

Mainstream Primary School, Falkirk, Scotland #1

“We were sceptical at the start, now we can see the difference that embedding support for speech, language and communication can have on all pupils and we have the tools to check what we are doing makes a difference.”

NAME		Mainstream primary school, Falkirk.
OUTCOMES ACHIEVED		<ul style="list-style-type: none"> • Support for speech and language has been embedded across the school at a universal level • Staff have the knowledge and skills to identify, support and monitor pupils speech, language and communication development at a universal, targeted and specialist level • Parent’s of children at the school are confident in supporting early language skills
EXAMPLE SHOWS		<ul style="list-style-type: none"> • How the Balanced System framework along with local speech and language therapy support has empowered the school to take ownership of support for all children in relation to their speech, language and communications
STAKEHOLDER ENGAGEMENT		<ul style="list-style-type: none"> • Staff and families accessed a range of support and information and provided feedback. Speech and language therapy services provided regular in school support.
ISSUES/ CHALLENGE		<ul style="list-style-type: none"> • Whole school engagement with approach.
NEW WAYS OF WORKING AS A RESULT OF THE BALANCED SYSTEM®		<ul style="list-style-type: none"> • Staff more aware of children with communication difficulties and how to support them • Improved communication friendly environment throughout the school and nursery • Overall confidence to communicate and participate amongst children and therefore better progression generally • Greater independence and confidence amongst children across literacy in the early years of school • Stronger partnerships (multi-agency working)
LESSONS LEARNT / TIPS		<ul style="list-style-type: none"> • Effective planning time required to enable a productive partnership with SLT • Effective provision is whole school not just at specialist level