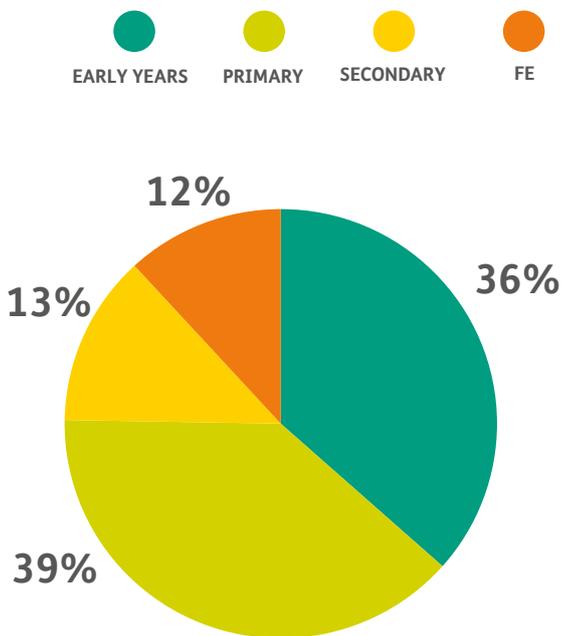


# Education sector

## Education Sectors

The following graph shows the breakdown of respondents from each sector:

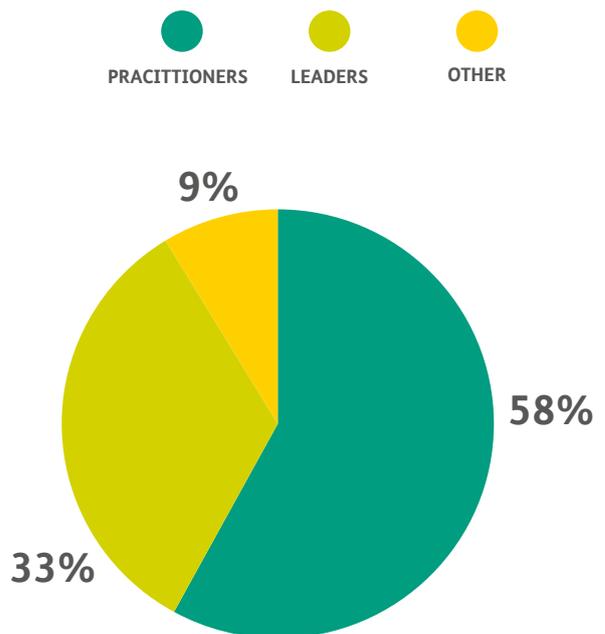
RESPONDENTS FROM THE EDUCATION SECTORS



## Early Years Workforce

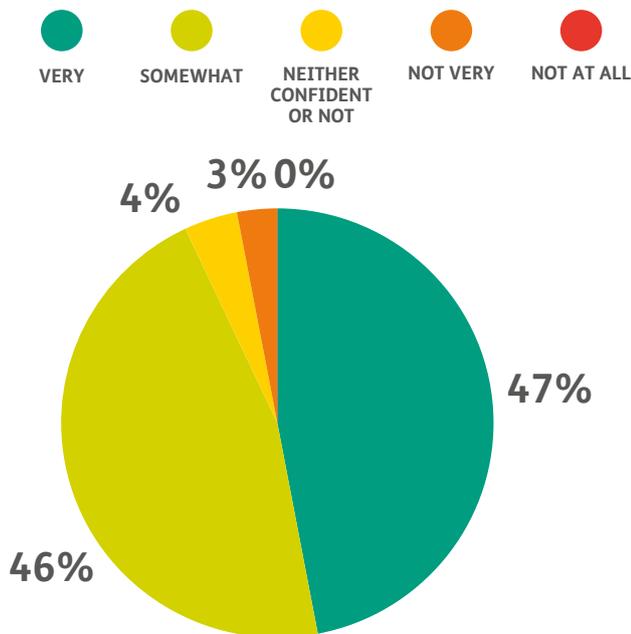
A third (36%) of respondents from the education sector were from the early years workforce and held a variety of roles, including early years leaders, practitioners, teachers and teaching assistants, working across a broad range of organisations including private, voluntary and independent (PVI), maintained settings and Children's Centres. Childminders have been excluded from this analysis due to the cross over with early years and primary sectors, unless they indicated that they only work in the early years.

EARLY YEARS SECTOR

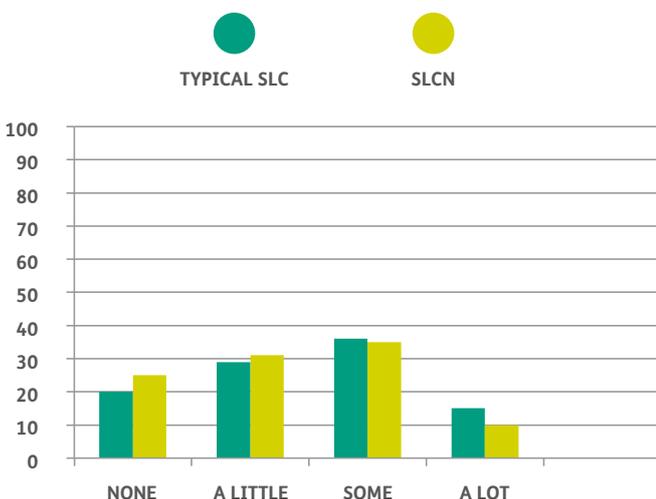


Respondents in the early years reported the highest levels of confidence across the sectors in supporting the SLC development of the children they work with; nearly half reported they feel 'very confident' and only 7% making up the lower confidence categories. This is really encouraging given the importance of prevention and early intervention, however there is a long way to go.

#### CONFIDENCE IN SUPPORTING CHILDREN'S SLC DEVELOPMENT



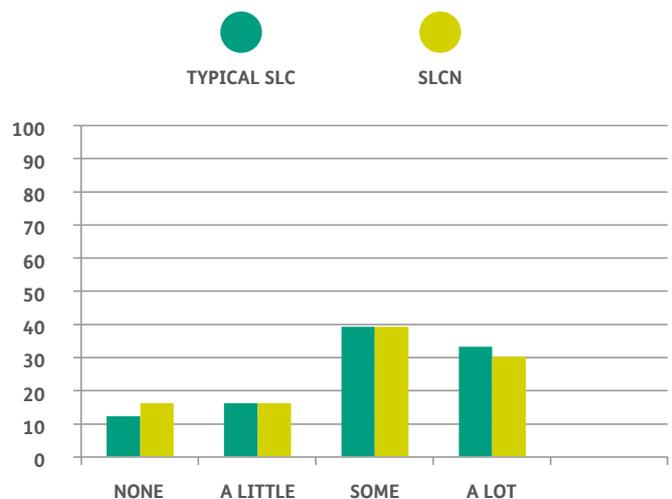
#### AMOUNT OF INITIAL TRAINING RECEIVED



#### Initial training and CPD

Nearly half of respondents (49%) reported they received little or no learning around typical SLC development in their initial training; this is despite SLC being made a mandatory part of the Early Years Educator (Level 3) qualifications criteria in 2010. These figures rise to 56% in learning about identifying and supporting children with SLCN, a subject area not covered in the Early Years Educator qualification and also recognised as a gap by respondents.

#### AMOUNT OF CPD AROUND SLC



Nearly two thirds (72%) have received 'some' or 'a lot' of CPD around typical SLC, and 69% received training in identifying and supporting children with SLCN, the highest CPD levels in this area across sectors. This still leaves significant gaps in knowledge of the workforce in these critical areas when the opportunity for narrowing the gap is most great, particularly for the socially deprived populations.

## Barriers

Seventy percent felt lack of budget was the most significant barrier with 63% also feeling lack of time was a challenge. Lack of relevant opportunities (57%) and staff capacity (57%) were also cited as barriers and there was strong indication of conflicting priorities.

## Motivation and Preferences

This sector identified their top preferences for CPD delivery as being through face-to-face training (68%) and formal, accredited training (60%), with webinars (6%) the least favoured.

Ninety percent of respondents indicated that they participated in training because they were motivated to improve their practice, with 82% of the workforce seeing it as essential to their role, highlighting a hugely motivated early year's workforce.

**“Other work commitments take priority i.e. safeguarding”**

**“Leadership responsibilities”**

**“Mandatory training prioritised”**

**“Conflicting priorities”**

**“Staff turnover”**

**“There are a lot of priorities on health visitor time and safeguarding takes precedence”**



## Training Needs

The top three training needs identified by respondents in this sector were:

1. **Supporting children who are learning English as an additional language with their SLC development (49%)**
2. **Talking to parents about their child's SLC/SLCN (45%)**
3. **Supporting children and young people with SLCN (39%)**

Being able to work with parents to inform them about SLC, how to support its development and identify concerns is critical to children making good progress in the early years. The number of practitioners who indicate that they need more training in this area should be addressed as a priority, considering the impact it could have upon children's progress.

**“Strategies we can use whilst waiting for a SALT referral”**

**“Understanding which sounds to be concerned about when they are not pronounced appropriately”**

**“Identifying if there is a SLCN with EAL child”**

**“I think Early Years initial training should have a bigger focus on SALT”**

