



Speech, Language and Communication Needs (SLCN)

Service Offer 2020-2021

List of Contents

- 1 Introduction to SLCN
Advisory Teacher
- 2 Our aims
- 3 Our target group
- 4 Working in collaboration with
partners
- 5 Training- examples
- 6 Eligibility criteria
- 7 Referral pathway
- 8 Charging policy
- 9 Quality assurance
- 10 Compliments and complaints
- 11 Where are we based?



Carolyn Gelenter

SLCN Advisory Teacher

Carolyn Gelenter originally trained as an Early Childhood teacher and has worked across the primary age range and in special needs in primary and key stage 3. She completed a postgraduate certificate in Speech and Language Difficulties and an MSc in Joint Professional Practice. Carolyn has been an advisory teacher for Speech, Language and Communication Needs in Westminster since 2004 and the bi-borough since 2017. She has completed many short courses related to her work in the areas of SLCN including 'Word Aware', 'First Steps to Oracy' and is a licensed ICAN, ELKLAN and Hanen trainer. In the area of mental health and well-being Carolyn is trained in teaching mindfulness for children and educators and is currently completing an adult mindfulness teacher training course. She has done Nurture Group Network training and Circle Time for SEAL. The majority of Carolyn's work is in staff training and support including for initial teacher training courses, and she is certificated in coaching and mentoring with the International Coaching Association and the IoE leadership programme. Carolyn has recently become a 'Protective Behaviours UK' co-trainer. She is a NAPLIC committee member, which is a national association for supporting children and young people with SLCN, and is participating in differing capacity in several research projects. She is co-author of 2 publications: 'Going Places – Transition to Secondary'; and 'First Steps – Teaching Protective Behaviours to Children'.



Our Aims

Promoting Inclusion

- To promote the inclusion of children and young people (C&YP) with speech, language and communication (SLCN) needs in a mainstream setting
- To support staff working with C&YP with SLCN through training and delivery of evidence-based targeted programmes
- To raise awareness and develop skills in supporting C&YPs with SLCN and DLD for all staff in mainstream early years, schools and colleges.

Promoting Emotional Health and Well- Being for SLCN/DLD

- To promote understanding of the emotional health and well-being of C&YP with SLCN and DLD
- To advise and provide education staff with strategies and resources that promote independence, resilience, self-help and awareness in the children and young people they support.
- To support smooth transition from primary to secondary school

Communication Support Environment

- To work collaboratively with schools and allied health and education services in order to create a communication supportive and inclusive learning environment
- To develop and disseminate resources that support a universal level inclusive environment

Capacity Building

- To develop and implement a range of workshops and training courses to develop skills and awareness of education staff in colleges, schools and setting
- To work with other allied health and education professionals to develop a range of research based courses to support staff working with CYPS with SLCN, DLD and mental health.
- To further develop SENCO awareness of SLCN and DLD



Our target group

Children and young people with Speech, Language and Communication Needs (SLCN) often have difficulties in one or more of the following areas:

- Attention and listening
- Understanding of spoken language
- Expressive language
- Social skills

SLCN includes children who have delayed language, and children with disordered language - that is language that develops in an atypical way, commonly referred to as 'Developmental Language Disorder' (DLD). It also includes children whose needs are neurodiverse and associated with, or arising out of, other special educational needs such as Moderate Learning Difficulties (MLD), Autism, Hearing Loss or Deafness or Global Learning Delays.

Our target group- continued

Children whose language is delayed upon entering school may sometimes go on to catch up with their peers with the right opportunities to support their language development at home and school. If children are still presenting with delayed language after a year, this is now recognised as DLD, although children cannot receive an official diagnosis until 5 years of age (currently under discussion).

In some areas of social deprivation more than 80% of children come to school with a language delay. About 7% of children have a permanent impairment into adulthood (DLD) and a further 3% have SLCN or a language disorder as a secondary difficulty associated with another special needs such as Autism, HI, MLD or global learning delays and difficulties .

There is some debate about the term 'Developmental Language Disorder' which implies that it is a childhood condition. This is not the case. As in other neurological conditions, a language disorder is persistent and life long. Currently there are no services for adults who have this disorder. Despite it being the most common area of special educational need, it is the least known about or catered for.

Working Together



Protective Behaviours Training Partnership

Delivering training through the Protective Behaviours Partnership for settings and schools on supporting well being and resilience



Mindfulness in Schools Project

Delivery of mindfulness programmes for primary “Paws.b”; Secondary “.b”; and adults in schools “.b” Foundation Training



Schools and settings

Bespoke training to schools on universal and targeted interventions and whole school approaches to support Communication Supportive Environments



Central London Community Health Care speech and language therapy service

Delivery of joint training programmes for early years settings and schools on a range of topics for SLCN and DLD

Range of support

The service is tailored to facilitate a multi-agency approach with a range of support offered including:

Whole school strategic approach to Communication Supportive Environments

Advice on setting targets

Curriculum differentiation support and advice

Input into formal assessments

Peer coaching and mentoring

Transition support

Training for school staff and other allied professionals in a range of areas in SLCN

Modeling approaches

Family workshops

Licensed training e.g. ICAN programmes, Early Talk Boost, Work Aware and ELKLAN

Mindfulness in School



Examples of Training on Offer



Elklan

Talk Boost Programmes

DLD

Joined up training

Early Years

NQT Training

Communication Supportive
Environments

Hanen

Talk About Talk for Secondary

Mental health and well-being

Eligibility Criteria

- This core offer is available to all Bi-borough schools and settings including academies and free schools
- This includes:
 - Disseminating information about SLCN to support universal and targeted interventions (through training delivered currently online)
 - Signposting to relevant services and/or training
- Additional (bespoke) support delivered at your setting is free for Westminster maintained schools and services only but can be commissioned by Westminster independent schools, RBKC and other boroughs (Please see [charging policy](#))

Referral Pathways



Who can refer?

Schools, PVI nurseries

Parents/carers

Local Authority



How can you refer?

Please email your referral for Bi-Borough Inclusion
Service qe2referral@qe2cp.westminster.sch.uk
clearly stating "SLCN referral" in the email subject

Charging policy- SLCN advisory teacher consultation/support

ONLINE Payment only

The SLCN Service has been commissioned by Westminster City Council (WCC) to provide consultation and bespoke training to maintained nurseries and PVI settings, primary and secondary schools and colleges in WCC . Royal Borough of Kensington and Chelsea (RBKC) commissions the service to provide central training for maintained nurseries and PVI settings, primary and secondary schools and colleges in RBKC.

There is no routine service for school aged CYPs attending independent schools.

Schools in RBKC or independent schools can purchase the SLCN specialist advisory teachers support or training for the whole school, groups or individual learners by referring to the service.

Charging Policy

Consultation

From 1st September 2020 the following charges will apply to independent schools and for those schools out of the borough

.Consultation rates:

- £275 for half a day consultancy
- £350 for one day consultancy
- £150 minimum charge for online consultancy

Training

Bespoke training in your setting:

- £600 for a one day training
- £350 for half day training
- £200 for one twilight session

These charges include preparation, delivery and travel cost in London zone 1-6

Online:

- £175 for 1-2 hours
- £175 for two twilight 1 hour sessions
- £100 for 1 hour twilight session

Centrally run training (QE2 or Kensington Town Hall)

Attendance at the centrally run training delivered by the members of the team continues to be free to all Bi-borough maintained schools and PVI nurseries.

The cost to independent schools and settings outside Bi-borough is:

- £50 for half day courses
- £90 for full day courses
- £25 for 1-2 hour courses online

Courses provided by outside trainers will be charged on an individual basis for all school services, organizations and individuals.



Quality Assurance

The Bi-borough SLCN Service adheres to Quality Standards for Sensory Support Services in England. These standards provide us with a framework for self-evaluation based on some of the key areas of the SEND Local Area inspection.

Based on the standards, we identified key performance indicators which allow us to monitor outcomes. The outcomes are reported termly to the Local Authority. This includes feedback from schools, C&YP and families, training evaluation, KPIs analysis, case studies and development plans.

Consent and confidentiality

Each child and young person has an individual GDPR compliant electronic file containing records of visits, communications with other professionals, settings and families.

The Bi-borough SLCN Service will gain consent from the family / carers from the point of initial involvement with the service. Additional consent will be requested for participation in specific projects and interventions e.g. peer support work. The team also request consent to share information with other professionals to support their work with the child or young person.

Only the initials of the child's name are used in email communication. If photo / video footage of the child or young person is used for training purposes / publications or advertisement, additional consent is obtained from parents / carers.



Compliments and Complaints

Bi-borough SLCN Service is proud of its continuing professionalism, values and commitment to the children and young people in their care. Every year the team evaluates the impact of the service through questionnaires and other forms of communication. If you are pleased with our work, we are always happy to hear from you.

However, there may be situations where the service or a member of the team has not met your expectations and you would like to make that view known to us.

As a team we are open to receiving any feedback and to efficiently resolve any complaints. Please contact us on:

Anna Selwyn - Head of Bi-borough Inclusion Service -
aselwyn@westminster.gov.uk



Where are we based?

The SLCN Advisory teacher is based in Queen Elizabeth II Jubilee School (Kennet Road, London W9 3LG)

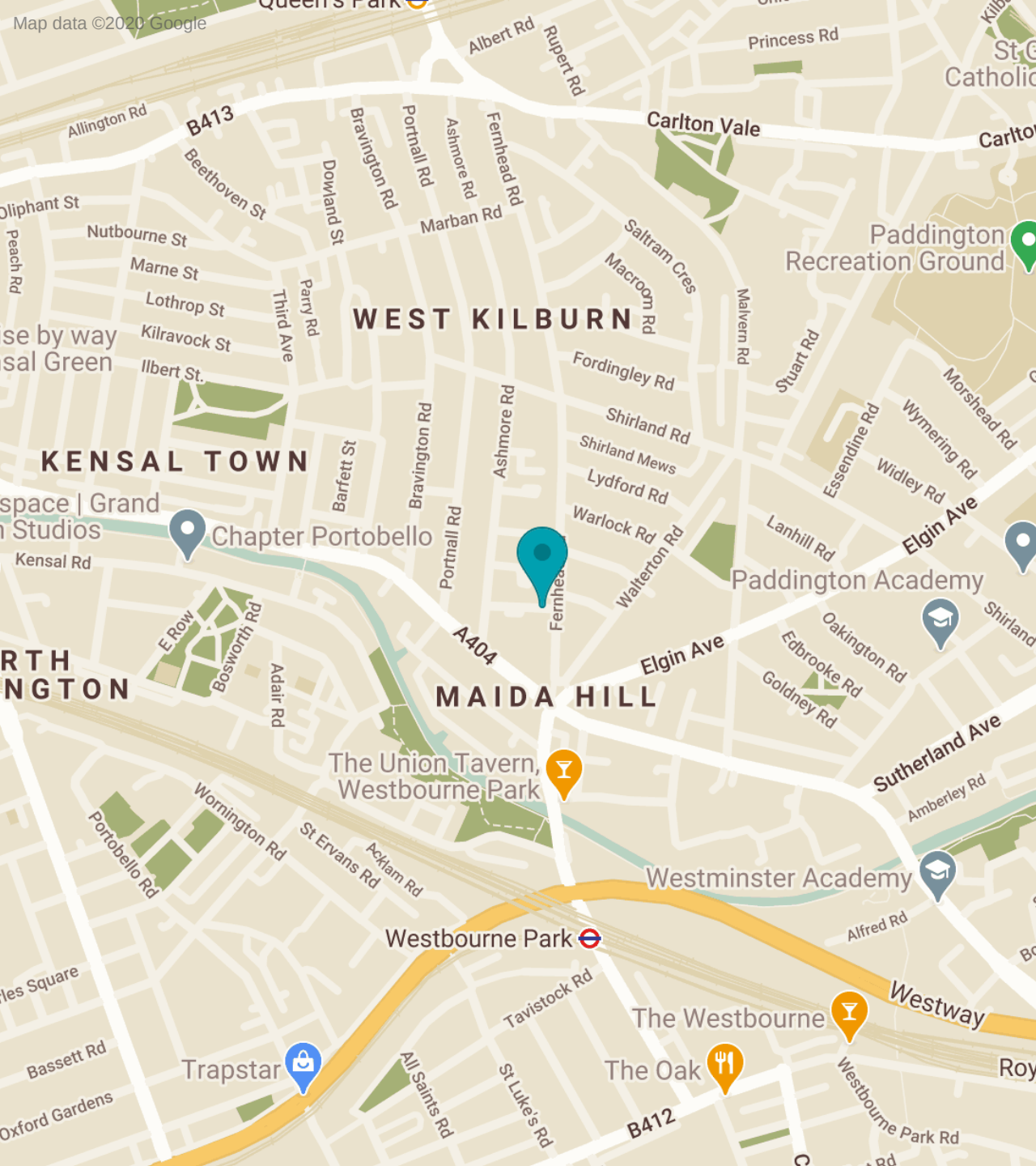
* Due to the Covid-19 pandemic, she continues working remotely, providing a hybrid model of delivery (a mixture of virtual and direct site work)



WCC/QE2 Jubilee School



Remote Working



Contact Us

Kennet Road W9 3LG, London

Carolyn Gelenter SLCN Advisory Teacher

@ cgelenter@westminster.gov.uk

07960727489

Anna Selwyn- Head of Bi-borough Inclusion Service

@ aselwyn@westminster.gov.uk