

Summary of supporting reports

The Bercow: Ten Years On report has drawn on additional reports, all of which address issues around speech, language and communication needs (SLCN).

Talking about a Generation

[Talking about a Generation](#) starts with an overview of current policy and practice relating to SLCN, three years after The Communication Trust's *A Generation Adrift* report.

The report is then structured around four key themes:

- The missing children: issues of identification and access to provision
- Social disadvantage and speech, language and communication: impact on social mobility
- Ready for school, good progress at school
- Beyond school: further education and employment

Talking about a Generation presents up to date evidence and information, alongside case studies and solutions to some of the challenges. It finishes with a series of recommendations to government, local authorities, commissioners and providers of health services, schools and settings.

The SEND reforms in England: Supporting children and young people with speech, language and communication needs

This [report](#) from the Royal College of Speech and Language Therapists presents the findings of a survey of speech and language therapists into their experiences of implementing the special educational needs and disabilities (SEND) reforms, sharing effective practice.

The report identifies areas of concern regarding support for children and young people with speech, language and communication needs (SLCN) and presents a series of policy recommendations to improve support for children and young people with SLCN.

The survey found that:

- Resources are being allocated to children and young people with education, health and care plans (EHCPs) – those without are missing out. Only 40% of respondents said that they had capacity to deliver services to children without EHCPs.
- Joint commissioning arrangements are patchy across ages, with just 41% of respondents reporting that arrangements are in place.
- There are challenges in the EHCP planning process and in how speech and language therapists access this. Whilst 65% of respondents felt their team effectively contribute to the process there were challenges around, amongst other things, the way speech and language therapy evidence is interpreted and the time and resource to attend meetings.

- Partnership working with families is strong but there was less joint working with other professionals, for example in social care.
- Significant groups of children and young people (for example those aged 0-2 and 18-25 years) are not having services commissioned for them at all.

The report ends with a set of policy recommendations aiming to help improve support for children with SLCN.

Professional development in speech, language and communication: findings from a national survey

This [report](#) from The Communication Trust presents findings from a survey about knowledge and skills in supporting speech, language and communication, and speech, language and communication needs (SLCN), from across the workforce and age ranges.

Several key themes emerged from the survey:

- The importance of speech, language and communication skills for children and young people: the importance of this was recognised almost unanimously.
- Initial training and continued professional development (CPD): respondents identified significant gaps in knowledge, skills and confidence levels as well as in learning opportunities for both initial training and CPD. Approximately half reported that they had received little or no learning in their initial training around typical speech, language and communication development. Nearly two thirds has little or no training around identifying and supporting children and young people with SLCN. Nearly half of Health Visitors said they had received no initial training about identifying and supporting children with SLCN.
- Barriers to getting more information: lack of budget and time were highlighted as the top two barriers to accessing opportunities, with a lack of suitable opportunities emphasised as the next obstacle
- Working with or talking to parents about SLC/N was identified as an area of low confidence

The workforce survey findings make clear that training and development around speech, language and communication and SLCN are often not being given the priority they require. A set of recommendations for central Government, commissioners, training providers and the workforce aim to address this.