

Bercow: Ten Years On Calls to Action

The recommendations included in the report have been through a rigorous process of testing. A number of other solutions were suggested throughout the course of our evidence collection. These are included below as ways local leaders and others can make a difference to children and young people with speech, language and communication needs (SLCN).

Early years setting leaders could:

- Instigate a local campaign for children's speech, language and communication and ensure participation in national campaign events such as Giving Voice
- Ensure information about children and young people's speech, language and communication is included in their standard information packs
- Use information about prevalence of SLCN and compare this to the incidence in their setting to address issues of under-identification
- Use evidenced knowledge of 'red flags' for SLCN in their data analysis

School and college leaders could:

- instigate local campaigns for children's speech, language and communication and ensure participation in national campaign events such as Giving Voice
- ensure information about children and young people's speech, language and communication is included in their standard information packs
- demonstrate how they ensure there is progression in pupils' spoken language.
- ensure there is senior leadership for speech, language and communication with responsibility for making sure that CPD has a focus on SLCN, and that data analysis takes account of known red flags for SLCN, and analysis is used to target resources and plan support.
- develop a policy across the whole school describing how they support the speech, language and communication of all children and also how they support those with additional needs
- ensure monitoring and supporting pupils' spoken language is part of leadership observations and learning walks
- ensure that data sharing across services is common practice; there should be systems and protocols in place to ensure this happens
- use available metrics such as the reception baseline assessment, and the Cognitive Abilities Test to track children and young people's language and communication skills over time in a systematic way. This information should then be shared with parents to keep them informed about their child's progress in this area.



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Governing bodies could:

- take responsibility for ensuring that the curriculum is not just English and Maths but covers wider areas of development

Other professionals could:

- instigate local campaigns for children's speech, language and communication and ensure participation in national campaign events such as Giving Voice
- ensure that data sharing across services is common practice; there should be systems and protocols in place to ensure this happens

Speech and language therapy managers could:

- instigate local campaigns for children's speech, language and communication and ensure participation in national campaign events such as Giving Voice
- ensure person specifications and recruitment processes for leadership positions specify and test for entrepreneurialism, drive, networking ability, income maximisation and diversification and other qualities essential in today's public services
- provide accessible information about service models showing clear rationale and impacts and make this available for all – parents, school and wider workforce
- ensure that data sharing across services is common practice; there should be systems and protocols in place to ensure this happens
- use a self-evaluation tool to audit provision against features and principles of effective practice

Commissioners could:

- review the role of speech, language and communication when they evaluate how the skills of the workforce meet the needs of the areas, ensuring specialist skills are available/accessible.
- use the available guidance to commission impactful models
- speak to their local speech and language therapy service about which models are impactful.
- ensure that data sharing across services is common practice; there should be systems and protocols in place to ensure this happens



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- when carrying out a skills audit, consider the positive impact of the role of specialist speech and language therapists as part of a local multi-disciplinary team meeting needs of children with and without education, health and care plans across universal, targeted and specialist levels

Other agencies:

- The Local Government Association could:
 - cascade information about effective approaches to joint commissioning
 - ensure their corporate review challenge includes reviewing outcomes for children and young people's SLCN – drawing on case studies of effective practice.
- Ofqual could consider assigning a nine point grading system for spoken language similar to main GCSE subjects in the next review of GCSE qualifications.
- The Government's system leadership programme could ensure effective models of SLCN support are shared through a peer review system so that good practice is shared and services are supported to develop.