

Why Elklan Speech, Language and Communication Training?

What is the challenge?

- SLCN (Speech, Language and Communication Need) is by far the most commonly identified SEND in English **primary schools**¹. This, along with a growing prevalence of ASD, is recognised by staff in many schools in the UK.
- Research shows that 10% of reception pupils in Surrey primary schools have language disorder²
- SLCN is largely undiagnosed in **secondary school** pupils and is inherent in many pupils with Social, Emotional and Mental Health needs, behaviour issues, low ability and ASD.
- Employers state that good communication skills are essential for the **employability** of school leavers, especially in the sections of industry requiring technical and manual skills.
- **Education staff** are largely unaware of the mental processes of language and communication and the simple strategies which can be used to improve them.

In an Elklan Communication Friendly School:

- **Level 3 accredited staff** are the key resource for pupils and staff.
- **Level 4 accredited teachers** (Lead Communication Practitioners) train and support all staff to understand and improve the communication skills of pupils.
- **All staff** gain significantly improved knowledge and confidence in SCLN³.
- **Pupils** make statistically significant progress in receptive and expressive language⁴.
- **Speech and Language Therapist** provision is greatly enhanced by collaboration between professionals and Elklan trained staff.
- **Parents** can be informed by trained staff to understand their children's communication difficulties and how the school is responding to these. Parents can also follow their own Level 1 accredited course, taught by a staff member.
- **Quality First Teaching** is improved by enhanced question differentiation, independent learning and improved social interaction.
- **Unwanted behaviour** is reduced. Unwanted behaviour is strongly linked to limited communication skills, often identified in pupils of lower ability. Elklan training encourages early and effective management of behaviour by **all staff** reducing costly disciplinary procedures.
- **Assessment** of pupil communication skills, progress and intervention programmes can be shared with all staff using the Elklan Communication Chain Monitoring tool, provided free to Communication Friendly Schools.
- **The School** retains the capacity to renew and refresh training for its staff in the future and add specialist training such as ASD.

¹ www.gov.uk Statistics: special educational needs (SEN)

² Norbury, C. F., Gooch, D., Wray, C., Baird, G., Charman, T., Simonoff, E., Vamvakas, G. and Pickles, A. (2016), The impact of nonverbal ability on prevalence and clinical presentation of language disorder: evidence from a population study. *J Child Psychol Psychiatr*, 57: 1247–1257. doi:10.1111/jcpp.12573

^{3&4} www.elklan.co.uk/evidence