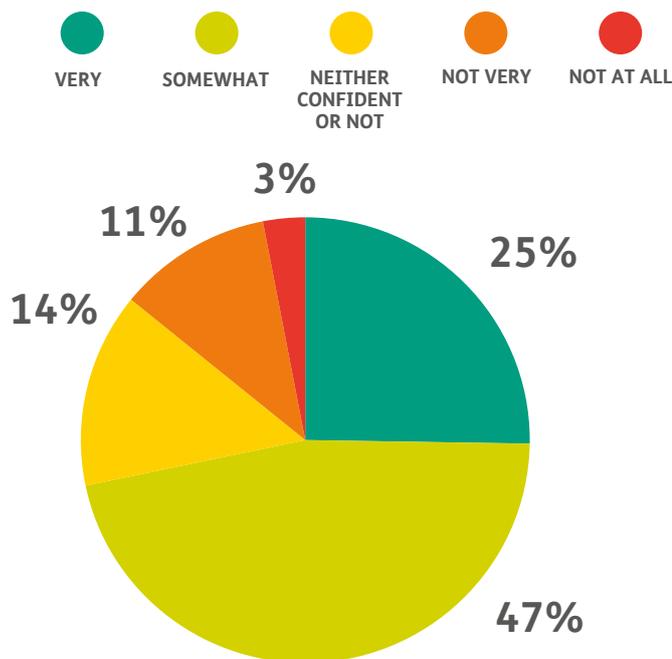


Further Education

The further education (FE) workforce made up a smaller proportion of respondents within the education sector (12%) with sixty three individuals working in FE. This included FE teachers and lecturers, leaders and support staff working mostly within independent (42%) and maintained (32%) FE Institutions.

One hundred percent of this sector recognised the importance of SLC skills to the young people they work with and a quarter (25%) of respondents reported they feel 'very' confident in their ability to support young people's SLC development, which mirrors the responses from primary and secondary. However, a higher number of respondents reported lower confidence levels, increasing to more than a quarter (28%), the highest across the education sectors.

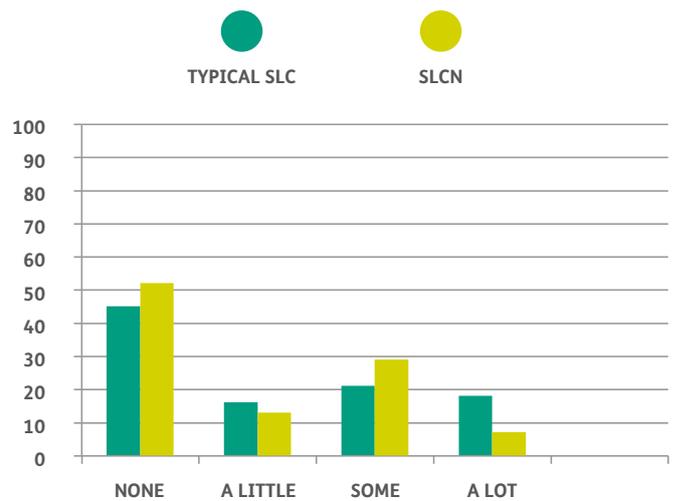
CONFIDENCE IN SUPPORTING CHILDREN'S SLC DEVELOPMENT



Initial Training and CPD

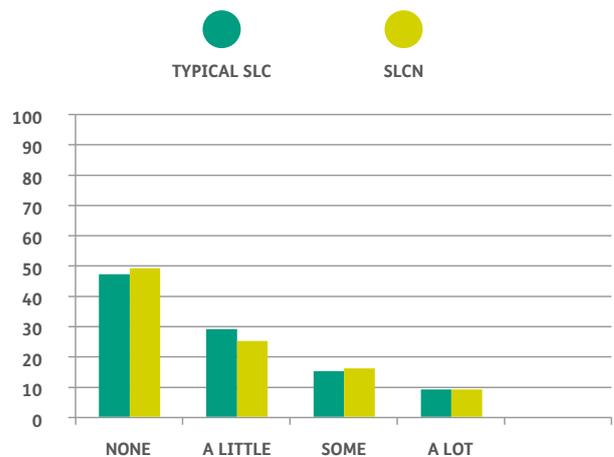
Consistent with the other education sectors there were significant numbers of the workforce that reported having received no training at all in typical SLC development (45%) in their initial training, increasing to (52%) for learning around SLCN.

AMOUNT OF INITIAL TRAINING RECEIVED



Furthermore, nearly half are still yet to receive any CPD around SLC (48%) or SLCN (49%) which are the highest levels across the education sectors.

AMOUNT OF CPD RECEIVED



Barriers

Four key barriers to accessing development opportunities were highlighted in the FE sector. These were lack of budget (74%), lack of time (72%), staff capacity (70%) and lack of relevant opportunities (70%).

Motivation and Preferences

Eighty-eight percent of respondents seek out development opportunities in order to gain a better understanding of SLC and SLCN, with nearly two thirds (62%) recognising it as essential to their role. Webinars (6%) and online learning routes (16%) were the least favourite formats for learning, with face to face training days the favourite for two thirds (66%) of respondents.

Training Needs

The training needs of this sector were slightly different to other sectors in that only a few respondents highlighted 'talking to parents about SLCN' and 'supporting children learning EAL with SLC' as areas they need support with. Instead, this sector highlighted 'supporting children with SLCN' (52%) and 'supporting all children's SLC development' (48%) as their top two training priorities. It is clear from our knowledge of the training and development sector that there is a specific lack of opportunities for the FE sector. This was also reflected in our survey of our consortium members.

Comments from respondents about their training needs included:

“How to develop the speech, language and communication of Post 16 students” and “Working with people in real environments”

