

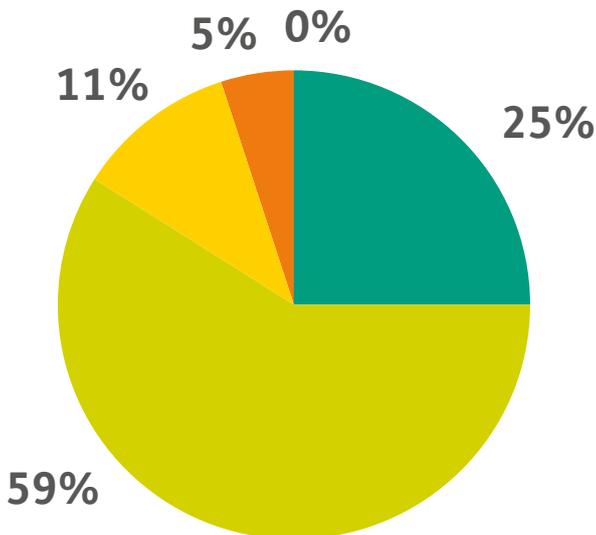
Primary School Workforce

The primary school workforce made up the largest proportion (39%) of respondents from the education sector, and these included senior and middle leaders, teachers and teaching and learning support assistants. The majority (62%) were based in maintained primary schools with 18% based in academies and 5% in independent schools.

NB: SENCOs are excluded from this analysis as it wasn't possible to identify which sector they worked within.

Only a quarter (25%) of the primary school workforce felt 'very' confident in their ability to support SLC development, with slight growth in the lower confidence levels as compared with the early years sector, increasing to 16%.

CONFIDENCE IN SUPPORTING CHILDREN'S SLC DEVELOPMENT

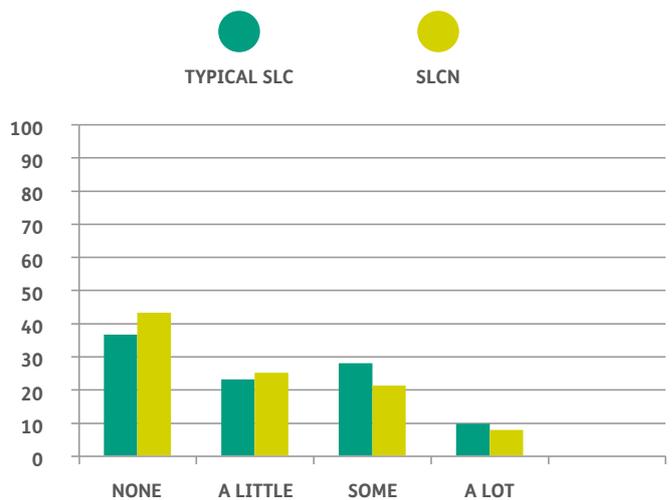


Initial Training and CPD

Perhaps unsurprisingly given what we know from the Carter Review (2015), more than a third of respondents (38%) reported that they had received no learning at all around SLC development in their initial training, rising to 45% in learning around how to identify and support children with SLCN. This also reflects the significant number of teaching assistants within this category (43%) as qualifications and previous training experiences vary significantly.

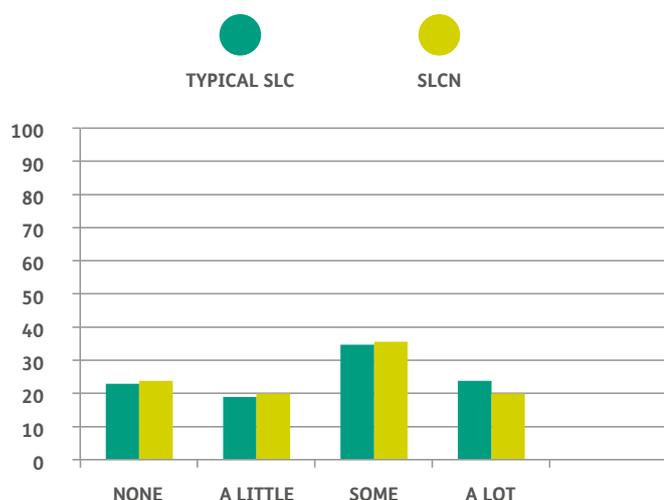
Only 10% indicated that they had received 'a lot' of initial training in SLC development and this fell to 8% with regards to training to identify and support children with SLCN.

AMOUNT OF INITIAL TRAINING RECEIVED



Whilst nearly a quarter of respondents in this sector reported that they have received 'a lot' of CPD in SLC development, the same number again are yet to receive any training at all. The same is also true for CPD in supporting and identifying children and young people with SLCN, where although 20% have received 'a lot' of CPD in this area, still 24% are yet to receive any.

AMOUNT OF CPD RECEIVED



Barriers

The most significant barrier highlighted by respondents was 'lack of budget' (76%) followed by 'lack of time' (51%) and surprisingly 'lack of relevant opportunities' (62%). Forty-two percent also felt unsure of where to access information about available CPD opportunities so it seems there is an opportunity for training providers to promote their development opportunities more widely to this sector.

Other comments around barriers included:

“Constant curriculum changes - major barrier”

“Mandatory training at the school takes up a lot of training time”

“Maths is school's main focus for the year”

Motivation and Preferences

Face to face training (63%) and formal, accredited training leading to a qualification (65%) were the preferred formats for the majority of this sector. Shadowing professional colleagues (48%) and opportunities to try out strategies in practice (45%) were also highlighted. Whilst 18% of respondents favoured online learning with tutor support, only 10% preferred self-directed online learning and even fewer (5%) preferred webinars.

Ninety-seven percent of respondents reported that they were motivated to improve their practice with 74% wanting to gain a better understanding of SLC and SLCN. Surprisingly however, only 65% of the workforce saw training in this area as essential to their role. This suggests that the primary school workforce is either failing to appreciate the importance of understanding SLCN or is unable to prioritise considering other demands. Relevance, cost and need were reported as the most common factors that influence decisions around which CPD opportunities to undertake; location is also a consideration for the primary school workforce.

Training Needs

Over half (53%) of the workforce identified a need for training around supporting children learning EAL with their SLC development and 47% would like support around talking to parents about their child's SLC and SLCN. This sector was also keen for CPD on identifying (34%) and supporting (41%) children with SLCN as well as improving their understanding of all children's SLC development (37%).

A number of respondents suggested INSET training days could be used for development opportunities and specific support around supporting young children on entry into reception. The results from this sector highlight an overwhelming need for a shift in prioritising SLC learning for primary school staff, especially considering that SLCN is the most common SEN need across state funded primary schools.