

SPEECH, LANGUAGE AND COMMUNICATION NEEDS

UNIT 14

TARGETED INTERVENTIONS AND PROVISION MAPPING

LEARNING OBJECTIVES

Teachers will:

- Understand the nature of effective Wave 3 intervention for pupils with SLCN
- Review the effectiveness of Wave 3 interventions for pupils with SLCN in their own school
- Work with the SENCO to improve Wave 3 provision for pupils with SLCN in their own school
- Know the benefits of provision mapping for managing the provision in place, and
- Interrogate the school's provision map in relation to provision for pupils with SLCN and/or construct a provision map for these pupils.

ONLINE RESOURCES

The content and tasks throughout these PDFs are supported by online resources that are designed to facilitate and supplement your training experience.

Links to these are signposted where appropriate. The resources use graphics and interactive elements to:

- Highlight salient points
- Provide at-a-glance content summaries
- Introduce further points of interest
- Offer visual context
- Break down and clearly present the different stages and elements of processes, tasks, practices, and theories

The online resources offer great benefits, both for concurrent use alongside the PDFs, or as post-reading revision and planning aids.

Please note that the resources cannot be used in isolation without referencing the PDFs. Their purpose is to complement and support your training process, rather than lead it.

You should complete any learning or teaching tasks and additional reading detailed in this PDF to make full use of the Advanced training materials for autism; dyslexia; speech, language and communication; emotional, social and behavioural difficulties; moderate learning difficulties.

To find out more about the resources, how they work, and how they can enhance your training, visit the homepage at: www.education.gov.uk/lamb

The first resource for this unit can be found here:
www.education.gov.uk/lamb/slcni/interventions/intro

BRIEFING 1 – WAVE 3 INTERVENTIONS

In the previous unit you learnt about Wave 2 interventions for pupils with SLCN. However, Wave 2 interventions will not be appropriate for those pupils with more severe and complex SLCN, rather than a language delay. Such pupils will be a minority but meeting their needs raises specific challenges. For these pupils a highly-tailored intervention may be necessary to accelerate their progress or to enable them to meet their potential.

Wave 3 interventions include specialist interventions or one-to-one teaching by a teacher, a member of support staff who has received some additional training for working with pupils with severe SLCN or a professional from outside the school, e.g. a speech and language therapist (SALT). Such interventions are usually designed to meet a pupil's specific needs at a specific point in time. Responses to these interventions are then monitored to assess their impact.

Wave three interventions can be either:

- Direct, for example where specialists such as SALTs work directly with pupils either individually or in groups. This gives optimum specialist input to an individual pupil but is expensive and, because SALT time is scarce, can only help a small percentage of pupils with SLCN for a small proportion of the time
- Indirect, through in-service provision that aims to transfer knowledge and skills to teachers and teaching assistants so that they can carry out specialist interventions in school. To be effective, such training must provide opportunities to discuss and reflect on practice, be based in practice and provide opportunities for peer observation, coaching and feedback after the training has been completed¹, or
- Indirect, through a consultation approach where a specialist acts as a consultant to others who work directly with a pupil. Unlike in-service training, the focus is usually on specific pupils. However, it is important to ensure that the consultation leads to effective practice. A danger is that evaluation of practice by the specialist does not extend to the outcomes of consultation in terms of improvements in pupils' progress.²

¹ Dockrell, J. E. and Lindsay, G. (2008). Inclusion versus specialist provision: Ideology versus evidence based practice for children with language and communication difficulties. In C. Norbury, B. Tomblin and D. V. M. Bishop (Eds). *Understanding Developmental Language Disorders Psychology*. London: Press.

² Law, J., Lindsay, G., Peacey, N., Gascoigne, M., Soloff, N., Radford, J. and Band, S. (2002). Consultation as a model for providing speech and language therapy in schools: a panacea or one step too far? *Child Language Teaching and Therapy*, 18, 145-163.

See online resource:

www.education.gov.uk/lamb/slcni/interventions/wave-3

To be effective, interventions need to:

- take into account the different contexts in which the child is functioning - e.g. school, home, with friends, in a community setting such as a club or perhaps a clinic if the child is receiving speech and language support in a clinical setting - and the ways in which the difficulties the child is experiencing manifest themselves in these environments, and
- make links between these different environments through the involvement of key people in the child's life, e.g. teachers and teaching assistants, family, friends, therapists and members of the community, as appropriate so that provision is collaborative and coordinated.

Lindsey and Dockrell³ suggest that the necessary involvement of both health and education professionals in meeting the needs of pupils with SLCN may sometimes present a barrier to a collaborative and coordinated approach to interventions for pupils with SLCN. There is evidence that major decisions on provision, facilities or patterns of practice are, typically, not taken collaboratively.⁴ Dockrell⁵ suggests that some of these problems reflect different underlying philosophies, with health professionals placing a greater emphasis on factors 'within the child' and seeking a diagnosis of a pupil's difficulties, while education professionals focusing more on the influence of the learning environment and an analysis of the pupil's needs.

Recommendations from the different professionals for specific interventions and patterns of educational provision will reflect these different perspectives and may lead to a dichotomy between the views of education and health staff about the ways to meet the educational needs of children with SLCD. This will raise challenges for parents, who come with their own views, knowledge and expertise. The extent to which these different approaches and knowledge bases can work to the benefit of the children will depend on the way the system supports professionals and empowers parents and children.⁶

I CAN⁷ undertook a project (funded through the DCSF's Children and Young People's Fund 2008-2009), whereby speech and language therapists and specialist

³ Lindsey, G. And Dockrell J, (2008) 'Language intervention in the school years: a systemic approach' Revista de Logopedia, Foniatria y Audiología, 28, No. 4, 207-217.

⁴ Palikara, O., Lindsay, G., Cullen, M. C. and Dockrell, J. E. (2007). Working together? The practice of educational psychologists and speech and language therapists with children with specific speech and language difficulties. Educational and Child Psychology, 24, 77-88

⁵ Dockrell, J. E., Lindsay, G., Letchford, C. and Mackie, C. (2006). Educational provision for children with specific speech and language difficulties: Perspectives of speech and language therapy managers. International Journal of Language and Communication Disorders, 41, 423-440.

⁶ Lindsey, G. And Dockrell J, (2008) 'Language intervention in the school years: a systemic approach'

⁷ www.ican.org.uk

teachers from a school for children with severe SLCN worked with staff in mainstream schools to support children with severe SLCN through consultation, staff training and individual contact with pupils. The outcomes were:

- Pupils achieved their individual speech, language and communication targets. They became more confident and engaged in school, presented fewer behavioural challenges and appreciated the support they received
- Parents were confident about the support their children had. They thought it appropriate that their children were supported in school and valued the training provided to school staff. They had concerns for their children in the future and wanted more help to enable them to support their children better
- Mainstream school staff increased their understanding of SLCN and developed more appropriate communication supportive environments and teaching strategies, which benefitted all pupils, as well as those with SLCN. Staff also became more aware of their own professional development needs.

As you read in the previous unit, the first step in addressing the needs of pupils with SLCN should be the provision of a learning environment that supports pupils with SLCN and adaptations to teaching that include pupils with SLCN and enable them to meet lesson objectives. Where difficulties persist and further intervention becomes necessary, interventions should be 'strongly associated with the target skill, based on solid evidence and matched to the educational context'.⁸ Interventions at this stage need to be systematic, explicit and intense and monitored using the appropriate criterion referenced measures.⁹

See online resource:

www.education.gov.uk/lamb/slcni/interventions/best-practice

TASK 1 – WAVE 3 INTERVENTIONS

Work with the SENCO to identify those pupils with SLCN who are receiving Wave 3 interventions. Find out the following:

- Some background, i.e. what led to the intervention being introduced, what was tried at Wave 1 and Wave 2, prior to the Wave 3 intervention being introduced
- The nature of the intervention
- How long the intervention has been in place
- When and where the intervention takes place and for how long
- Who delivers the intervention and, where it is a member of school staff, what training and support they receive/have received

⁸ Gillam, S. L and Gillam, R. (2006). Making evidence-based decisions about child language intervention in schools. *Language, Speech, and Hearing Services in Schools*, 37, 304-315.

⁹ Dockrell, J. E. and Law, J. (2007). Measuring patterns of change in preschool children with language impairment: implications for the development of intervention research. *Evidence based communication assessment and intervention*. 1(2), 86-97.

- How the impact of the intervention is monitored
- What progress the pupil has made
- Plans for the future, e.g. is the intervention time-limited, what will happen next.

Talk to the SENCO, more generally, about:

- The effectiveness of multi-professional working in relation to pupils with SLCN, including the way the school ensures that provision for pupils with SLCN is coordinated and collaborative, and
- The ways in which communication between pupils' teachers, family, therapists and, where appropriate, friends and members of the community are involved in the provision made for pupils so that aims for pupils' speech language and communication can be supported in every setting and pupils experiences a coherent approach to their speech, language and communication needs.

Consider ways in which provision for pupils with SLCN could be improved and put together a case for this along with an action plan that includes success criteria and impact measures. Discuss your ideas with the SENCO and decide the steps needed to implement your plans, e.g. via the school leadership team, if appropriate.

Implement your changes and evaluate their success. Discuss your findings with the SENCO and consider next steps.

BRIEFING 2 – PROVISION MAPPING

Schools need to plan provision in order to ensure that all groups of pupils make good progress. Identifying and tracking the progress of vulnerable groups is an area that Ofsted has identified as a weakness in many schools. Schools need to analyse data and track pupil progress and link this to the provision that they make.

Provision mapping can support the development of more inclusive practices as provision for all pupils across groups, a class, a year group or school can be examined. Clear trends and patterns of needs can be identified and provision planned to support pupils throughout the school.

Provision mapping is:

- A strategic management tool used to support the development of more inclusive practices in school
- A way of describing everything a school offers its pupils, including provision that is 'additional to and different from' that provided for most pupils
- A tool for auditing pupils' needs and planning, systematically, provision that will meet identified needs
- A way to evaluate effectiveness of provision in terms of pupil outcomes, and
- A clear visual means to support communication with staff, parents and carers, governors and others.

See online resource:

www.education.gov.uk/lamb/slcn/interventions/provision-map

TASK 2 – INTERROGATING AND CREATING A PROVISION MAP FOR PUPILS WITH SLCN

Although school provision mapping is usually overseen by the SENCO, it is useful for you, as a teacher with advanced and specialist skills in teaching pupils with SLCN, to understand how provision for pupils for SLCN can be monitored, tracked and evaluated in terms of its impact on pupils' progress and value for money.

If your school does not have a provision map, it is possible to create a provision map for just one vulnerable group, e.g. pupils with SLCN. For this reason a brief outline of the process is included below.

As always, it would be helpful to work closely with the SENCO as you complete this task.

Step 1 – Be clear what provision is currently in place

If your school already has a provision map for pupils with SEN use it to look more closely at the provision that is in place currently to improve pupils' speech, language and communication. Identify the provision offered, the staff: pupil ratio, which staff are involved in delivery, and the frequency and duration of provision.

If your school does not have a provision map, it will be helpful to create one for pupils with SLCN.

First, identify current provision and the resources allocated to it. Look at the SEN register and research all the provision provided to meet the needs of individual pupils with SCLD. Organise the information by year or by class group. You should record the:

- Provision offered
- Staff : pupil ratio
- Staff involved in delivery
- Frequency and duration of provision

Step 2 – Analyse the future need for provision of your pupils, e.g. over the next term or academic year

Analyse pupil achievement data for your group in terms of what their individual needs are.

Identify the provision needed to meet their needs and the cost of this – calculate the staff: pupil ratio, which staff will be involved and the approximate weekly cost in time.

Prioritise these needs into essential, desirable and optional.

Step 3 – compare the projected need with current provision and identify any gaps, imbalances or issues, e.g.

- Under or over provision, and
- Staff development issues

Step 4 – Consider the research evidence on what works

Consider research evidence on what works best in terms of increasing progress and achievement for pupils with SLCN. When you are looking at the evidence take account of what works for schools similar to your own. This can be achieved through discussions at cluster levels and also through discussions with speech, language and communication professionals who may have observed examples of good practice in other school contexts.

Step 5 – Plan your provision map for the next period, taking account of resource implications

Prioritise provision within the available budget (probably in terms of available staff and intervention-specific resources, rather than money).

Step 6 - Establish systems to assess pupils and evaluate the progress they make

Consider and record:

- How you will measure pupils' progress in relation to each aspect of provision. You will need 'entry' and 'exit' data to make an assessment of impact. Also, draw upon the systems that are already in place within your school system to monitor and track pupils' progress
- When you will monitor and review interventions. Generally, limited intensive interventions lasting between 8 and 20 weeks are the most effective, and
- What the success criteria for each aspect of provision, in terms of pupil outcomes, will be.

Wherever possible involve pupils in evaluating the progress they make. Share entry and exit data and targets with parents and carers and show them how they can help pupils, at home, to consolidate what they have learnt.

Step 7 - Evaluate the impact of provision

Using the systems you planned in step 6 above. You will now have evidence of the effectiveness of your interventions on pupil outcome.

Step 8 – Review the provision map

It is good practice to review provision maps each term to make minor adaptations and to review them thoroughly at the end of each academic year, taking changing patterns of need into account. Share the outcomes of your review with the SENCO so that it can be built into whole school planning and improvement for the coming year.

See online resource:

www.education.gov.uk/lamb/slcni/interventions/provision-map-how-to