

Key successes

Key successes	What does that mean for support for children with SLCN?
✓ Evidence-based interventions and training are being promoted through the Early Years Social Mobility Peer Review Programme.	Local authorities will know how to take a strategic approach to improving early language outcomes.
✓ The advisory groups for the Department for Education and Public Health England's work on closing the word gap has drawn strongly on speech, language and communication expertise to inform new initiatives.	New national training for health visitors on SLCN will be based on proven examples of good practice - and should lead to earlier identification of SLCN.
✓ Communication skills are recognised in the criteria for Functional Skills qualifications.	Young people taking FSQs will be supported to develop their speaking, listening and communication skills.
✓ Government are developing clear messages and information for parents as part of their Chat, Play, Read campaign.	Parents will get consistent messages about what they can do to support their child's early speech, language and communication.
✓ The Government has commissioned a repeat five-year cycle of Local Area SEND inspections by Ofsted and the Care Quality Commission (CQC).	Local areas will be held accountable about their support for children with SLCN, which should drive improvements.
✓ Public Health England sought expert advice on the links with speech, language and communication which has informed its work on improving public mental health outcomes for school age children.	Recognition of the need for more research into the impact that universal approaches to supporting speech, language and communication can have on mental health outcomes.
✓ Following the Lenehan Review into residential special schools, a SEND System Leadership Board will focus on joint commissioning for SEND.	The Board will produce recommendations to Government on how to improve joint commissioning for SEND.
✓ Public Health England has integrated data from health and education on children's speech, language and communication development through their Fingertips tool.	Increasing amounts of data is available for commissioners to use in their analysis of local needs.
✓ Local areas are now able to use this data in their needs analysis and planning.	Commissioners will be better equipped to plan services to meet the needs of their local population.
✓ Ofsted and CQC inspectors undertaking Local Area SEND inspections have been trained to challenge areas on how they plan and commission support for SLCN.	Inspectors understand the importance of SLCN as an issue in SEND provision, and know how to scrutinise local areas about their SLCN provision. This may in turn result in local leaders giving higher priority to SLCN.

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<p>✓ In 2019 Ofsted will publish a report on how mainstream pupils access specialist therapies.</p>	<p>There will be a clear national picture of the issues surrounding access to specialist therapies, including speech and language therapy.</p>
<p>✓ Ofsted and CQC inspectors undertaking Local Area SEND inspections have been trained to challenge areas on whether SLCN support is commissioned on outcomes rather than outputs.</p>	<p>Commissioners will be encouraged to commission on the basis of outcomes, discouraging service models that do not improve outcomes.</p>
<p>✓ Ofsted and CQC inspectors undertaking Local Area SEND inspections have been trained to challenge areas on how areas can collect and use data on children's language.</p>	<p>Providers will be encouraged to systematically collect and share data on children's SLCN and progress, and commissioners encouraged to make use of it when funding services.</p>
<p>✓ The Education Endowment Foundation has made a commitment to evaluate projects, including whole school approaches, which aim to improve outcomes for children with SEND, including those with SLCN.</p>	<p>More evidence about the impact of interventions to improve outcomes for children with SLCN, including whole school approaches, will support commissioners including school leaders to make evidence-based decisions.</p>
<p>✓ The qualifications criteria for a level 2 early years practitioner includes supporting children's speech, language and communication as a core requirement.</p>	<p>Early years practitioners will understand typical speech, language and communication development and be able to support babies and young children to develop communication skills.</p>
<p>✓ Public Health England's speech, language and communication pathway for children under 5 will include information about indicators of SLCN.</p>	<p>Commissioners and professionals will understand the early signs that a child has SLCN, supporting earlier identification that leads to support.</p>
<p>✓ Public Health England has commissioned a training programme for health visitors, which will include information on identifying and supporting SLCN.</p>	<p>Health visitors will be able to more accurately and confidently identify children with signs of SLCN, and know the steps to take.</p>