

To what extent do you agree or disagree with our proposed approach to judging overall effectiveness?

Do you have any comments or suggestions?

Given the high incidence of Speech, Language and Communication Needs (SLCN) as a primary Special Education Need (the highest incidence SEN in primary schools at 26.5% in the school census data of 2010) and that it is a common feature of most other SEN (MLD, ASD, BESD, HI, PMLD, SPLD), the Communication Trust (TCT) is pleased that the Ofsted framework specifically recognises the crucial role in inspecting special educational needs provision.

Additionally, as language development has critical importance for learning, cognitive development¹ and literacy² for all children and young people, we believe that it is essential that all teachers, whatever their role or experience have, core knowledge and skills around communication. This is particularly important considering the inclusion of articulacy in the new teacher standards, 'communication skills' in the new Ofsted Inspection framework for schools and the recommendation from the Expert Panel for the National Curriculum that speech, language and communication should form part of the curriculum for all subjects from September 2014 right through compulsory schooling, rather than being focused in the National Curriculum for English. Given this context, TCT believes that all teachers should:

- Understand the crucial role of communication in teaching and learning and apply this explicitly and consistently within their practice
- Are able to recognise pupils who are struggling with speech, language and communication and are able to effectively contribute to the appropriate identification of the pupils' speech, language and communication needs (SLCN)
- Are able to effectively teach and support pupils' with SLCN in their classes
- Are able to work effectively with others to support pupils with SLCN
- TCT believes that this is based on effective of child and young people's development, and that speech, language and communication understanding development must be clearly and explicitly taught and be part of teachers' pedagogy.

The Trust believes that all schools should have teachers with advanced skills in speech, language and communication and SLCN, who are able to offer appropriate interventions, support and advice to colleagues and who have an effective leadership role to support the development of policy, practice and ethos in speech, language and communication

¹ Goswami, U. and Bryant, P. (2007) Children's Cognitive Development and Learning (Primary Review Research Survey 2/1a) Cambridge: University of Cambridge Faculty of Education.

² [1] Snowling, M and Stackhouse, J (Eds) (2006) Dyslexia, Speech and Language: A Practitioners Handbook: A Practitioner's Handbook (Dyslexia Series, Whurr

throughout schools. We believe that there should be a recognised specialism in Speech, Language and Communication Needs and that all schools should have effective access to, and input from, teachers with specialist skills, either within their school or through an appropriate network or cluster approach.

Consequently, we would like to see the framework ensure that all teachers are incentivised to understand and capitalise on the crucial role of communication skills within their classroom for all pupils, as well as having the skills and knowledge to effectively identify, support and teach pupils with SLCN is clear. We would like to bring to your attention that the skills and associated knowledge that we believe are required are detailed in The Communication Trust's Speech, Language and Communication Framework (SLCF) across 4 stages, from universal skills, through enhanced and specialist to those developed through masters level learning.

To what extent do you agree or disagree with our proposed approach to judging the quality of training across the partnership?

Do you have any comments or suggestions?

A number of points which inspectors will evaluate in their inspection have a strong relationship to understanding and effective practice in speech, language and communication, for example:

- 'trainees need to be confident and competent in teaching reading and language skills by the end of their training'
- 'the training prepares trainees to promote good behaviour through their teaching and manage challenging behaviour' (many children and young people with behaviour needs have speech, language and communication needs, many of which are undetected)
- 'the training prepares trainees to develop learners' numeracy and literacy skills' – the new Ofsted framework for inspecting schools includes communication skills – this should be explicitly referenced in this document also
- the training prepares trainees to assess learners' achievement and plan and teach lessons that ensure that all learners, including those who have special educational needs and/or disabilities, make good progress .

It's important therefore, for ITE providers and Ofsted inspectors to be fully aware of the crucial role of communication for all learners, including those with additional speech, language and communication needs, particularly in the light of the new schools inspection's inclusion on communication skills.

To support some of these areas, TCT has undertaken activities in supporting the work of initial teacher training. The first is the enclosed information booklet for trainees 'Let's Talk about it' (www.thecommunicationtrust.org.uk/publications) which sets out the key role of speech, language and communication in the classroom, as well as supporting identification and practice with pupils with SLCN. The second is a specialist-delivered session on SLCN which was requested by universities which has been successfully piloted with several hundred trainees and which will be further rolled out in 2012.