Welcome to the webinar:

Giving Voice to Bercow: Ten Years On

Wednesday, 16th May 2018
#RCSLT webinar
#Bercow10
Welcome

Derek Munn
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Presenters:

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Policy Adviser, RCSLT

Gillian Rudd
Senior Lecturer – Developmental Communication Disorders, Birmingham City University; Fellow of the Higher Education Academy; Signal Editor for the National CEN in Disorders of Fluency
Housekeeping

- Send in chat messages at any time by using the Chat button
- Send in questions by using the Q&A button
- This event is being recorded. See here for recordings: www.rcslt.org/news/webinars/rcslt_webinars
- Kaleigh Maietta is on hand to help!
Caroline Wright
Policy Adviser, RCSLT
Bercow: Ten Years On

Bercow: Ten Years On

An independent review of provision for children and young people with speech, language and communication needs in England.
The Bercow Report
A Review of Services for Children and Young People (0–19) with Speech, Language and Communication Needs
Evidence

Children and young people

Parents and carers

Professionals

Employers and commissioner

Share your experiences of SLCN support and help change the future.

#Bercow10
The voice of children and young people

“It isn’t good when they shout if we don’t understand, ’cause people might get a little bit sad”
Parents and carers

How easy was it to get help for your child with their speech, language and communication needs?

- Very easy, 6%
- Quite easy, 21%
- Quite difficult, 28%
- Very difficult, 45%
Speech and language therapy

Just 15% of survey respondents felt speech and language therapy was available as required.
• Communication is crucial

• Strategic system-wide approaches to supporting SLCN are rare

• Services are inaccessible and inequitable

• Support that makes a difference

• Too many children with SLCN are being missed
Top down
Top down

Bottom up
What does the report say about...

- Commissioning
- Early years
- Schools
- Mental health
- Special educational needs and disability (SEND)
- Vulnerable groups
- Social mobility
- Research and evidence
Commissioning

Nearly 40% of participants felt commissioners' understanding of speech, language and communication required significant improvement.

- Excellent: 4%
- Good: 25%
- In need of significant improvement: 38%
- Satisfactory: 33%

www.bercow10yearson.com/commissioners/
Early years

“Nursery workers kept telling me not to worry and that it was just because he’s a boy.”

PARENT
## Assessing and Reporting on Speech, Language and Communication

<table>
<thead>
<tr>
<th>Age</th>
<th>0-2</th>
<th>2 ½</th>
<th>4-5</th>
<th>4-5</th>
<th>5-6</th>
<th>6-7</th>
<th>10-11</th>
<th>15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure</td>
<td>Health visitor checks as part of Healthy Child Programme</td>
<td>Integrated two year check Ages and Stages Questionnaire (ASQ)</td>
<td>From 2019: Reception baseline</td>
<td>Early Years Foundation Stage Profile (EYFSP)</td>
<td>Phonics screening check</td>
<td>Key Stage 1 tests</td>
<td>Key Stage 2 tests</td>
<td>GCSE</td>
</tr>
<tr>
<td>Is speech, language and communication included?</td>
<td>Not always</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**From age five**
Continual monitoring of progress in the curriculum
No requirement to measure or report on spoken language

www.bercow10yearson.com/schools-and-colleges/
Main findings

- Children and young people have benefited from the Code of Practice being more than just a set of standards - it has driven real change in the way services are delivered. Leaders and managers across the country have implemented the Code, and the SEND reforms and special educational needs (SEN) system now operate in a more inclusive and effective way, ensuring that children and young people with SEND receive the support they need.

- Children and young people who have SEND were found to be excluded, absent or missing from school much more frequently than other pupils nationally. Even in some local areas that had implemented the Code of Practice well, leaders did not have appropriate plans to deal with the levels of exclusion for these pupils.

- School leaders had used unofficial exclusions too readily to cope with children and young people who have SEND. Across nearly all local areas inspected, an alarming number of parents said that some school leaders asked them to take their children home. This was in addition, or as an alternative, to fixed-term exclusions. It is illegal.

- Access to therapy services was a weakness in half of the local areas inspected. Typically, therapy services were of high quality. However, too many children and young people who have SEND experienced long waiting times as well as limited contact with the therapists that they needed.

- Access to child and adolescent mental health services (CAMHS) was poor in over a third of local areas. Many parents reported that the threshold to access CAMHS services was too high or waiting times too long. Consequently, too many children and young people identified as having social, emotional or mental health (SEMH) needs did not get the right support until they were in crisis.

Survey findings

A total of 350 survey responses were received during the consultation period. Sadly, the survey findings have highlighted mixed progress in the implementation of the SEND reforms and worrying trends:

- Children without EHC plans are not getting the support that they need: SLTs reported a refocus of resources to support children with EHC plans, which has often been to the detriment of children without EHC plans. Only 40% of respondents said that they had capacity to deliver services to children without EHC plans. Several commented that these children are receiving reduced support, and in some cases no direct speech and language therapy support, due to capacity challenges.
Mental health

81% of children with emotional and behavioural disorders have unidentified language difficulties.

www.bercow10yearson.com/resources
Vulnerable groups

“All too often the child or young person is seen as the problem; we are the problem and we’re not getting it right.”

YOUTH OFFENDING TEAM
Social mobility
“Although we know much more about what works to make the biggest impact for children and young people’s speech language and communication, people told us that this evidence is not being used to plan services.”
"We don't want to see any child held back from achieving their potential and that includes ensuring that those children with speech, language and communication needs are given the support that they need....we will look very carefully at what the report has said and will respond to it in due course."

The Rt Hon Theresa May MP
The Prime Minister
#Bercow10
Gillian Rudd
Senior Lecturer – Developmental Communication Disorders, Birmingham City University; Fellow of the Higher Education Academy; Signal Editor for the National CEN in Disorders of Fluency
5 MINUTES

- Read and share the 2 page summary on the website https://www.bercow10yearson.com/
- Read the overview in the April Bulletin (pgs 13-14)
- Put copies of the posters up at work and in other key locations
Sign and share the petition: https://petition.parliament.uk/petitions/215643
15 MINUTES

- Start conversations about #Bercow10
- Explore the website
- Share the summary and/or full report with key stakeholders (e.g. commissioners, managers and other professionals)
- Arrange a photo/photos with the #Bercow10 bubble (take part in the #Bercow10relay)
Celebrate and publicise your good practice within and outside of your organisation

Use the resources on the website to calculate relevant statistics for your area.

Liaise with your local MPs.
30 MINUTES +

- Meet with your MPs and local decision-makers and/or invite them to visit your service.
- Contact local radio and newspapers.
- Be creative!
Use social media to maximise the impact of your activities and keep abreast of developments.
>If you’re not on Twitter, consider joining
>Add #Bercow10 to your bio and to your campaigning tweets
>Search for other people’s tweets using #Bercow10. Retweet and like others’ work.
>Tweet your MP and others (particularly decision-makers)
>Join in with Warwickshire’s #10WordChallenge
“Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it is the only thing that ever has.”

MARGARET MEAD (1901-1978)
Any questions?