

Mainstream primary school with additionally resourced provisions for SLCN, England



“The Balanced System Schools and Settings® has helped our school to recognise what we do well and identify areas for change”

NAME		Mainstream primary school with additionally resourced provision for SLCN, England.
OUTCOMES ACHIEVED		<ul style="list-style-type: none"> • Whole school approach to supporting SLCN • impact on the speech and language skills moving from reception to year 1, with parents of those particular pupils have developed strategies to support not only that child but other children in the family • Additionally resourced centre is now a centre of excellence and developing this to across the Borough
EXAMPLE SHOWS		<ul style="list-style-type: none"> • The importance of a proactive approach to meeting needs of pupils with SLCN as well as those with typically developing speech and language. • Staff engagement with training and understanding of SLCN • Role of specialist provision in a mainstream context
STAKEHOLDER ENGAGEMENT		<ul style="list-style-type: none"> • Support from the head teacher who is looking for change • Staff commitment to SLCN
ISSUES/ CHALLENGE		<ul style="list-style-type: none"> • Moving away from silo working for specialist SLCN • Using expertise to support SLCN not only at a whole school level but also at a Borough level
NEW WAYS OF WORKING AS A RESULT OF THE BALANCED SYSTEM®		<ul style="list-style-type: none"> • Additionally resourced provision seen as central to the school and borough • Parental support and engagement at a practical level • Year three pupils improved their comprehension skills in relation to reading. Alongside this they also developed their social skills by working with an older pupil
LESSONS LEARNT / TIPS		<ul style="list-style-type: none"> • Enlist support across the school – SLCN is not the SENCO/inclusion lead’s role alone