Review of the speech and language toolkit summer 2016

Feedback from schools

Respondents

A total of 16 schools responded, including 11 primary schools, 2 infant schools, 2 junior schools and 1 secondary school:

10 of the 16 respondents were SENCOs or member of the senior team
3 respondents were teaching assistants with a specialist role in supporting speech and language
3 had other roles specialist roles e.g. inclusion manager, learning mentor

Use of the toolkit

Most of the respondents used the toolkit on a regular basis, with 7 using it every few weeks and 4 once or twice term. This indicates that the toolkit is used for ongoing assessment and monitoring throughout the school year. 4 used it less frequently (once or twice a year) and one not at all as the member of staff responding said they did not have a copy.

Feedback on using the toolkit

The responses of the 15 schools who used the toolkit are summarised below:

How clear do you find the information in the Toolkit?

80% of respondents rated the information provided in the toolkit as really clear or clear. With the remaining respondents rating it as quite clear and suggesting increased use of visuals to help with finding information.

How useful do you find the information in the Toolkit?

86% felt the information was useful / really useful. Only two rated the resource as quite useful and highlighted the need for continued school training on the toolkit and improving the accessibility of the resource through use of visuals e.g. flowcharts.

Which sections do you find the most useful and why?

The toolkit is organised in sections which focus on a range of communication skills. Schools are using the resource as part of the graduated support to meet children's needs, commenting that it:

'It supports early identification. We are able to pick children up as they enter EYFS which often means that after a few months they no longer require specific support'

All sections of the toolkit are being used. Some school reported using all sections.

'All the sections are equally useful, depending on the needs of the individual child that you are using the toolkit for'

Whereas others highlighted specific sections are being particularly useful, with the speech section being most frequently used.

'The speech sounds is good quick resource to use to gauge whether a child's speech is at the right stage for their age. It has a good introduction to modelling/what to do if a child pronounces wrongly and how to correct in everyday speech.'

'Attention and listening, vocabulary and concepts and speech sounds. These are the sections that I have used most frequently and I find them very user friendly and easy to tailor to individual needs'.

Which sections do you find least useful and why?

8 of the 15 schools felt the all the sections were useful and they used them depending of the needs of the individual child.

4 reported that they do not use the stammering section either because they have not had a child with this problem or because they would contact the service direct for advice.

1 school highlighted the amount of information provided in some sections and 2 haven't used specific sections as they haven't had opportunity to do so or felt it was covered in the curriculum.

'Attention &Listening, vocabulary & concepts, comprehension sections are good but lengthy & not always easy to find the information you need without reading through lots of irrelevant pages'

How could the toolkit be improved?

Is there anything that should be left out next time round?

14 out of 15 felt the all information was relevant and needed to be included in future toolkits, and 1 felt that it was used as a reference point rather than a toolkit due to the high level of expertise of the staff member who used it regularly.

Is there anything that should be added next time round?

Most schools did not want anything adding to the toolkit (11/15), but 4 gave suggestions of changes including:

- ✓ Improving accessibility with flow charts etc
- ✓ Increasing depth of information in some sections e.g. speech section
- ✓ Updating service provision information
- ✓ Adding new sections including advice for preverbal children, language processing and grammar

Is there anything else that would improve the Toolkit?
Half of the schools were happy with the toolkit as it is.

'I like the kit and find it easy to follow and use.'

Others gave constructive ideas on how to improve it:

1. Improving accessibility: more visuals/diagrams to make information easier/quicker to find.

2. *Links with the internet:*

'The toolkit itself is good but what would be great would be some sort of Internet shared area where users can share advice and resources they have made. Perhaps some links to activities on the internet'

3. Ideas for supporting parents: more ways/ small tasks for parents to develop speech in the early years.

4. More training for staff:

'A refresher course every couple or three years just to keep up to date with everything'.

'Further whole school training on use of the toolkit I think would be beneficial'

5. Links to other schools' resources

6. Basic concept screening linking to language link