondary Schools:
  http://www.elklan.co.uk/information/commissioners-schools/11-16yrs/becoming-an-elklan-communication-friendly-secondary-school

  Elklan Training has made these programmes available nationally.

3.   Theory of Change and Evaluation Methodology

3.1   Table 1- Outcomes

Description	Original Target Outcomes	Revised Target Outcomes	Reason for change
Outcome 1	Heads/Senior leadership teams agree implementation of project with Elklan (4 schools)	Heads/Senior leadership teams agree implementation of project with Elklan (5 schools)	Additional LSEF funding to include 1 additional school
Outcome 2	Direct training of 36 Teachers.	Direct training of 38 Teachers.	Additional LSEF funding to include 1 additional school
Outcome 3	Direct training of 36 Non-Qualified Teaching staff.	Direct training of 38 Non-Qualified Teaching staff.	Additional LSEF funding to include 1 additional school
Outcome 4	Cascade training provided to approximately 180	Cascade training provided to approximately 250	Additional LSEF funding to

	Teachers plus non-Teaching staff.	Teachers plus non-Teaching staff.	include 1 additional school
Outcome 5	Inter school network - Meetings held between staff of different schools focusing on spoken English		
Outcome 6	Audit and accreditation of schools as 'Communication Friendly'		
Teacher Outcome 1	Increase in Teacher knowledge of communication and teaching methods re speech, language and communication and supporting pupils with Speech, Language and Communication Needs (SLCN).		
Teacher Outcome 2	Increase in Teacher confidence re teaching spoken English.		
Teacher Outcome 3	Increase in differentiation of language based tasks, by Teachers, for pupils with speech, language and communication needs (SLCN).		
Teacher Outcome 4	Increased use of appropriate teaching methods for spoken language		
Pupil outcome 1	Increased pupil attainment in English (KS 1-4)		
Pupil outcome 2		Increased pupil attainment in Science (KS 1-4)	See 3.3 below - target revised to include science attainment following recommendation at point of validation of Evaluation PLan.
Wider system Outcome 1	Whole school approach to the teaching of spoken language		
Wider system	Primary and secondary	Inter school networks -	Additional LSEF

Outcome 2	schools working together and supporting each other in a network to share good practice	Primary and secondary schools and a special school working together and supporting each other in a network to share good practice - interschool networks in place.	funding to include 1 additional school

3.2 Did you make any changes to your project's activities after your Theory of Change was validated?

The Theory of Change model was created and validated at the start of this project; no changes to project activity have been made since the Theory of Change was approved. The activities are consistent with that set out in our project description. The Theory of Change Model can be found in Appendix 1.

3.3 Did you change your curriculum subject/s focus or key stage?

The outcomes of the project as set out below were similarly validated and revised to include data on attainment in science, as well as English and literacy.

3.4 Did you evaluate your project in the way you had originally planned to, as reflected in your validated evaluation plan?

The project followed the original plan including set training courses, questionnaires, interviews, observations and focus groups as validated. The sample size was consistent and as such the project fulfilled its planned activity for evaluation.

4. Evaluation Methodological Limitations

4.1 What are the main methodological limitations, if any, of your evaluation?

The project evaluation rests upon both reported and observable skill changes within individual members of staff. In order to capture particular elements specific to the aims of the communication training delivered, Elklan devised questionnaires and observational tools which are neither tested for validity or reliability within a formal context however these tools were developed following the 'training outcomes' of the package delivered, as well as incorporating the agreed project outcomes. Initial testing found them fit for purpose and without the need for adjustment.

The interview style data collection was reliant upon self report and was therefore subject to participant bias; that is the participant's own perception of their skills, ability and confidence. Whilst knowledge and ability can be benchmarked and a linear scale devised, a measure of 'teacher confidence' is subjective and not comparative; having no clear basis for a definitive scale. School staff completed on line questionnaires regarding their own knowledge, skills and confidence in promoting speech, language and communication at the outset of the project and completed the same questionnaire at the end of the project.

Questionnaire responses are subjective and may be influenced, for example by staff either wishing to show that they have benefitted from training or by the training having raised awareness of the depth and complexity of the pedagogy resulting in staff rating their skills, knowledge and confidence lower than they did previously. To

address this issue the evaluation is including observations of classroom practice in order to triangulate data and enable teacher's practice to be looked at alongside the practice they report.

The project was designed to gather data both directly and indirectly. Schools have had difficulties returning 'indirect' data when requested; that to which they agreed but took an independent role in preparing. The project has needed to be flexible to accommodate this as ends of terms are recognised as pressurised times for school staff. The project has relied upon key school staff delivering data at key intervals. Inevitably there were differences in motivation. Two schools remained motivated throughout the process, two other schools required a much prompting and still some adjustments have been made to data analysis owing to on-going omissions of data. Key school staff have found it difficult to keep full records of those staff receiving cascade training, especially where a "twilight" teaching model was used, rather than a full school inset day. Each school provided a 'key contact' member of staff in order to maintain effective communication links throughout the project's duration.

Direct observations took place according to timescale during baseline assessment however the evaluation timescales were extended owing to two schools being unable to make the necessary arrangements for the follow up direct observations at the expected time. As a result some schools were observed up to eight weeks later than other schools, thus allowing some schools more time. The researcher on the project changed between the baseline and evaluation projects which introduced variance due to personal skills and abilities. This was addressed through close supervision with the Project Manager.

There have been difficulties in acquiring and comparison of pupil attainment scores for pupils of primary age owing to changes in recording systems in relation to the new National Curriculum requirements in 2015. This change was unknown at the project-planning stage. It was initially Elklan's wish to compare pupil attainment over the project's lifetime with historical pupil attainment in English and literacy and science. However, 2 of the project schools, one primary and one secondary, are relatively new and historical data is not available from them. The project has considered literacy attainment to Easter 2015, and science attainment to December 2014. It has not been possible to use attainment scores for July 2015 as the schools did not have that data available at the time of analysis.

The size of the sample was appropriate for the aims of the study and ensured that it encompassed children from a range of social, economic, cultural and ethnic backgrounds. The age range and educational ability of the children was also taken into account. The cascade nature of the study has negatively impacted upon the ability to gain definitive numbers of children who have been taught by a 'cascade' trained teacher; especially for pupils at secondary age, whose teachers change according to cover for sick leave and teacher planning time for example. Project researchers have worked hard to gain actual attendance schedules in order to piece together attendance and absences for sessions.

Elklan acknowledge that the use of a comparison group may have provided a more reliable and robust evaluation outcome however the project was not designed to incorporate such a group; the task of matching the comparison and intervention group over such large samples would have been too difficult to achieve; unknown variation and factors between the comparison and intervention group would have minimised its impact.

The Cascade element of the training has been delivered in different ways. Some schools used 'Twilight sessions,' (after school teaching sessions) other schools, an Inset Day, one school used a number of 'Departmental Meetings' to share information rather than re-teach the Elklan curriculum. There was inconsistency at this stage of the project. There has been a significant impact upon the timely progression of the project according to Senior School Managers' ability to set the project as a priority for their school. Elklan has remained in close contact with the schools to offer support and advice with the aim of keeping the project recent and active.

Retention of teachers within schools has been lower than anticipated, with approximately 10% of teachers and a greater proportion of non-teaching staff leaving each academic year. This affects the effectiveness of the training as joining teachers may not have received all or any of the training.

4.2   Are you planning to continue with the project, once this round of funding finishes?

Yes, the delivery of Elklan Training using the evaluated cascade model will continue in order to provide schools with a cost effective way of building the communication knowledge of their school staff and to change practice in classrooms.. The model will continue as Elklan's "Communication Friendly Schools," packages of training and accreditation.

The "Communication Friendly School's Project will continue to be evaluated using the on line questionnaires utilised within this project. All training delegates will be asked to complete these pre and post training. It will be possible to analyse data collected through these for various cohorts including individual schools, area, tutor or training course basis. Comparison of this data will also be used to evaluate any future modifications in the training packages or their delivery

5.   Project Costs and Funding

5.1 Table 2 - Project Income

	Original[6] Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance [Revised budget – Actual]
Total LSEF Funding	65,090	11,150	76,240	76,240	0
Other Public Funding	0	0	0	0	0
Other Private Funding	0	0	0	2,075.03	-2,075.03
In-kind support (e.g. by schools)	21,680	0	21,680	21,680	0
Total Project Funding	86,770	11,150	97,920	99.995.03	-2,075.03

Table 3 - Project Expenditure

	Original Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance Revised budget – Actual]
Direct Staff Costs	3,100	900	4,000	4,145.00	-145.00

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[6] Please refer to the budget in your grant agreement

(salaries/on costs)					
Direct delivery costs e.g. consultants/HE (specify)	0	0	0	0	0
Management and Administration Costs	3,150	1,350	4,500	6,225.00	-1,725.00
Training Costs	34,500	5,250	39,750	35,997.20	3,752.80
Participant Costs (e.g. Expenses for travelling to venues, etc.)	0	0	0	0	0
Publicity and Marketing Costs	2,250	0	2,250	2,932.40	-682.40
Teacher Supply / Cover Costs	34,320	0	34,320	33,949.43	-370.57
Other Participant Costs	0	0	0	0	0
Evaluation Costs	9,450	3,650	13,100	16,746.00	-3,646.00
Others as Required – Please detail in full	0	0	0	0	0
Total Costs	86,770	11,150	97,920	99,995.03	-2,075.03

5.2

Additional Funding was awarded in order that the project could be expanded into a fifth school. This school was a special school and therefore qualitatively different from the others which were primary or secondary schools. The additional school had (independent of this project) allocated time and venues for staff development and therefore did not incur additional costs for staff release/supply cover or venue.

Evaluation and development of reports for marketing and publicity purposes has incurred expenditure in excess of that forecast. This has been due to the evaluation requirements of Project Oracle being considerably in excess of those advised at the time of writing the original bid. Additional data has been gathered and analysed in order to triangulate data.

The project has required a greater degree of liaison with schools in order to ensure supply of data than was anticipated – increasing management costs. However, as Elklan managers needed to visit schools to secure data they delivered training at the same time resulting in savings in tutor/training delivery costs.

6. Project Outputs

The following table reports against agreed output indicators that were agreed in schedule 3 of the Funding Agreement and those outlined in the evaluation framework.

Table 4 – Outputs

Description	Outputs
No .of Heads/Senior leadership teams agree implementation of project	5
No. of schools involved	5
No. of teachers directly trained- level 4	31
No. of pupils impacted	3,219

No of teaching assistants trained at level 3	35
No. of teachers involved in training cascade	115
No. of Teaching Assistants Involved in Cascade	146 Total cascade = 260 staff
No of schools/departments accredited as "Communication Friendly" or in process of being[7]	19
Increase in teacher subject knowledge, teaching methods and confidence in respect of teaching spoken language	115
Increased ability in teachers to differentiate language based tasks for children with speech, language and communication needs;	115
Increased attainment in language and literacy	Small gains -KS1,2, special sch. None evidenced at KS 3
Increased attainment in science	Small gains -KS1,2, special sch. None evidenced at KS 3
Primary schools, Special Schools AND departments across secondary schools equipped with the knowledge, skills and resources to support and develop children's communication;	2 primary schools, 1 Special school and 16 secondary school departments
Schools meeting standards to be accredited as "Communication friendly[8]	5
Primary, Special and secondary schools working together and supporting each other in a network in order to develop and share good practice;	5
Completed and evaluated trial of an evidence based cost effective approach for both secondary and primary schools which has to date only been evaluated in primary schools, resulting in a successful and	1

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[7] At the time of writing the report the 2 primary and 1 special school have been accredited as Communication Friendly Schools. The secondary school departments continue to supply the necessary evidence but have demonstrated an increased number of the necessary standards to gain accreditation compared to the start of the project.

[8] At the time of writing the report the 2 primary and 1 special school have been accredited as Communication Friendly Schools. The secondary school departments continue to supply the necessary evidence but have demonstrated an increased number of the necessary standards to gain accreditation compared to the start of the project.

accessible model for further roll out.	

7. Key Beneficiary Data

This section provides a breakdown of teacher and pupil sub-groups involved in the project.

7.1 Teacher Sub-Groups

The figure below (n=145) is the total number of qualified teachers who received Elklan training. This group includes teachers who received either direct or cascade training.
Key beneficiary data for these teachers in respect of length of time of teaching is only available for 57% of the sample (n = 83). Percentage Key stage data is available for the whole sample. This data was gathered through training registers. Training took place for the most part in throughout 2014.

Table 5 – Teachers benefitting from the programme

	No. teachers	% NQTs *(in their 1st year of teaching when they became involved)*	% Teaching 2 yrs *(in their 2nd and 3rd years of teaching when they became involved)*	% Teaching 3 yrs + *(teaching over 4 years when they became involved)*	% Primary (KS1 & 2)	% Secondary (KS3 - 5)
Project Total	146	10.8%	16.9%	72.2%	26.8% 2% worked across all stages	71%

7.1.2 Please provide written commentary on teacher sub-groups e.g. how this compares to the wider school context or benchmark
The project aimed to include all 180 teachers teaching across the 4 schools included in the project. Given that all of the teachers have been included there is no wider school context to consider. In relation to national London Averages, whilst it is possible to gain information about the workforce as a whole, the length of experience has not been set out. It is with caution that we consider that the sample is representative of the teaching population given the high percentage of teachers in this study qualified for more than three years in comparison to the low average number of Newly Qualified Teachers/Teachers in Training.

7.2 Pupil Sub-Groups (these should be pupils who directly benefit from teachers trained)

The number of pupils below are those who attend the 4 schools included in the project. They report total number of pupils for this academic year, September 2014-2015. These are higher in comparison to the proposed figures at the interim stage. This is because 1 school is newly opened and increases its capacity each year. It is correct to include these pupils, as they will have been taught in the current academic year by Teachers who received the

training. All data other data for pupils at these schools was gathered at the end of the project in August 2015.

Tables 6-7 – Pupil Sub-Groups benefitting from the programme

	No. pupils	% LAC	% FSM	% FSM last 6 yrs	% EAL	% SEN
Project Total At start of Project	*2,900*	*1.06*	*33.96*	*49.4*	*56.7*	*36.08*
School 1	796	-	43.7	70.1	68.4	29.7
School 2	123	0.01	26.8	26.8	49.1	100
School 3	1442	1.65	15.4	31.9	33.8	11.4
School 4	176	0	39.7	55.1	60.7	17
School 5	363	-	44.2	63.2	71.7	22.3

	No. Male pupils %	No. Female pupils %	% Lower attaining	% Middle attaining	% Higher attaining
Project Total	*67.3*	*43.48*	*38.2*	*42.18*	*19.6*
School 1	54.6	46.4	31	56	13
School 2	72.4	27.6	100	0	0
School 3	51.9	48.1	12	48	40
School 4	51.7	48.3	28.3	54	17.7
School 5	53	47	20	52.9	27.1

The participant group contained a high level of pupils who have English as a second language and special educational needs; the latter reflecting the geographical areas in which the schools are situated in relation to culture and ethnicity. One of the schools in the project was a special school, thus having 100% pupils with special education needs which increased the averages set out above.

7.2.1 The projects Pupil subgroup comprises all of the children attending the 5 schools involved; each child will have been taught by teachers who have received Elklan's Communication Training package. The data set out includes all children therefore there is no wider school context to consider.

	% Asian Indian	% Asian Pakistani	% Asian Bangladeshi	% Asian Any Other background	% Black Caribbean	% Black African	% Black Any Other Background	% Mixed White & Black Caribbean	% Mixed White & Black African	% Mixed White & Asian	% Mixed Any Other Background	% Chinese	% Any other ethnic group
Project Total	5.5	4.5	18	6	47	62	36	15.5	6	4	13.7	0	98
School 1	0	0	6	2	12	21	7	2.5	1	0	0.7	0	21
School 2	2	0	2	2	9	11	20	4	3	4	5	0	20
School 3	3	2	0	0	0	3	0	0	0	0	0	0	7
School 4	0	2	3	2	15	5	5	5	2	0	6	0	31
School 5	0.5	0.5	7	0	11	22	4	4	0	0	2	0	19

	% White British	% White Irish	% White Traveller of Irish heritage	% White Gypsy/Roma	% White Any Other Background
Project Total	81	2	0	0.5	58.5
School 1	3	1	0	0.5	17
School 2	9	0	0	0	4
School 3	49	1	0	0	16
School 4	6	0	0	0	10.5
School 5	14	0	0	0	11

The pupil beneficiary data shows that there was some variability in the ethnic backgrounds of the pupils which is not specifically set out in the categories above. For example in Lambeth there was a high level of Portuguese pupils. In Haringey across the two schools the predominant group was pupils of a Turkish ethnicity, whereas in Enfield almost 50% of it's pupils to have a White British ethnicity. The school in Hillingdon showed the most variability however because it was such a small school, with such a diverse pupil population covering almost all ethnic backgrounds.

8. Project Impact

8.1 Teacher Outcomes

Date teacher intervention started: 1st January 2014 (Pre training on-line surveys).
Training (intervention) commenced January 2014.

Table 5 – Teacher Outcomes: Teachers benefitting from the project

Target Outcome (Revised outcomes)	Research method/ data collection	Sample characteristics	Metric used	1st Return and date of collection	2nd Return and date of collection
1. Direct training of 38 Teachers.	*Delivery of training - accreditation registers*	*Whole sample included.*	*Definitive yes/no achievement scale used.*	*0*	*31*
2. Direct training of 38 Non-Qualified Teaching staff.	*Delivery of training - accreditation registers*	*Whole sample included.*	*Definitive yes/no achievement scale used.*	*0*	*35*
3. Cascade training provided to approximately 250 Teachers plus non-Teaching staff.	*Registers provided by schools denoting attendance at Cascade training sessions.*	*Whole sample included.*	*Definitive yes/no achievement scale used.*	*0*	*260*
4. 4. Inter School Networks.	*paper audit*	*One key contact from each of the 5 participating schools.* *All attending teachers signed an attendance register.*	*Sum.*	*0*	*5 persons attended the Network meeting which was facilitated by Elklan staff.*
5. Audit and accreditation of schools as 'Communication Friendly' 6. (Please see evaluation in Section 8.3)	*Gathering of Accreditation reports.*	*All 5 schools included.*	*Sum.*	*0*	*Number of schools and departments accredited at end of project July 2015 is 2 schools and 16 departments from secondary schools at*

					the Post training stage.
7. Increase in Teacher knowledge of communication and teaching methods re speech, language and communication and supporting pupils with SLCN.	*1. Pre and post on-line questionnaires.* *2. Direct observation of a sample of teachers using observational toolkit devised for this project.* *3. Staff Interviews*	*130 respondents with more than 30% responses (n=38)* *35 observations took place of 28 participants.* *36 participants*	*Mean score based upon a yes/no - correct/incorrect response system.*	*Mean score collected pre - training the beginning of the project Jan 2014* *Please see results below*	*Mean score collected post training and at the end of the project period July 2015.* *Please see results below.*
8. Increase in Teacher confidence re teaching spoken English.	*As above which also includes self rating scale for Teacher confidence.*	*As above*	*e.g. Mean score based on a 1-5 scale (1 – very confident, 2 – quite confident, 3 neither confident nor unconfident, 4 - quite unconfident, 5 – very unconfident)*	*Mean score collected at baseline stage Jan 2014* ***67%***	*Mean score collected at evaluation stage. July 2015* ***73%***
9. Increase in differentiation of language based tasks, by teachers, for pupils with speech, language and communication needs (SLCN)	*1. Direct observation of a sample of teachers using observational toolkit devised for this project.* *2.Analysis of lesson planning sheets of the lessons observed.* *3.Staff*	*As above* *participants from the 36 directly observed lessons.* *As above*	*Number of differentiated tasks observed.* *Evidence of differentiated tasks in lesson plan.* *Qualitative analysis of participants*	*Mean scores Collected at pre-training stage* ***6 (8)***	*Mean score collected at post training stage. July 2015* ***0 (10)***

	interview.		*responses during staff interview.*		
10. Increased use of appropriate teaching methods for spoken language	*1. Direct observation of a sample of teachers using observational toolkit devised for this project. .* *2.Staff interview.*	*As above* *As above*	*Number of differentiated tasks observed.* *Qualitative Analysis of participants responses during staff interview.* *Increased number of appropriate teaching methods from teaching and learning section of direct observation tool. (mean)*	*Mean score Collected at pre-training stage January 2014* *Please see results set out below.*	*Mean score collected at post training stage July 2015*

This section looks at the impact of the project for Teachers and Teaching Assistants. Our analysis examines the agreed evaluation goals above, which are the impact upon teacher knowledge, use of appropriate teaching methods, differentiation and confidence. **High percentage increases are found in areas of Teacher knowledge and use of appropriate teaching strategies. There is evidence of an increase in ability to differentiate, through the observational data collected. Confidence increased marginally,** however this outcome was affected by sample size.

An overview of the participants' sample is provided below**:**

Table 6 Overview of Participant Sample

Teachers			
Direct Training	**31**		
Cascade Training	**115** **Total Teachers = 146**		
Research Activity	**Pre**	**Post**	**Sample size %**
On line survey	**130**	**38**	29% (plan for 10% sample at post training stage)
Direct Observation Tool (n = 33 obs)	**15**	**18**	19.3% (nb. of which only 5

			teachers matched pre and post).
Interview (n = 33)	**15**	**18**	19.3%
Lesson Plans	**8**	**0**	19.3%
Teaching Assistants			
Teaching Assistants Direct Training	**35**		
Teaching Assistants Cascade Training	**74** **Total Teaching Assistants =109**		
Research Activity	**Pre**	**Post**	
On line survey	**130**	**38**	**29%**

The relevant personal characteristics of the overall Teaching Participants group have been set out in section 6 "Key Beneficiary Data."

Rationale for Selection of Participants

Prior to commencement of the project Elklan had gathered details of a number of schools, across London, who had expressed interest in developing a whole school approach to supporting speech, language and communication. Interest to date had been informal, through other training initiatives, conferences and networking events. Primary and secondary schools from this group were approached during the process of developing the LSEF proposal and given information regarding what participation would involve, first verbally and then in writing. By the time that the LSEF proposal was accepted for funding 2 primary and 1 secondary school had committed to it. The fourth school was secured shortly after funding was confirmed.
During the first 6 months of project delivery the special school discussed with Elklan the possibility of a similar approach and was in a position to be part of the proposal for additional funding.

The pupils within the project were not sampled, rather all of the pupils attending all of the schools were included in the project, as the impact was via the teaching they received. Academic attainment in English and Science for the whole school population was considered for the primary and special schools. For secondary schools the attainment of the whole of year 7 to 9 was considered at intervals throughout the project.

Teachers selected to attend direct training were those selected by each school and those who expressed an interest. Whole staff and departmental teams were invited to attend the cascade training so no prior sampling took place.

Teachers who were involved in the direct observations and interviews were randomly selected at the pre training and post training stages. A 10% sample of the teachers was planned for evaluation at the post training stage.

Teacher Knowledge and Use of Appropriate Teaching Methods

The following section sets out the impact of the project in the area of Teacher knowledge. It was found that knowledge of communication skills and use of appropriate teaching strategies had improved to a great extent between the pre and post training stages. This increase was found on both the direct observation measures and the on-line questionnaires. Results from the staff interview also support a positive impact.

Pre and post training observation of lessons examined three aspects in detail; the classroom environment, teaching and learning, and teacher's interactions with pupils. Each of these areas are specifically addressed during the Elklan training. The observation tool developed identified 30 communication skills/standards each of which requires knowledge and understanding in order for successful implementation.

The outcomes below represent the outcomes of the two groups, the groups were not of a matched pair design, thus a degree of caution needs to be applied to their interpretation owing to unknown bias and variables in the participants skills.

The results are set out below:

Table 7 Percentage Increase in Observable Communication Knowledge and Strategies

Aspect of Observation [9]	Pre-Training (n=15)	Post training (n=18)	% Increase in observable skills
Overall	62%	89%	**27%**
Classroom Environment **(6 skills)**	61%	91%	**30%**
Teaching and Learning **(8 skills)**	60%	92%	**32%**
Teacher Interaction **(16 skills)**	68%	90%	**22%**

 An increased level of knowledge and teaching strategies for SLCN was directly observable during the post training observations. **Percentage increase in knowledge and use of appropriate teaching and learning strategies ranged between 22 and 32%.**

The post- training observation sample comprised 18 participants. Of these 10 received the direct training and 8 received cascade training. No differences were observed between the skills observed in the group who received the cascade versus those who received direct training.

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[9] As stated above the skills are listed in appendix 2.

Table 8 Mean scores of Teachers based upon Direct versus Cascade Training Style received.

Aspect of Observation [10]	Direct n = 10 (Mean score)	Cascade n = 8 (Mean score)
Overall Mean	27	26
Classroom Environment (6 skills)	4.9	4.8
Teaching and Learning (8 skills)	7.5	7.12
Teacher Interaction (16 skills)	14.8	13.75

Five of the Teachers in the direct training sample were observed in both the pre and post observation group. They also made comparable improvements. Whilst this is a small sample size - these outcomes give further weight to the finding of positive impact of Elklan training for teachers in this area.

Table 9 Mean scores of Teachers based upon Direct versus Cascade Training Style received.

Aspect of Observation [11]	Pre n = 5 (Mean score)	Post n = 5 (Mean score)
Overall Mean	**14.6**	**27.4**
Classroom Environment (6 skills)	3.2	5.2
Teaching and Learning (8 skills)	5	7.6
Teacher Interaction (16 skills)	8.6	16.8

Although the sample size is small, it is evident that specific teachers have made considerable gains in their knowledge of communication and ability to use appropriate teaching strategies over the course of the project.

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[10] As stated above the skills are listed in appendix 3.
[11] As stated above the skills are listed in appendix 3.

A knowledge questionnaire was completed at the baseline stage - pre-training stage, and at the post training evaluation stage. The questionnaire contained a range of questions pertaining directly to the Elklan course content.

Table 10 of Pre and Post Training Outcomes concerning Teacher and Teaching Assistant Knowledge

Knowledge Questions [12]	Pre-training (% correct) (n = 131)	Post-training (% correct) (n=38)	Percentage Increase in Knowledge (% correct)
Identifying receptive of expressive process from an example. (17 closed response questions receptive/expressive)	75	75	**0**
Specific Knowledge (Definition of fluency)	10.7	15.7	**5**
Specific Knowledge (Processing speed)	46	94.7	**48.7**
Developing Interaction (13 questions)	66.7	71.2	**4.5**
Awareness of Blank Model of Questioning	1.5	97	**95.5**
Accurate identification of blank levels. (10 questions)	1.6	52.1	**50.5**
Awareness of Vocabulary Tiers	1.5	84	**82.5**
Accurate classification of vocabulary using the Tiers. (14 questions)	1.4	67	**65.6**
Awareness of "Mindmaps"	15	94	**79**
Accurate description of mindmaps	1	81.6	**80.6**

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[12] Full questions can be found in the questionnaire contained in Appendix 6).

Significant gains in knowledge regarding resources to assist differentiation were made. Knowledge of Mindmaps, Blank levels of questioning and Vocabulary tiers **increased in the range 79 to 95.5%**. The impact upon Teacher knowledge in these areas was measured by asking the Teachers to rate examples at the correct level, and to describe Mind maps accurately. Again large increases in the percentage of correct responses were made, thus demonstrating not only knowledge of the tool, but also its practical use.

An understanding of Teacher knowledge of communication and communication strategies was also gathered through Staff Interviews. Staff were asked to list a range of strategies which they would employ to develop pupils' communication skills. The Teachers were able to list, on average, 5 strategies which related directly to the Elklan training, For example:

- Use of mind maps
- Rephrasing questions
- Changing question depending upon ability
- Introducing new vocabulary
- Modelling correct language
- Extending ideas to a sentence
- Clarifying and checking for understanding
- Avoiding being abstract

Teacher Confidence

At the pre-training stage, Teacher's reported levels of confidence were at 67% with Teachers reporting higher levels of confidence in aspects of communication related to teaching, for example, "How confident do you feel in supporting children to work independently?" and "How confident do you feel in supporting children to remember tasks and instructions in the classroom?" Teachers reported less confidence in SLCN issues such as being able to describe the difference between 'speech,' 'language,' and 'communication,' and helping children who have speech sound difficulties.

At the post training stage the overall level of reported confidence was 73%. Teachers were asked to rate themselves on a scale of 1 to 5. The table below sets out the a positive impact of the training upon Teachers' self reported confidence levels.

Table 11 Comparison of Pre and Post Training Scores (Mean) for Self Rating Scale for Teachers concerning Confidence with SLCN

Confidence Self rating scale Question (Scale 1 to 5)	Pre-Training n=131	Post Training n=38
1. Describing difference between the terms speech, language and communication.	2.88	3.5
2. Identifying a child's non-verbal communication skills	2.93	2.75
3. Identifying children who have difficulty with SLCN	2.95	3.25
4. supporting a child's attention to task	3.12	3.5
5. Supporting children to work independently	3.36	3.75

6. Supporting children to remember task instructions in the classroom	3.35	3.5
7. Supporting children to understand and name new vocabulary	3.29	4
8. Helping children to understand instructions and conversation	3.32	3.75
9. that you are able to adapt/pitch your language to match the different abilities of children	3.32	3.75
10. Helping children to develop their talking skills?	3.01	4
11. Helping children to use their communication skills in a socially skilful way.	3.23	3.75
12. Helping children who have speech sound difficulties.	2.33	3.25
Overall mean rating:	**3.09**	**3.65**

Teacher confidence was able to be discussed quantitatively within the Staff Interviews. Staff were asked

- Do you have the knowledge you need to help you work effectively with these children?
- What if any further training do you need?
- Where would you go to find information about working effectively with this group of children?
- Do you need more help than this?

The results were positive, with 80% of Teaching staff reporting that they felt they had the knowledge they needed and that they knew where to go to find more help. They spoke of feeling confident about implementing their new knowledge, which is confirmed in the increased number of strategies observed at the post training stage. Overall Teachers reported that they did not need any more help at the current time, and most often reported that they would go to Inclusion and SENCo staff for further assistance.

Teacher differentiation of tasks to support communication

Differentiated tasks were frequently observed during the lesson observations. Staff demonstrated that they could differentiate tasks and their own interaction. In particular through the knowledge of each child's ability in relation to 'Blank level' of questioning.

Teachers were not able to supply, 'lesson plans' at the post-training stage, instead the Teachers relied upon devising 'powerpoint' presentations as a means of thinking through the overall structure of the lesson however this did not contain any relevant planning information. The gathering of lesson plans was not a useful tool in evaluating differentiation.

8.2 Pupil Outcomes

No direct intervention with pupils has been completed. Data gathering commenced January 2014.

Table 12 – Pupil Outcomes for pupils benefitting from the project

Target Outcome	Research method/	Sample characteristics	Metric used	1st Return and date	2nd and 3rd Return and

	data collection			*of collection*	*date of collection*
Increased pupil attainment in English (KS 1-4)	*Pupil assessment data (National curriculum levels for reading Writing Speaking and listening)*	*Whole school sample for 1 x primary school 1 x special school* *1 x Secondary school sample = 30%* *Over all sample = 27%*	*Percentage pupils achieving across an arbitrary benchmark over 3 years, with dispersion around the benchmark.* *Percentage pupils achieving their own projected attainment or above.*	*Percentage achievement* *Percentage achieved projected goals.* *Collected July 2013,.*	*July 2014, (October 2014 for 1 school)) and March 2015* *Please see results below.*
Increased pupil attainment in Science (KS 1-4)	*Pupil assessment data (National curriculum levels for reading Writing Speaking and listening)*	*Whole school sample for 1 x primary school 1 x special school* *1 x Secondary school sample = 30%* *Over all sample = 27%*	*Percentage pupils achieving across an arbitrary benchmark over 3 years, with dispersion around the benchmark.* *Percentage pupils achieving their own projected attainment or above.*	*Percentage achievement* *Percentage achieved projected goals.* *Collected July 2013, July 2014, October 2014 and March 2015.*	*July 2014, (October 2014 for 1 school)) and March 2015* *Please see results below.*

8.2.1

This section reports the impact of the Elklan training of Teaching staff upon the pupils they teach. The pupil's attainment for reading, writing, speaking and listening (special school) and science was collected at the pre, mid and post training stages. The outcome was that there was no significant measureable impact of the training upon pupil attainment at this stage, this may have been due to short timescale and other variables around teaching quality, pupil characteristics and goal- setting ability.

Table 13 - Pupil Sample Characteristics

Pupils	No. Participants	Sample size (%)
Overall Number of Pupils Impacted	3219 pupils impacted Pupil participants (for analysis) = 894	27.8%
School 1 - primary	322	100% - all pupils
School 2 - special school	138	100% - all pupils
School 3 - Secondary school	434 (KS 3)	30% of whole school.

The pupil attainment data has been gathered from 3 of the 5 participating schools. A significant level of attrition is acknowledged, although the participant group size remains at an appropriate size for analysis; the data needs to be considered within the context of being a small sample size in relation to the overall number of children who were impacted - 3219. Whole school/class samples have been used rather than a sampling strategy. There was an increase in pupil participants over the duration of the project. That is because two of the

school were new academies, increasing the number of year groups accepted into the school each September throughout the duration of the project.

No differences in pupil attainment are expected at this stage. The end of the project coincided with the end of the school term, therefore July 2015 data was not available. The most recent data available was March 2015 (Autumn 2014 for p-level data owing to changes in attainment recording introduced January 2015 rendering any data collected in 2015 incomparable with 2013). Cascade training processes in the secondary schools were only just complete in March 2015, therefore pupil's benefitting from new Teacher knowledge and strategies may only have done so in the past few weeks.

Data has been analysed in two ways. Firstly pupil's projected achievement in relation to the grade they achieved was examined. With the completion of the training, one might expect to see more pupils achieving their projected target as the quality of teaching improved. This system of analysis is reliant upon consistent and appropriate target setting by Teachers, which is a significant variable, as inconsistent or inappropriate target setting will cause bias. Secondly the data has been analysed using a benchmarking progress, that is, an arbitrary benchmark was selected - in this case national curriculum level 1a and 3a - the dispersion of scores around the benchmark was created for each year giving a trend across the three years of data 2013, 2014, 2015, with the aim of finding accelerated upward trends in data.

Table 14 - Percentage of Pupils Achieving above Benchmark over school years ending 2013 to 2015 within Special School - all pupils within P level range.

Special School n= 140	July 2013 (%)	July 2014 (%)	October 2015 (%)	Percentage gain (2013 - 2015)
Reading	32	32	43	**11** Yr 1 =0 Yr 2 =11
Writing	28	39	37	**9** Yr 1 = 10 Yr 2 =-2
Speaking and Listening	27	37	38	**11** Yr 1 = 11 Yr 2 = 1
Science	6	17	16	**10** Yr 1 = 11 Yr 2 = -1
% combined English and Science levels	23.25	31.25	33.5	

Within this very small sample of whole school data, pupil progress increased over the three years; a very slight upward trend can be observed. A positive impact of the Elklan Training would result in a significant upward/accelerated trend in 2014 however only small equal gains have been made which indicate consistency with overall learning. Gains of 10% (median) have been made across all four national curriculum subjects.

The same data was also collected for a whole primary school. The results are as follows:

Table 15 - Percentage of Pupils Achieving above Benchmark over school years ending 2013 to 2015 within one Primary School.

Primary school n= 322	July 2013 (%)	July 2014 (%)	March 2015 (%)	Percentage gain (2013 - 2015)

Reading	38	56	55	**18** Yr 1 = 18 Yr 2 = 1
Writing	35	49	50	**15** Yr 1 = 14 Yr 2 = 1
Science	41	51	52	**11** Yr 1 = 10 Yr 2 = 1
Sum of English and Science levels	38	52	52	

In contrast to the other schools in the project, the primary school had commenced and almost completed its cascade training via Inset days and twilight sessions by July 2014. Teachers cascade training took place on 2nd April 2014 and 6th June 2014 with one further session in October 2014. The percentage increase in children attaining more than the benchmark in these subject significantly increased between July 2013 and July 2014. The scores then reached a plateau in 2015.

There may be many reasons for this marked acceleration in progress between 2013 and 2014, including, for example, differing characteristics of the teachers and other training impacts however for this particular primary school there was undoubtedly a spotlight upon improving communication skills in the school academic year Sept 2013 - 14 that was driven by the Elklan training and its wider outcomes of becoming a "communication friendly" school. This school in particular assessed all of its pupils in respect of Blank levels and Vocabulary tiers and pooled budgets to commence separate teaching sessions for children with the highest level of communication (and other diagnosed) needs.

Graph to Show Upward Trend in Pupil Attainment for KS 1 and 2 within the First Year of the Project (July 2013 to July 2014).
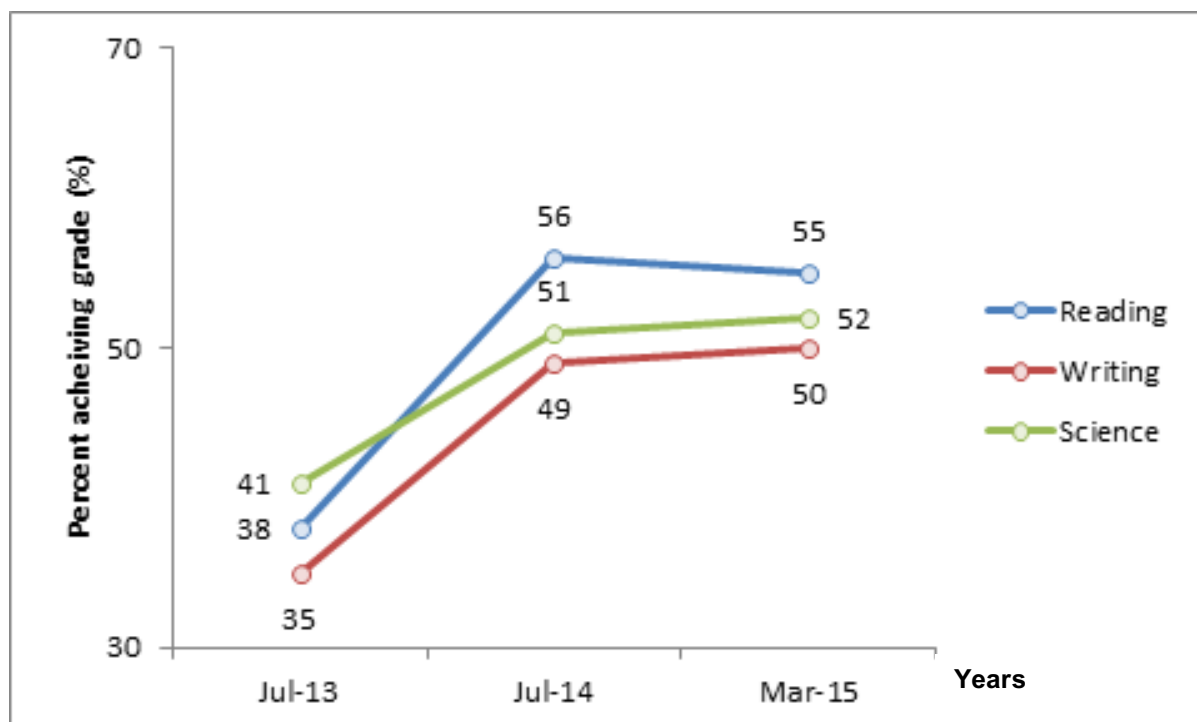
Table 16 Percentage of pupils in Year 7 and 9 Achieving or achieving above their projected National Curriculum level of attainment. (KS 3 - Secondary school).

	Year 7 (n = 225)		
National Curriculum Subjects	July 2013	July 2014	Easter 2015
Reading	95	71	64
Writing	95	71	68
Science	86	86	91
	Year 9 (n=209)		
Reading	38	33	27
Writing	38	46	20
Science	43	52	21
	Combined scores KS 3 (n=434)		
Reading	67	52	46
Writing	68	58	57
Science	65	69	57

The data for this sample shows a downward trend in the number of pupils achieving their projected levels in the selected curriculum areas over the last three years. There is no evidence to support a positive impact for this group of pupils as predicted. The cascade training had only just been completed in this school when the outcome data was collected.

8.3 Wider System Outcomes

Table 17 – Wider System Outcomes

Target Outcome	Research method/ data collection	Sample characteristics	*Metric*	1st Return and date of collection	2nd Return and date of collection
1. Primary and secondary schools working together and supporting each other in a network to share good practice - interschool networks in place.	*paper audit*	*One key contact from each of the 5 participating schools.* *All attending teachers signed an attendance register.*	*Sum.*		*5 persons attended the Network meeting which was facilitated by Elklan staff.*
2. Audit and accreditation of schools as 'Communication Friendly' (From Teacher Outcomes - but for purposes of results links with wider system outcomes above and below).	*Gathering of Accreditation reports.*	*All 5 schools included.*	*Sum.*		*Number of schools and departments accredited at end of project July 2015 is 2 schools and 16 departments from secondary schools at the Post training stage.*
3. Whole School Approach to the teaching of Spoken English	*Focus group*	*Random selection of pupils across all Key Stages 1 - 4. 6 focus groups of 39 pupils in total.*	*Average*		*Sum of strategies identified by pupils at Post training stage. July 2015 Please see table below.*

This section looks at the wider impact of the project. Our analysis leads on from the agreed evaluation goals above, examining the impact of the project upon schools as a whole. The outcomes are that the 2 primary and 1 special school have gained "Communication Friendly Accreditation."; whereas the two secondary schools have not yet gained this award they have supplied evidence demonstrating an increased number of the necessary standards have been achieved to date and accreditation is realistic within the current term. Qualitative

analysis shows that the schools are considering communication needs on both a whole school and individual level.

Working Together

A Network meeting (14.05.2015) was held as part of the project in order to facilitate introductions between key staff at each school who were responsible for co-ordinating and teaching children with SLCN. The meeting was positive in nature and gave a forum to discuss classroom management as well as Teacher's own understanding of supporting communication development. It also proved useful for sharing strategies and ideas. One representative from each of the 5 schools involved with the project attended as planned.

Audit and Accreditation

In addition to Teachers and Teaching Assistants receiving individual training, each of 2 primary schools, 1 special schools and 16 secondary school departments involved with the project undertook a wider piece of work surrounding the communication environment and culture of the school. The school as a whole was required to become accredited as being "Communication Friendly." The whole sample of 5 schools was included in this process.

The process of being awarded accreditation requires that, in addition to having trained staff, schools have to have successfully completed an audit covering areas of communication supportive policy and practice (Appendices 8 and 9):

- Having in place a communication policy
- Being able to evidence appropriate communication and interaction skills.
- Ensuring visual cues are in place.
- Having communication goals written in to curriculum policy.
- The teacher is able to give examples of different levels of questioning.
- School wide guidelines for communication with pupils with SLCN.

All of the schools took part in this process, with 3 of the 5 schools being highly motivated to achieve the status (two primary and one special school). These schools completed their audits and were accredited during the course of the project. Accreditation has not yet been completed for the other schools although progress is ongoing.

During the staff interviews of 28 trained Teaching staff, they were asked, "What is a communication-friendly school?" The answers to the question were analysed by frequency of occurrence of the main identified themes.

Table 18 Thematic Analysis of Teacher's Understanding of being a "Communication Friendly School." at the Post -Training Stage.

Theme	No. of Teachers raising the theme. (n = 18)
• Change to the environment to make it communication friendly (A whole school approach).	5
• Having a school wide policy/processes.	4
• Making use of visual cues	5

• Ensuring inclusion - effective communication for all (As a whole school).	4
• Access to learn (i.e. communication is not a barrier to learning) Making learning accessible, differentiation of tasks.	11
• Teacher's have personal skills needed as have been trained.	9

Whole School Emphasis on Strategies

In total 39 children attended one of 6 focus groups at the post training stage. The pupils were randomly selected from classes across Key stages 1 to 4. The focus groups included pupils with SLCN and other additional needs such as emotional and behaviour needs and Autism Spectrum Condition. Focus groups followed a format of questions introduced by the Researcher in order to facilitate discussion around the topic of communication. Elklan's Focus group proforma is included in Appendix 7.

Table 19 Sum of Strategies Reported within Pupil's in Focus Groups - Direct quotes from discussion.

In response to getting stuck? Pupil's answered: • Raise your hand • Come to you individually • Ask a friend, talk to the person next to you, • Teacher uses 'starters,' and they are always there on the board to help you start. • Thinking by ourselves. • Brain, book, board, buddy, boss. (sequence for problem solving at 1 school). • Teacher explains again.
In response to being asked about the use of visual aids? Pupil's identified: • using whiteboards, having a learning objective on the white board. • Giving lesson guidelines • worksheets • textbooks • Using signs and putting then around the room. • Put pictures on the whiteboard. Point with the pen on the whiteboard. • Video clips • A KS 2 pupil identified that pictures were used with people that need help. • We have pictures for our sounds that help us too. • Having a 'word bank' on the wall.
Are there some lessons you find it easier to learn in than others? Pupil's identified: • gestures, being engaging not boring, switching topics, using practical activities. • Teachers trying to build our vocabulary rather than using words we don't know. • Using humour • When the teacher uses clapping to get our attention, when we do a 'sssh' ocean wave around the room. • If you've finished put your thumb up. If you see the stop sign, it means hands down, be quiet. • Pupils in all groups described experiential learning.
In response to what did the teacher do to get you to understand? Pupil's identified: • When the teacher is directly looking at us. • Have a discussion on the mat.

• Have key vocabulary on the white board • Do examples • Write a plan to follow • A KS 4 pupil talked about having a "starter task - pre-learning task and a plenary session." • Demonstration • Teacher's say "do you understand it?" • He told us, he made it interesting, explained it slowly to make sure we understood.	

Pupil's identification of strategies was insightful. Pupils in all mainstream schools were able to reflect upon how they are taught. They identified strategies taught within Elklan's training. In particular the primary school pupils were very clear about teachers using visual aids and other, auditory, strategies to help them remain focussed. Similarly the primary schools pupils had more ideas about being 'helped to understand.' At the secondary stage pupils spoke about their concerns for learning separate to this project and needed more facilitation to think of teacher strategies.

8.4 Impact Timelines

The timeline of the project was as follows:

Table 20 - Project Timeline

Project Start	1st October 2013
Gathering of Pre-training (baseline) data • On line knowledge questionnaire • Initial direct observations and interviews, focus groups • Gathering of attainment data	October 2013 to January 2014
Direct training - Intervention	March 2014
Cascade training	March 2014 to March 2015
"Communication friendly" school accreditation	September 2015
Inter-school network meeting	14th May 2015
Post training (Evaluation) • On line knowledge questionnaire • Initial direct observations and interviews • Gathering of attainment data	April and May 2015
Analysis and report writing time.	August and September 2015

The impact of the training for teachers is immediate. The training provides strategies and knowledge, which can be implemented without delay; there is no reason to expect delay other than time to process and plan lessons in different ways and time for new skills to embed themselves. Teacher impact was therefore expected directly after the direct training period. The project itself did not assess the speed of impact rather the lasting impact a year after the direct training was received and after a programme of Cascade training had been completed.

According to each school's programme of Cascade training, impact for Teachers would have occurred once the training was complete at any time during that year. The impact for teachers was observed during the post-training evaluation stage of the project, and a

significant impact upon Teacher knowledge and use of appropriate teaching strategies was observed.

The impact for pupils in this project is as a consequence of the training that Teacher's receive. Pupils did not receive any direct intervention, rather the aim was for the pupil's to be indirectly impacted by the increase in communicative quality of the teaching they received. Pupil impact would therefore have commenced as soon as their Teachers had received the training. This project did not measure the speed of impact, and considered only pupil's educational attainment throughout the process; key times were July 2013, July 2014, Autumn 2014 and March 2015. Little pupil impact has been seen owing to staff cascade training and dates of data collection being very close together. One primary school showed significant percentage increase in attainment for academic year 2013-2014 when they intensively completed all direct and cascade training. There are so many variables that could influence this increase however the school's focus on communication training together with the communication friendly school accreditation focussing on process, and whole school approach is one factor affecting increased attainment across the school.

As part of the project, and once the Teacher direct intervention was completed, it was expected that schools would work towards an overall accreditation, by apt awards, which accredited the school as being a, "communication friendly" school. The accreditation process has a number of standards, for which a key contact for the project at each school was asked to complete a self evaluation and an Elklan professional came to assess. Accreditation was completed by 3 of the 5 schools in the project and the impact of it was observed at the time of the accreditation. An Inter school network meeting took place on 15th May 2015, the impact of putting schools in touch was observed first hand, and was, as expected, a useful peer supportive process.

Elklan expects a long term impact of the training which has changed working practise for teachers, giving them effective teaching approaches and strategies for communication support that the Teachers have themselves valued. The wider impact has also changed whole school culture for the schools involved. It has focussed them upon communication, and therefore reduced the challenge faced by some Teachers who had few skills with this cohort of children. The value teachers placed on the training means that it is hoped there will be a considerable on-going impact for both the children who receive teaching in a way that they can understand, differentiated to their level, and the teachers who can teach more effectively. It is hoped that each of the schools involved will continue inter-school meetings regarding communication. Each school's "communication -friendly" schools accreditation will be reviewed periodically and it is expected, maintained.

9. Reflection on overall project impact

The results above set out that, in particular, outcomes were achieved for Teachers. Teachers made gains in their personal interaction and teaching methods across the pre and post-training period. They also demonstrated increased ability to set up a communication friendly classroom environment. Teachers' percentage gain was 22% to 32% improvement. Improvement was consistent across the three areas and was seemingly unaffected by the provision of direct or cascade level of training. This is important and demonstrates that the cascade model is a viable and robust model for effective training delivery. Caution must be applied to the interpretation of these results as the overall project was not of a matched pairs design, and whilst a random selection process was used to select teachers in the pre and post training stages, there will be other variables that could have positively affected Teacher performance.

Teacher's confidence as rated by themselves was initially highest for aspects of communication that related to teaching. Confidence ratings overall have not shown

significant increases, however this may is due to the smaller sample size at the post training stage. Gains were made, particularly in the areas relating to SLCN, for example confidence in supporting children with speech sound difficulties, which is an area in which Teachers would have received little training within the context of their of careers unless they had received SLCN training previously, which very few reported.

Teachers were observed to differentiate tasks to children with SLCN and other additional needs such as pupils with Autism Spectrum Condition and attention and listening difficulties. Teachers were observed to hand out differentiated work sheets and also to interact at different levels with pupils. In particular one primary school had assessed all of the children in the school in relation to the Blank level of questioning, and this was incorporated into readily accessible information about the pupils. Teachers and Teaching Assistants were able to demonstrate how to change a question for each level with ease. It was hoped that increased differentiation would be seen in teacher's lesson plans. Unfortunately at the post training stage, only power point/white board presentations devised for the lessons were available. This did not give an indication of the planned differentiation that took place in the lesson, and only referred to the whole group teaching elements of the lesson. It was therefore not possible to gain evidence from this research activity.

All of the teacher outcomes were triangulated, using two to three research activities to gather data on the four main outcomes, teacher knowledge, teacher confidence, teacher's use of appropriate teaching methods and differentiation. Staff interviews demonstrated that teachers could talk confidently about SLCN and about the strategies they implemented in order to help both the class as a whole and particular children. The strategies are directly related to those taught in the training, such as the use of Blank questions, mind maps, key vocabulary and avoiding abstract language.

A Theory of change model was devised at the outset. It demonstrates clear expected impact for teachers as a result of receiving communication training. It is logical in its assumption that increasing aspects of teacher competence will have a positive effect upon pupil attainment; tailored, individualised accessible teaching *should* positively affect pupil attainment. It would be advantageous to draw those conclusions from this set of data per se. Pupil attainment has increased for the small sample analysed however that is expected as an overall consequence of teaching. For one school it was found that there was particular acceleration of attainment coinciding with an intense delivery of direct and cascade training at that time. It may be that pupil impact takes longer to occur, and it would be in the next academic year that whole school spoken English strategy, communication friendly accreditation together with Teacher impact, will have an impact upon attainment. Some cascade programmes only finished at Easter, and that is when the final data set was taken, so there was very little time for 'rate of learning change' to have taken place. Wider outcomes of the training included a whole school focus on communication through accreditation processes, this was achieved by all schools.

Overall the project demonstrates that a direct and cascade model of communication training for teachers and teaching assistants such as this one, devised and delivered by Elklan, has a number of positive impacts for teaching staff, and with some caution from this data set, for pupil's themselves. The project model (theory of change) for the project was validated and there is sufficient evidence that replication and further role out of the model will bring further benefit within the education system.

10. *Value for Money*

10.1 Apportionment of the costs across the activity

Broad type of activity	Estimated % project activity	£ Estimated cost, including in kind
Producing/Disseminating Materials/Resources	0	0
Teacher CPD (face to face/online etc)	57	56,997.17
Events/Networks for Teachers	5	4999.75
Teacher 1:1 support	15	14,999.25
Events/Networks for Pupils	8	7,999.60
Reporting, publicity etc	15	14,999.25
TOTAL	100%	£99,995.03

The vast majority of expenditure has been incurred, appropriately, as a direct result of implementing and evaluating the programme. Reporting requirements have, in our view, been excessive and might have been more appropriate if the report format required by LSEF was directly useful for publicity and marketing purposes, thus reducing replication.

10.2 Commentary of value for money

The programme impacted on 5 schools, potentially reaching all staff and all 3,219 pupils.

Direct training was completed with some 31 teachers and 35 teaching assistants (target outcomes 38 and 38) who cascaded training to a further 260 staff (target outcomes: 250); including 115 teachers.
The evaluation has shown significant increase in knowledge, skills and confidence amongst the teachers involved in the target areas and, crucially has also shown that there have been changes in practice amongst these teachers after training.
No significant differences in these positive outcomes for teachers (knowledge, skills, confidence and changes in practice) were found between the group of teachers who received direct training and those who received the cascaded training,

Use of a training cascade makes training accessible to whole school staff groups, facilitating whole system or whole school change as has been measured through this project.

Cascade training is also considerably cheaper than direct training; the costs in this project have included those associated with it being a time limited and evaluated trial. For rollout purposes accredited professional development and support to achieve Communication friendly School status can be provided more economically.

As a result of this project Elklan is able to supply all tutors, materials, support, audit and accreditation (of learners and the school) for a price of £1,775 per primary school. This includes direct or indirect training of ALL school staff. This compares extremely favourably with direct training, to comparable training outcomes, of individuals by Elklan and other organisations in the field of supporting speech, language and communication with training for each individual typically costing £300-£600 per day.

11. Reflection on project delivery

11.1 Key Enablers and Barriers to Achievement

Overall the delivery of the project followed the plans made, and in spite of a level of attrition, an adequate data set was gathered. Direct activities were the most successful; those activities that were directly led by Elklan, for example the direct training sessions and direct observations, interviews and focus groups hosted by the 5 schools. The development of the Observation tool to match the Elklan training provided assisted to focus Teacher observations.

Indirect activities; those that were organised and implemented by the schools themselves such as the gathering of data from schools, and the implementation of the cascade training programme were less consistently implemented in a timely manner. One school had only just completed their cascade in Easter 2015 through a series of departmental meetings, whereas other schools had completed it across two inset days; the acquisition of staff attendance data was made simpler when schools spent focussed allocated time on the cascade.

The project was most successful when Schools valued the topic and could see the value in overcoming a large difficulty for the school. It was also helpful when the School's Senior management team were motivated and prioritised the training thus putting an emphasis upon communication as a priority for the school. This priority was observed to have a positive effect upon Teacher motivation to acquire new skills and to cascade them in a timely manner. Having the schools agreement and commitment in advance of the project starting ensured that once unavoidable delays were overcome, all schools were ready to start. Having Elklan trainers identified in advance ensured that the project was mobilised quickly.

It was helpful to have agreement for the sharing of the costs between the school and project for the release of teachers from their classes to receive training from Elklan. This enabled the direct and cascade training sessions to take place in a timely way and without unnecessary delay. Release was also agreed for Network Meetings, for the audit of schools and supplying data.

The data set required enlarged as the requirements of the LSEF/Project Oracle became clear and the Theory of Change and Evaluation Framework were developed. The data required was therefore greater than participating schools had been lead to expect or than was budgeted for. The acquisition of data in particular has been entirely dependent upon the motivation of school staff. The project end time fell during the public exam period and this meant that some schools were unable to prioritise the post training phase of research activity due to the pressures that exams put on their own work routines. Repeated asking for participants to re-take the on-line questionnaire did not result in a significant increase in post intervention responses. Consideration has been given to how schools are funded in the future, and whether grants should be received once all relevant data has been returned. Lessons have been learnt in terms of maintaining a large sample size for rigorous analysis which was not possible in this project, although the participant groups are sufficient form the analysis completed.

The factors which affected Teacher knowledge of communication were:
• Genuine desire to learn and to apply new learning to identified individuals in their classes.
• Motivation and commitment expressed by Senior Management Team at School.
• Time given to receive direct training and INSET day time given to cascade the training session to peers.

- Time given to staff to develop School Audit processes.

11.2 Management and Delivery Processes

The cascade model of delivery was successful and built teacher knowledge in communication. It was effective in maximising the reach of the project meaning that investment in direct training of a few had far reaching effects for schools and staff teams. There was little effect between Teacher knowledge between received direct and cascade training; this suggests that a cascade model of training is valid and a successful means of reaching whole staff teams whilst keeping costs low.

Baseline data on teacher's knowledge skills and confidence was collected using a questionnaire available on line. This enabled staff to complete it at a time convenient to them, which was positive and particularly assisting in gathering the baseline data.

11.3 Future Sustainability and Forward Planning

The project could have further developed inter school links and network meetings and there would have been further benefit for the overall data and project delivery if a 'cascade plan' was in place. That is, if schools had submitted a plan of how they would cascade the training. This project found that when school's set aside designated INSET day training time; the training was given more emphasis and the cascade occurred within a shorter timeframe.

Those activities, within this project, which are undertaken within schools and according to their own internal planning, such as the delivery of the cascade and the instigation of network opportunities with other schools, are considered to be more likely to be prioritised by school managers where they have made a greater investment in the programme, through for example, fully funding it.

For future projects, the way in which the impact for pupils is measured requires further thought. Whilst the gathering of educational attainment was useful, the number of variables impacting upon a pupil's learning number too many to be sure that any increase in learning is directly attributable to Teacher training.

Elklan's Communication Friendly School's package is available for schools to purchase. Further funding is being sought to further prove the efficacy of Elklan's training upon pupil attainment and teacher knowledge.

Adaptations of the package for further groups of of children are also in hand. Funding has been secured, under the 2014 Department of Education Voluntary and Community Sector Grant Scheme, for implementation and evaluation of a "Communication Friendly Settings" package for early years settings and is being sought from elsewhere for the implementation of a programme of particular value to pupils with English as an additional language.

12. Final Report Conclusion

The following section sets out the overall and final conclusions of the project. The project has had a positive impact for teachers and whole school environments in particular. It has enabled 326 Teachers and Teaching Assistants to receive communication training in a manner that is cost effective; using a cascade model. It demonstrates that the "theory of change" developed for the project is accurate, and offers a good model for creating communication change. There is a positive measurable impact for Teachers and Schools in completing this training via this model. The analysis of data gathered demonstrates that the training model is both successful and accessible and suitable for further roll out.

Key findings for assessment of project impact

<u>The outcomes of the project which were fully achieved included</u>:

- *Cascade training provided to approximately 250 (original target 180) Teachers plus non-Teaching staff.*

Whilst only 115 teachers were able to fully complete the cascaded training arranged for them, the overall number of people that received cascade training totalled 260, more staff members than were planned and expected. The evidence gathered also suggests that a much greater number of staff went to one or two of the cascade sessions but did not complete them all therefore they could not be counted as participants of this study. Where the Senior Management Team were active and created high expectations around the cascade training by formalising it's delivery into twilight sessions or inset days staff attended. Those sessions informally delivered through departmental meetings suffered a high degree of irregular and non-attendance. There is potential to reach a far greater number of Teachers and Teaching Assistants than demonstrated in this study. The evidence suggests no loss of quality of information for Teacher's receiving the cascade model of training; the direct training they received was detailed enough to ensure Teacher's could accurately pass the training on.

- *Increase in Teacher knowledge of communication and teaching methods re speech, language and communication and supporting pupils with SLCN.*
- *Increased use of appropriate teaching methods for spoken language.*
- *Increase in Teacher confidence re teaching spoken English*.

Teacher knowledge, confidence and acquisition of appropriate teaching strategies was successful. The percentage increase in these areas was significant. This was particularly evident through the direct observation data, where all aspects of communication practise increased between the pre and post training stages. There is evidence that the training Elklan provides has a positive impact for teachers and the way in which they communicate with pupils who do and do not have additional SLCN/learning needs. Teacher interaction was underpinned by greater knowledge of Blank model of questioning, and use of vocabulary classification, as well as the use of Key vocabulary, and Mind maps. There was also evidence of positive change to Teacher's personal interaction skills.

- *Primary and secondary schools working together and supporting each other in a network to share good practice - interschool networks in place.*

Introductions were facilitated between the 5 participating schools via an inter school network meeting. This created an opportunity for key school staff to talk the topic of communication, and for peer support to take place in terms of talking about children who present teachers with a challenge in their school. Inter school networks concerning communication such as this are not commonplace; this meeting has only occurred as a consequence of the project. It is hoped the network meeting will continue as a forum for the schools to share their concerns. The positive and supportive nature of the meeting suggests that many more key school staff would benefit from their creation.

- *Audit and accreditation of schools as 'Communication Friendly.'*
- *Whole School Approach to the teaching of Spoken English*

5 schools reached accreditation standards as a result of this project, although only 3 attained the award during the project lifetime, which means that 5 schools put a 'whole school'

environment and cultural focus upon communication including having an agreed strategy for communication and teaching spoken English now embedded in the school's policies, processes and practise, this is a positive step for all of 3219 pupils who attend the 5 schools.

The outcomes which were not achieved or partially achieved:

- *Direct training of 38 Teachers and 38 Non-Teachers*

Less staff than planned took up the accredited Elklan training, however, targets for the reach of cascade training were exceeded, resulting in total reach above target levels.

The outcomes for which there was too little evidence to suggest whether they were achieved or not:

- *Increased attainment for pupils in English (Key Stage 1 to 4)*
- *Increased attainment for pupils in Science (Key stage 1 to 4).*

Significantly small sample sizes affected ability to attribute changes in pupil attainment to Elklan's intervention, however some accelerated upward trends in attainment for science, reading and writing, at KS 1 and 2 coincided with an intense period of direct and cascade training in that particular school. There was no positive trend for pupils achieving their own projected grades at Key Stage 3. Some increased attainment was found in the special school attainment data but this was suggestive of effective learning rather than a specific pupil impact.

- *Increase in differentiation of language based tasks, by teachers, for pupils with speech, language and communication needs (SLCN).*

Differentiation is a message central to the training that Elklan deliver. At staff interviews, during informal discussion and during direct observation, differentiation was observed at an interactive level, in tasks and in worksheets. Teachers were clear that they could differentiate between different Blank levels and ask questions of an accurate level of the pupils they taught. Unfortunately, Teachers did not use lesson plans to assist their lessons in the manner anticipated. They used their white board powerpoint slides to plan, and this did not evidence differentiation. Significant gains in knowledge regarding resources to assist differentiation were however made. Knowledge of Mindmaps, Blank levels of questioning and Vocabulary tiers increased in the range 79 to 95.5%.

Recommendations for the future

Project management and delivery

There was limited lead in time for the project, which was not initially considered to be detrimental to outcomes. However, reflection on the process and impact has lead to the following recommendations for future implementation:
- Greater detail and an increased number of milestones within initial agreements with participating schools, such that implementation progress is conditional upon schools achieving milestones in respect of training, networking and, if applicable, evaluation.
- Extension of set up period to include firm planning of cascade training, development of school audit processes, and inter-school network meetings, with dates.

Within the set up period it is recommended that:

- Timing of training delivery and data collection (if any) is planned to accommodate pressure points in the school year, specifically public examinations and term ends.
- Consideration to be given to a higher level of financial contribution from schools to increase their "investment" in and commitment to the programme.

All schools experienced some slippage against plan during the project implementation. This was not always immediately evident to the Project Manager, operating remotely. In future this could be aided by giving the Elklan Tutors, providing the direct training, some responsibility for managing implementation at local level.

Not all participants attended all training sessions, direct or cascade. Making available Elklan's e-learning environment to those teachers who missed sessions and requiring them to utilise this to obtain certificates of completion for the courses would increase the opportunities for participants to gain maximum benefit from the training.

Evaluation

Whilst the evaluation undertaken showed positive impact it could be made more robust in future by:
- The inclusion of a control group.
- Extending the time period post training and school audit prior to taking measures of pupil attainment.
- Obtaining firm commitments, at the outset, for schools to gather attainment data, and for this data to be gathered in a consistent format throughout, regardless in changes in national requirements.
- Increasing sample sizes of both teachers and pupils to allow for attrition.
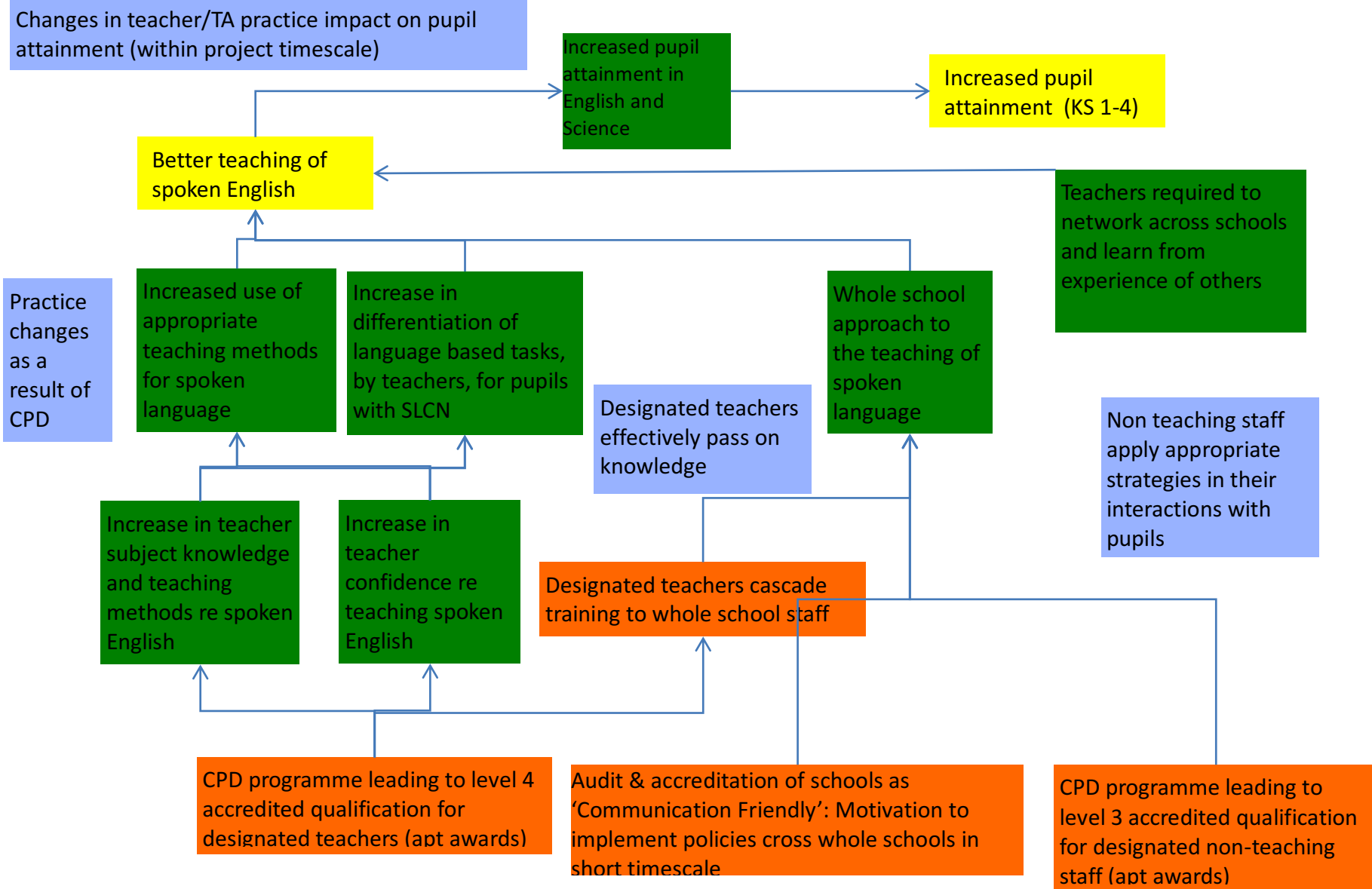
Forward Planning

This project has demonstrated that Elklan's Communication Friendly Schools Programme has a positive impact on teacher knowledge, confidence, use of appropriate teaching strategies and task differentiation in the area of support for speech, language and communication. To a lesser extent it has also demonstrated impact on pupils.

The model utilised within the programme involved cascade training to whole school or department staff groups by small numbers of staff directly trained by Elklan. The results of evaluation show that the cascade was effective in producing comparable outcomes for teachers relative to direct training, whilst being considerably less costly and more accessible.

Elklan therefore recommends that the Programme is made available to schools more widely across England, on a commercial basis, in order to improve the quality of support fro speech, language and communication.

APPENDIX 1: Project model - Theory of Change

Changes in teacher/TA practice impact on pupil attainment (within project timescale)

Increased pupil attainment in English and Science

Increased pupil attainment (KS 1-4)

Better teaching of spoken English

Teachers required to network across schools and learn from experience of others

Practice changes as a result of CPD

Increased use of appropriate teaching methods for spoken language

Increase in differentiation of language based tasks, by teachers, for pupils with SLCN

Whole school approach to the teaching of spoken language

Designated teachers effectively pass on knowledge

Non teaching staff apply appropriate strategies in their interactions with pupils

Increase in teacher subject knowledge and teaching methods re spoken English

Increase in teacher confidence re teaching spoken English

Designated teachers cascade training to whole school staff

CPD programme leading to level 4 accredited qualification for designated teachers (apt awards)

Audit & accreditation of schools as 'Communication Friendly': Motivation to implement policies cross whole schools in short timescale

CPD programme leading to level 3 accredited qualification for designated non-teaching staff (apt awards)

APPENDIX 2: Evaluation plan -Evaluation Framework

Outputs	Indicators of Outputs	Baseline data collection	Impact data collection
Heads/Senior leadership teams agree implementation of project with Elklan (4 schools)	• No. of primary and secondary schools who have agreed details of implementation with Elklan	• November 2013: numbers and names of schools, participating years/depts.	• Disengagement date and reason as it happens • Number of schools completing programme
Direct training of 36 teachers (Revised outcome 38)	• No. of teachers who have attended training • No. of teachers who have achieved a level 4 accredited qualification	• December 2013: Names and numbers of teachers identified for programme	• Register for all training sessions (Jan-Oct 2014) (tutors) • Accreditation and award records (December 2014)
Direct training of 36 TAs (Revised outcome 38)	• No. of TAs who have attended training • No. of TAs who have achieved a level 3 accredited qualification	• December 2013: Names and numbers of TAs identified for programme •	• Register for all training sessions (Jan-March 2014) (tutors) • Accreditation and award records (May 2014)
Cascade training to approximately 180 teachers plus non-teaching staff (Revised outcome 250)	• No of teachers who have attended training • No of non-teaching staff who have attended training	--	Register for all training sessions (January-May 2014)
Inter school networks	• Meetings held between staff of different schools focusing on spoken English	--	• Registers: No. of teachers who have attended meetings • Register: No of meetings
Audit and accreditation of schools as 'Communication Friendly'	• No of schools accredited as 'Communication Friendly'	• Accreditation records, December 2013	• Accreditation records, March 2015

Sub Groups Data (expressed as a % of the whole group) will be collected allowing analysis by sub groups: • NQTs • 3 years + • Primary/ secondary • +/- English specialist • Direct or cascaded training • Level of previous training in SLCN • School **Churn** Each teacher to be given a unique teacher identifier, data collected: • Engagement date • Disengagement date • Disengagement reason	Increase in teacher subject knowledge and teaching methods re speech, language and communication and supporting pupils with SLCN	• Increased teacher scores in subject knowledge (course content) on teacher test (tests to be provided to all teachers receiving direct training and sample of teachers receiving cascaded training) • Increased teacher subject knowledge (course content) on teacher interviews	• Tests administered and scores collected December 2013: Sampling will cover all subgroups of teachers and be at minimum 10% level (ask for 20% at baseline) • Sample of teachers have structured interview	• Tests administered and scores collected December 2014 (Data regarding other training attended, outside programme, also collected) • Sample of teachers have structured interview
	Increase in teacher confidence re teaching spoken English	Increased confidence scores for teachers on self rating scale (scales to be completed by all teachers receiving direct training and sample of teachers receiving cascaded training)	Scales administered and scores collected December 2013. Sampling will cover all subgroups of teachers and be at minimum 10% level (ask for 20% at baseline)	Scales administered and scores collected December 2014
	Increase in differentiation of language based tasks, by teachers, for pupils with speech, language and communication needs (SLCN)	• Increased teacher scores for differentiation and speech, language and communication support from observation in classroom • Increased evidence of differentiation and speech, language and communication support from teacher planning sheets	• Observations undertaken and analysed, December 2013 (Sampling to cover all subgroups of teachers, direct training and cascaded and 4 schools) • Planning sheets analysed December 2013 (sampling as observations)	• Observations undertaken and analysed, December 2014. (Sampling as baseline) • Planning sheets analysed December 2014 (sampling as baseline)
	Increased use of appropriate teaching methods for spoken	Increased teacher scores for appropriate teaching methods from observation in classroom	Observations undertaken and analysed, December 2013 (combined with	Observations undertaken and analysed, December 2014 (combined with observations above)

	language	(observations to be undertaken on sample of direct training and cascade training groups)	observations above)	
Pupil Outcomes Sub Groups Data to be collected to allow data analysis by subgroup: • LAC continuously for 6 months+ • FSM • FSM at any time during last 6 years* • Disadvantaged pupils • EAL • Gender • Ethnicity • Statement of SEN or supported at School Action Plus • Started respective Key Stage below expected level, at expected level, above expected level • Identified as having speech, language and communication need by school or other. **Churn** Each pupil to be given a unique pupil identifier,	Increased pupil attainment in English (KS 1-4)	Pupils make greater than predicted progress in English	• Current attainment and predicted attainment in English for all pupils December 2013, and termly thereafter. Pupils to have unique pupil identifier, and data collected, to allow analysis by subgroups. • Trend data for previous years (3 years where available)	Actual progress of all pupils July 2014 and July 2015 • Churn data collected
	Increased attainment in other subjects	Pupils make greater than forecast progress in science	• Current attainment and predicted attainment in science for all pupils December 2013, and termly thereafter. Pupils to have unique pupil identifier, and data collected, to allow analysis by subgroups. • Trend data for previous years (3 years where available)	Actual progress of all pupils July 2014 and July 2015

data collected: • Engagement date • Disengagement date • Disengagement reason				
School System / 'Culture Change' Outcomes	Whole school approach to the teaching of spoken language	• Audit and accreditation of schools as 'Communication Friendly', includes policy and practice • Pupils perceive that their spoken English is supported	• Accreditation records, December 2013 • Focus groups for each key stage for each school (To include unique pupil identifiers to allow analysis by subgroup).	• Accreditation records, March 2015 • Focus groups for each key stage for each school (To include unique pupil identifiers to allow analysis by subgroup).
	Primary and secondary schools working together and supporting each other in a network to share good practice	Meetings held between staff of different schools focusing on spoken speech, language and communication/SLCN	Teachers at first meeting after Dec 13 asked about meetings in previous year	• Registers: No. of teachers who have attended meetings • Register: No of meetings • Subjects discussed at meetings

APPENDIX 3: Direct Observation Tool

Name	School	Keystage and lesson observed
Department (Secondary school)	Date of completion of observation/interview:	Personal number.
Role in the school.	Which Elklan course will you be attending? *Delete as appropriate:* - Speech & Language Support for 11-16s (TA's – Step 1) - Speech & Language Support for Communication Friendly Schools (2 teachers per department – Step 2) - Communication Counts (all remaining staff – Step 3)	Pease tick any of the following which applies. - NQT 3 years plus experience - Primary teacher - Secondary teacher - English specialist

	Standard	Y/N	Comments
	Classroom environment		
1.	Pupils are given a visual support to enable them to orientate themselves to the lesson they are in. For example, visual timetable in Primary and labelled doors or colour coding in Secondary.		
2.	Classroom environment demonstrates that visual supports are used with some students.		
3.	Topic specific vocabulary is clearly displayed in classroom in words and/or pictures.		
4.	Background noise levels are managed consistently throughout the observation, and pupils and adults are able to hear one another with ease.		
5.	Are sound field systems used?		
6.	The majority of learning resources and materials are labeled with pictures/words where appropriate.		

	Standard	Y/N	Comments
	Learning and Teaching		
7.	Pupils are shown what to do at the same time as being told. For example, modelling, and a range of visual materials are used including diagrams, charts, bullet points, icons and Mind Maps may be used.		
8.	Small group work facilitated by an adult when required to scaffold learning.		
9.	Adults cue children in to learning tasks by using their names.		
10.	Intentional natural gestures and/or some key word signing is used to facilitate understanding and learning.		
11.	Adults **make use** of symbols, pictures props (real objects), and/or written word to reinforce language.		
12.	Adult provides appropriate specific verbal feedback including praise.		
13.	Pupils are encouraged to seek clarification and ask questions.		
14.	Pupils do seek clarification and ask questions when they don't understand.		
	Interaction		
15.	Pupils have opportunities to engage in constructive two-way interactions during the lessons with adults.		
16.	Pupils have opportunities to engage in constructive two-way interactions during the lessons with peers		
17.	Small group work facilitated by an adult when required to scaffold interaction.		
18.	Pausing: Adult pauses expectantly and frequently during interactions with pupils to encourage their turn-taking and active participation		
19.	Confirming: Adult responds to the majority of pupil utterances by confirming understanding of the pupil's intentions. Adult does not ignore pupil's communicative bids (Nonverbal cues as well as verbal may be used to acknowledge this).		
20.	Pacing: Adult gives pupils plenty of time to respond and take		

	Standard	Y/N	Comments
	turns in interacting with them.		
21.	Commenting: Adult comments on what is happening or what pupils are doing.		
22.	Extending: Adult repeats what pupil says and adds a small amount of syntactic or semantic information		
23.	Open questioning: Adult asks a range of open-ended questions throughout the lesson that extend pupils' thinking (what, where, when, how or why questions).		
24.	Repeating: Adult repeats what pupil says so he hears good example.		
25.	Adult provides pupils with choices		
26.	Adult makes their voice sound interesting		
27.	Adult limits the number of questions to approximately 1:4 utterances. (Possibly observe when one question is asked and then count the number of subsequent utterances until the next question is asked).		
28.	Adults rephrase ambiguous sentences when pupils have not understood.		
29.	Adults rephrase or explain idioms when pupils have not understood.		
30.	Pupils' understanding is checked by asking for feedback		

APPENDIX 4: Staff Interview Proforma

Structured interviews

Name		Subject or year group taught.	
School		Please tell us which Keystages you teach.	
Date of completion of assessment.		Personal number.	
Role in the school.		List other courses in relation to speech, language and communication you have completed here with approximate dates. Continue on a separate sheet if required.	
Which Elklan course will you be attending?	*Delete as appropriate:* Speech & Language Support for 11-16s (TA's – Step 1) Speech & Language Support for Communication Friendly Schools (2 teachers per	Which Department do you work in?	

	department – Step 2) Communication Counts (all remaining staff – Step 3)		

1. What are the challenges you face as a teacher/TA around working with children and young people with speech, language and communication needs (SLCN)?

2. Do you have the knowledge you need to help you work effectively with these children/YP?

3. What skills or strategies do you use to help you to teach these children and young people effectively? (Interview please list these)

4. *What are your training needs around SLCN? (Please ask the interviewee to say what they actually need to help them to be more successful in working with these children.)*

5. What if any further training do you feel you need in this field?

6. Where do you go for help to find information about working effectively with this group of pupils?

7. Do you need more help than this? If yes please state what would be useful.

8. What does it mean if a school is communication friendly

APPENDIX 5: Lesson Plan Analysis.

School:

Teacher:

Planning sheet analysed:

Date:

Planning sheet Analysis

	Standard	Y/N	Comments
	Speaking and listening activities are incorporated into planning		
	Plan includes a lesson outline at the start of lesson; supported by visual information		
	Planned teaching of vocabulary necessary for lesson and/or future lessons		
	Opportunities for pupils to engage in structured conversations with adults included		
	Opportunities for pupils to engage in structured conversations with peers included		
	Differentiation for pupils with Speech, Language and Communication Needs is evident in planning		

APPENDIX 6

'Communication Friendly Schools' Research Project:
Speech, language and communication staff questionnaire

Dear member of school staff

We would be immensely grateful if you could help.

Your school is going to be involved with the ELKAN 'Communication Friendly Schools' accredited programme from January 2014. This is a five stage cascade model of staff training and development to support the school's agenda of promoting communication development in ALL children.

ELKAN has been commissioned by the London Schools Excellence Fund (a fund which is part of the London Mayor's Education Programme) to conduct a research project to investigate if the 'Communication Friendly Schools' programme helps to improve teaching and learning f children and young people and make recommendations for any appropriate changes to help all young people in school.

We wish to find out about what *all* school staff currently know about speech, language and communication before the school begins the course. All school staff will be asked again at the end of the project in December 2014.

Information gathered by this process for Elklan will be used anonymously. Your personal information will not be disclosed. Only the unique personal number identifier will be used when the data is analysed. You will be asked to input this number, this is made up of the initials of your school, your initials and the course code e.g. XX/KP/Spr14/CFS04/1.

We do hope that you will be able to assist us with the research project and complete this questionnaire by **8pm, 17th December 2013.**

All those who complete it by this closing date will be entered in a draw for a £50 Boots voucher.

If you have any questions or queries, please do not hesitate to contact Liz Elks on:
 028 90 296772 or email lizelks@elklan.co.uk

With thanks,

Liz Elks and Henrietta McLachlan

Name		Subject or year group taught.	
School		Which Key stages do you primarily teach/work with? (please tick as many as apply)	FS KS1 KS2 KS3 KS4
Email address		Tel no:	
Date of completion of assessment.		Personal number.	
Role in the school.		Have you completed other courses specifically	Yes No

		in relation to speech and language? If yes please list them here giving approximate dates and duration.	54
Which Elklan course will you be attending?	Speech &Language Support for 11-16s (TA's – Step 1) Speech &Language Support for Communication Friendly Schools (2 teachers per department – Step 2) Communication Counts (all remaining staff – Step 3)	Which Department do you work in?	

1. Written below is a list of processes we use when we listen to a question and then answer it. Look at each and mark whether it is a receptive or an expressive process. (Please tick)

Process	Receptive language	Expressive language
Listen/Hear		
Modify the message		
Decide		
Remember		
Understand meaning		
Use non-verbal communication		
Put words in a sentence		
Choose words		
Understand words		
Consider appropriateness		
Select sounds		
Speak fluently		
Understand sentences		
Self-monitor		
Look/attend		
Articulate sounds		
Consider impact of the message on others		

2. Speaking fluently means: (Please select from the following)
   a. Being able to speak clearly
   b. Being able to speak well
   c. Being able to speak without stammering

3. To give pupils time to process information you need to wait for up to: (Please select from the following)
   a. 5 seconds
   b. 7 seconds
   c. 10 seconds
   d. 12 seconds

4. Which of the following will help develop interaction?
    (Please tick)

Strategy	Yes	No
Asking the pupil to tell you what you have just asked him to do		
Engaging the pupil through asking questions		
Repeating back what the pupil has said		
Talk about things which are interesting to him/her		
Encourage conversation by filling the silence and so give more things to potentially talk about		
Limit the number of questions you ask		
Give lots of targeted praise		
Introduce different activities to expand choice		
Listen to what the pupil says		
Allow thinking time		
Use a timer		
Make your voice sound interesting		
Direct the pupils attention to other things to talk about		

5. Provide examples of questions and how these can be modified

Provide 4 examples of **open** questions that you would ask a higher ability child in your class.	Level of question – assigned by analyst	Now modify each question for children with SLCN or learning difficulties.	Level of question – assigned by analyst
1			
2			
3			
4			

6. Are you familiar with the Blank, language for learning model?
   Yes
   No

   If yes please complete a – j, if no please go to question 7.
   What Blank (language for learning level) are these questions/directions?

Question/Direction	Level
a) Retell a short sequence of an historical event	1,2,3,4
b) What does 'hyperinflation' mean?	1,2,3,4
c) What will happen if we keep allowing deforestation to occur?	1,2,3,4
d) What is on the workbench that will help us to cut through the plastic?	1,2,3,4
e) Find me a set square	1,2,3,4
f) What could we do if this experiment doesn't work out?	1,2,3,4
g) How do we know that a chemical reaction has occurred?	1,2,3,4
h) Why is this called a laptop?	1,2,3,4

i) What is Macbeth feeling in this scene?		1,2,3,4
j) Yes Oliver is a character can you tell me another character in this Dickens novel?		1,2,3,4

7. How many words should a child of 11 have acquired if English is their first language? (Please select from the following)
   a) 40,000
   b) 70,000
   c) 10,000
   e) 30,000

8. Are you familiar with the Beck, Dale and McKuckan vocabulary tiers?
   Yes
   No

   If yes please complete the table below, if no please go to Q 9.

   Vocabulary taught in the classroom can be organised into different tiers, in the table below, the subject being taught is Geography, please indicate which tier you think these words would fit in.

Word	Tier 1	Tier 2	Tier 3	Word	Tier 1	Tier 2	Tier 3
Metamorphic				Silica			
Composed				Igneous			
Rock				Solid			
Volcanic				Yellow			
Ancient				Sedimentary			
Glass				Formation			
Rare				Environment			

9. Write down the skills that are needed to be able to tell a story and or write an essay
   (List as many as you can)

Skills
1.
2.
3.
4.
5.
6.
7.

10. Are you familiar with Tony Buzan's work on Mind Maps™?
    Yes
    No
    If Yes, complete Q 11.

11. Mark the essential parts of a Mind Map™, e.g. the elements it MUST contain if it is to be called a Mind Map. (Tick ALL that apply)

    a) Words

    b) Sentences

    c) Coloured lines

    d) Thick and thinner lines

    e) Pictures

    f) A central image

    g) Black lines

12. Some children and young people need help to voice their views in the classroom. What from your experience helps children to Speak Out?

This next section is looking at how confident YOU feel in supporting pupils with their speech, language and communication development. Please use the rating scale to indicate your answer.

1 = not at all
2 = a little confidence/limited knowledge and skills of this area
3 = reasonably confident/I feel there are some gaps in my knowledge/skills
4 = confident/I often feel that I support children effectively in this area
5 = extremely confident/I do this routinely and I could support others in this area

Question:	Rating Scale and Comments:				
1) How confident would you be to describe the difference between the terms 'speech', 'language' and 'communication'?	1	2	3	4	5
2) How confident do you feel in identifying a child's non verbal communication skills?	1	2	3	4	5
3) How confident do you feel to identify children who have difficulties with their speech, language and communication?	1	2	3	4	5
4) How confident do you feel in supporting a child's attention to a task?	1	2	3	4	5
5) How confident do you feel in supporting children to work independently?	1	2	3	4	5
6) How confident do you feel in supporting children to remember tasks and instructions in the classroom?	1	2	3	4	5
7) How confident do you feel in supporting children to understand and name new vocabulary?	1	2	3	4	5
8) How confident do you feel in helping children to understand instructions and conversation?	1	2	3	4	5
9) How confident do you feel that you are able to pitch/adapt your language to match the different abilities of children?	1	2	3	4	5
10) How confident do you feel in helping children to develop their talking skills? (ability to say words and sentences)	1	2	3	4	5
11) How confident do you feel in helping children to use their communication skills in a socially skilful way? (e.g. taking turns, sharing interests, asking questions, listening, initiating)	1	2	3	4	5
12) How confident do you feel in helping children who have speech sound difficulties?	1	2	3	4	5

Many thanks for completing this questionnaire. We will contact you by 20th December to let you know the outcome of the draw. Good luck!

APPENDIX 7: Focus Group Proforma

Name of School

Structured questions for Focus Group

This group is designed to identify information through discussion with children relating to key themes presented in the Elklan Training. Please use your experience when conducting these groups and follow the children's lead where it is likely to be fruitful. Do not feel that you have to ask every question: these have only been given as a guide. However where possible please try to gain information in every theme. The focus group should be made up of groups of 6 children and there should be one focus group in every key stage. The groups will be mixed ability. Please note below any children who attend who are on the SEN register and those who have a SLCN.

With the younger children it can be helpful to cu them into the topics, if you know some have recently read a particular book at school or they use visual cue cards in the classroom then have these available to discuss and use as prompts.

For all children ask them to think of specific lessons they have recently attended, a possible list of conversation starters and possible questions is given below.

School:	Key stage:	Date:
Number of children in group:	How many boys?	How many girls?
How many on SEN register? Give details of SEN:	How many with SLCN? Who gave the diagnosis?	Is there SLT involvement with any of the children?

1.
2.

Questions	Answers	Questions	Answers
1. Think of a science lesson you have had recently. Can anyone tell me what it was about?		2. What did you teacher do to help you understand? (RL)	
3. Were you able to do the practical? Did you understand what		4. What do you do in science when you get stuck? (RL)	

you had to do? If so how did you do it (older children only) (RL)			
5. What do you do if you don't know what to do next? (PV)		6. Does your teacher ever use any of these or something like them? (show sheet of visuals) What are they used for?	
7. Show examples of visual timetables and listening and attention cue cards- are these used in the classroom (more likely with younger children)? Have children seen these before? What are they used for?		8. How difficult would it be if you had to ask to leave the classroom early? (PV) What might happen? How did/would you feel?	
9. Now think of an English Literacy lesson: How did you know what to do?		10. Did you answer any questions? If yes what helped you to do that? If no, why not?	
11. Do you put your hand up in class? If not, why not? Does anybody else put their hand up?		12. Does your teacher mainly talk to let you know what you have to do or does s/he use pictures? (visuals)	
13. What does your teacher do when you get stuck in English/ (RL)		14. In one of the lessons you have had recently I am sure you have written a	

		story/essay, how did your teacher ask you to do that? What help did she give you to understand what you had to do?	
15. How does your teacher help you to complete your work, are there any special things she uses that really help you? (strategies)		16. Do you always know that the teacher is talking to you? What does s/he do to help you know this?	
17. Generally in school, do you feel you are given enough time to think of an answer to a question you have been asked? Are other children allowed to answer instead of you?		18. Are there some lessons you find it easier to learn in than others? Can you say why that might be (older children)	
Additional comments:			

Group conducted by:

APPENDIX 8: Primary School Audit Tool

Aim	Evidence to demonstrate achievement of aim	Aim achieved (To be ticked by verifier)
A School Communication Policy		
School has a clear Communication Policy.	A copy of the school's Communication Policy is attached in Appendix 1.	
School has a nominated governor with responsibility for SLC within the school.	The name of the governor is:	
Staff are aware of the Communication Policy and know where to find it.	Staff have signed Appendix 2 and it is attached. 100% compliance is achieved.	
The Communication Policy states clear referral pathways for children with SLCN*.	A copy of the school's Communication Policy is attached in Appendix 1.	
Up to date contact name and contact details of local SLT service is stated.	Contact name and contact details of local SLT:	
The Communication Policy specifies training in communication will be provided to staff.	A copy of the school's Communication Policy is attached in Appendix 1.	
All school staff have essential training in communication. A summary of courses attended by staff is provided. 100% of staff receive training in communication during every school year.	A summary of courses attended by staff is attached in Appendix 3. Percentage of staff receiving training in communication this year is:	

School induction procedures for new staff [and supply staff] make explicit reference to expectations relating to supporting speech, language and communication. This is probably stated in the school's Communication Policy.	A copy of the school's Communication Policy (or document where this information is stated) is attached. It is marked as 'appendix 1' or 'appendix 1b'.	
School can provide evidence that the Communication Policy is being implemented and monitored.	School to decide on evidence. Supporting evidence is attached in Appendix 4.	
School Support for communication		
The school has a named person - this would usually be the Special Educational Needs Co-ordinator [SENCO] - who can provide guidance on SLC.	The named person is:	
Prior to school entry, parents/carers are asked to complete and return a communication questionnaire.	Sample questionnaire is attached in Appendix 5.	
Children's speech, language and communication needs are accurately identified –	Number of children referred to the SLT service:

Number of children taken onto SLT caseload:

Are 80% of referrals are taken onto SLT caseload?
(This is evidence of accurate identification) | |
| A smooth transition between settings/classes is ensured by exchanging accurate and up-to-date records, profiles and ways of working with the child with SLCN. | Evidence is provided in the form of supporting documentation and is attached in Appendix 6. | |
| School rules are explicit and prominently displayed. A 'Behaviour Management | Photographic evidence of one example is | |

System' should give children with SLC needs clear rules in simple accessible language or pictorial form.	attached in Appendix 7.	
School works closely in partnership with parents/carers to support the child.	Two case studies are attached in Appendix 8.	

Teacher Support for communication		Aim achieved
Staff are aware of the importance of identifying and providing for those children who have SLCN.	To tick this, there is evidence of differentiating the curriculum in the classrooms observed	
OBSERVATIONS MADE IN TWO CLASSROOMS FOR AN HOUR EACH by A VISITING SENCO		
Interaction		
Children were given time to absorb information, respond when spoken to, answer questions and contribute.	To tick this, the 10 second rule was applied 75% of the time during 30 minute observation in two classrooms.	
Short, unambiguous sentences were used when communicating with children with SLCN	To tick this short, unambiguous sentences were used the majority of the time.	
Idioms and sarcasm were rarely used in class. If it was used, it was not used with a child with SLCN.	To tick this idioms and sarcasm were rarely used	
Children's understanding was checked. The children were asked for feedback.	To tick this, two children in each class were asked to explain what they had to do to complete a task.	
Think about questions		
The teacher is able to give examples of specific types or levels of questions children can or cannot answer.	To tick this, the teacher was able to demonstrate an ability to differentiate questions given to 2 children in each class and written examples are also provided in Appendix 9.	
Extend vocabulary		
There is a clear strategy to extending the vocabulary of all children but particularly those with SLCN.	To tick this, evidence is provided listing a minimum of 2 specific strategies used in each class during the observation. The strategies are listed in Appendix 10.	
Make is visual		
At the start of lessons an outline was given – this was supported with visual information. Children were informed about progess through the outline as	To tick this, a visual timetable was prominently displayed in the classroom and the teacher	

the lesson proceeded.	referred to it.	
Children were shown what to do at the same time as being told. A range of visual materials including diagrams, charts, bullet points, icons, Mind Maps were used.	To tick this, evidence is provided listing a minimum of two visual strategies used in each class during the observation. The strategies are listed in Appendix 10.	

APPENDIX 9: SECONDARY SCHOOL AUDIT TOOL

Aim	Evidence to demonstrate achievement of aim	Aim achieved (To be ticked by verifier)
A Policies and procedures		
School has a clear Communication Policy.	A copy of the school's Communication Policy is attached in Appendix 1.	
Policy includes: Nominated governor with responsibility for speech, language and communication within the schools	The name of the governor is:	
Policy includes: Referral pathway/s for pupils with speech, language and communication needs	A copy of the school's Communication Policy is attached in Appendix 1.	
Policy includes: Contact details for the local speech and language therapy service	Contact name and contact details of local SLT:	
Staff are aware of the Communication policy and know where to find it	Staff have signed appendix 2 and 100% compliance has been achieved.	
The Communication Policy specifies training in communication will be provided to staff.	A copy of the school's Communication Policy is attached in Appendix 1.	
All school staff have essential training in communication. A summary of courses attended by staff is provided. 100% of staff receive training in communication during every school year.	A summary of courses attended by staff is attached in Appendix 3. Percentage of staff receiving training in communication this year is:	

School induction procedures for new staff [and supply staff] make explicit reference to expectations relating to supporting speech, language and communication. This is probably stated in the school's Communication Policy.	A copy of the school's Communication Policy (or document where this information is stated) is attached. It is marked as 'appendix 1' or 'appendix 1b'.	
There is regular (at least annual) training for all staff regarding Speech, Language and Communication Needs	Copies of staff meeting minutes or CPD agenda's to be included in Appendix 3	
Opportunities for speaking and listening are included in curriculum policies	Examples of curriculum polices detailing these opportunities are included in Appendix 4.	
Language and communication is included as a specific area within the school development plan	The school development plan is included in Appendix 4	
There are school wide guidelines for the appropriate classroom management of pupils with Speech, Language and Communication Needs	Examples of guidelines are included in Appendix 4	
School can provide evidence that the Communication Policy is being implemented and monitored.	School to decide on evidence. Supporting evidence is attached in Appendix 4.	
School Support for communication		
The school has a named person - this would usually be the Special Educational Needs Co-ordinator [SENCO] - who can provide guidance on SLC.	The named person is:	
Prior to school entry, parents/carers are asked to complete and return a communication questionnaire.	Sample questionnaire is attached in Appendix 5.	
Children's speech, language and communication needs are accurately identified –	Number of children referred to the SLT service: Number of children taken onto SLT caseload: Are 80% of referrals are taken onto SLT	

	caseload? (This is evidence of accurate identification)	
A smooth transition between settings/classes is ensured by exchanging accurate and up-to-date records, profiles and ways of working with the child with SLCN.	Evidence is provided in the form of supporting documentation and is attached in Appendix 6.	
School rules are explicit and prominently displayed. A 'Behaviour Management System' should give children with SLC needs clear rules in simple accessible language or pictorial form.	Photographic evidence of one example is attached in Appendix 7.	
Information on the school's system of support for pupils with Speech, Language and Communication Needs is available for parents and there is evidence to demonstrate that the school works closely in partnership with parents/carers to support the child.	Two case studies are attached in Appendix 8.	

Teacher Support for communication		Aim achieved
Staff are aware of the importance of identifying and providing for those children who have SLCN.	To tick this, there is evidence of differentiating the curriculum in the classrooms observed	
OBSERVATIONS MADE IN TWO CLASSROOMS FOR AN HOUR EACH by A VISITING SENCO		
Interaction		
Children were given time to absorb information, respond when spoken to, answer questions and contribute.	To tick this, the 10 second rule was applied 75% of the time during 30 minute observation in two classrooms.	
Short, unambiguous sentences were used when communicating with children with SLCN	To tick this short, unambiguous sentences were used the majority of the time.	
Idioms and sarcasm were rarely used in class. If it was used, it was not used with a child with SLCN.	To tick this idioms and sarcasm were rarely used	
Children's understanding was checked. The children were asked for feedback.	To tick this, two children in each class were asked to explain what they had to do to complete a task.	

Think about questions		
The teacher is able to give examples of specific types or levels of questions children can or cannot answer.	To tick this, the teacher was able to demonstrate an ability to differentiate questions given to 2 children in each class and written examples are also provided in Appendix 9.	
Extend vocabulary		
There is a clear strategy to extending the vocabulary of all children but particularly those with SLCN.	To tick this, evidence is provided listing a minimum of 2 specific strategies used in each class during the observation. The strategies are listed in Appendix 10.	
Make is visual		
At the start of lessons an outline was given – this was supported with visual information. Children were informed about progress through the outline as the lesson proceeded.	To tick this, a visual timetable was prominently displayed in the classroom and the teacher referred to it.	
Children were shown what to do at the same time as being told. A range of visual materials including diagrams, charts, bullet points, icons, Mind Maps were used.	To tick this, evidence is provided listing a minimum of two visual strategies used in each class during the observation. The strategies are listed in Appendix 10.	