

Speech, language and communication needs in Parliament

March 2018 – June 2019

120 Geraint Davies – 12 June 2019

To ask the Secretary of State for Housing, Communities and Local Government, whether he plans to issue guidance to local authorities on using the evidence in the March 2018 report Bercow: Ten Years On in their (a) Joint Health and Wellbeing Strategies and (b) contributions to Integrated Care Systems.

Caroline Dinenage

There are no current plans to issue such guidance to local authorities.

<https://bit.ly/2XFFjvL>

119 Geraint Davies – 14 May 2019

To ask the Secretary of State for Education, pursuant to the answer of 14 May 2019 to Question 250743 on Special Educational Needs: Finance, how many and what proportion of children and young people had an Education Health and Care Plan in each year since 2013 and 2019; and how much funding his Department allocated to high needs in each of those years.

Nadhim Zahawi

The level of high needs funding for children and young people with special educational needs (SEN) for each year are published in the dedicated schools grant (DSG) allocations each year, as follows:

Year	Amount
2013-14	£5.0 billion
2014-15	£5.2 billion
2015-16	£5.2 billion
2016-17	£5.3 billion
2017-18*	£5.8 billion
2018-19**	£6.1 billion
2019-20**	£6.3 billion

* In 2017-18 the baselines of the high needs block and the schools block within DSG were adjusted, to take account of local authorities' spending decisions.

** Includes the £125 million added to the high needs block in 2018-19 and 2019-20, in recognition of the cost pressures local authorities have been facing, announced in December 2018.

Information on the number and proportion of children in schools with an education, health and care (EHC) plan or previously statement of SEN are published in the annual 'SEN in England' statistical release. A time series can be found in Table 1 at the following

link: <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2018>.

Information on all young people (up to age 25) with an EHC plan is published in the annual 'Statements of SEN and EHC Plans' statistical release. A time series can be found in Table 1 at the following link: <https://www.gov.uk/government/statistics/statements-of-sen-and-ehc-plans-england-2018>.

The first full year that statutory EHC plans were in place was 2015. Figures prior to this, therefore, relate to statements only. Table 2 in the following link includes the number of new EHC plans during 2014: <https://www.gov.uk/government/statistics/statements-of-sen-and-ehc-plans-england-2018>.

It is important to note that the number of EHC plans and statements of SEN does not include learning difficulty assessments (LDAs). These were previously used in a similar way as an EHC plan, for young people with SEN at a post-16 level, but were replaced by EHC plans from 2015. The last record of LDAs were removed from the system in 2016.

<https://bit.ly/2LKbicL>

118 Geraint Davies – 14 May 2019

To ask the Secretary of State for Education, what steps his Department is taking to provide additional funding for early support for children with mental health problems.

Nick Gibb

The Department for Education is working closely with NHS England and the Department of Health and Social Care to support schools and colleges to provide support for children and young people with emerging mental health issues and secure specialist treatment where it is needed.

The NHS Long Term Plan published in January 2019 announced that by 2023/24 an extra 345,000 children and young people in England aged 0-25 will receive mental health support via NHS funded mental health services and new Mental Health Support Teams. Mental health services will continue to receive a growing share of the NHS budget, with funding to grow by at least £2.3 billion a year by 2023/24. Spending on children and young people's mental health services will grow faster than adult services, and faster than other NHS spending. As set out in the 'Transforming Children and Young People's Mental Health Provision' green paper, the new support teams will work with groups of schools and colleges to provide swift access to support for children and young people with emerging and mild and moderate needs and support referrals to more specialist treatment.

The Department for Education is providing up to £95 million between 2019/20 and 2023/24 to support the delivery of the green paper proposals, including the costs of a significant training programme for senior mental health leads, to help schools and colleges to put in place whole school approaches to supporting pupil mental health.

<https://bit.ly/2VDt5lf>

117 Geraint Davies – 2 May 2019

Children and Young People: Speech Therapy

To ask the Secretary of State for Education, with reference page of 32 of the Children's Commissioner's report, Keeping kids safe: Improving safeguarding responses to gang violence and criminal exploitation, published in February 2019, what steps he is taking to increase access to speech and language therapy to improve rates of early intervention.

Nadhim Zahawi

We are committed to supporting children and young people with speech, language and communication needs (SLCN) and recognise the importance of identifying SLCN early to enable the right support to be put in place and reduce the impact that they may have in the longer term.

We know that 28% of children finish their reception year still without the early

communication, language and literacy skills they need to thrive. That is why my right hon. Friend, the Secretary of State for Education has set out his ambition to halve this figure by 2028 and we are investing over £100 million through our social mobility programme to support this.

However, we are aware of the concerns about the adequacy of funding for children and young people with special educational needs and disabilities (SEND) in England, including those with SLCN. That is why on 3 May 2019, my right hon. Friend, the Secretary of State for Education, announced a call for evidence from schools, colleges and local authorities to consider how the SEND and alternative provision financial arrangements in England could be improved. The call for evidence can be accessed through the following link: <https://consult.education.gov.uk/funding-policy-unit/funding-for-send-and-those-who-need-ap-call-for-ev/>.
<https://bit.ly/2WLWviL>

116 Geraint Davies – 2 May 2019

Young Offenders: Speech Therapy

To ask the Secretary of State for Justice, what plans he has to develop a consistent pathway for justice professionals to be able to refer a young person to speech and language therapy.

Edward Argar

To ensure consistent referral pathways throughout the youth justice system, the Youth Justice Board have developed a screening tool which provides a holistic assessment and intervention plan that can be used in a variety of settings. In custody, NHS England screen and assess every child for neurodisabilities using the Comprehensive Health Assessment Tool (CHAT) and put in place an individual care plan.

<https://bit.ly/2YAcwJn>

115 Geraint Davies – 2 May 2019

Young Offenders: Speech Therapy

To ask the Secretary of State for Justice, what plans he has to develop a consistent pathway for (a) prison staff and (b) Departmental officials to refer young people in the justice system to speech and language therapy.

Edward Argar

To ensure consistent referral pathways throughout the youth justice system, the Youth Justice Board have developed a screening tool which provides a holistic assessment and intervention plan that can be used in a variety of settings. In custody, NHS England screen and assess every child for neurodisabilities using the Comprehensive Health Assessment Tool (CHAT) and put in place an individual care plan.

<https://bit.ly/2YAcwJn>

114 Geraint Davies – 2 May 2019

Integrated Care Systems

To ask the Secretary of State for Health and Social Care, what plans he has to issue guidance to local authorities on (a) considering and (b) including the evidence in the report entitled Bercow: Ten Years On report, published in March 2018, in their (a) joint health and wellbeing strategies and (b) their contribution to integrated care systems.

Caroline Dinanage

As set out in the statutory guidance on Joint Strategic Needs Assessments and Joint Health and Wellbeing Strategies, local authorities and clinical commissioners should be drawing upon this evidence and the Department for Education and the Department of Health and Social Care will continue to promote and draw this to the attention of commissioners where possible.

The report 'Bercow: Ten Years On' provides valuable evidence of the importance of commissioners understanding local communication needs, and working together with providers and patients to ensure needs are met. The Department for Education and the Department of Health and Social Care will continue to seek opportunities for drawing this to the attention of commissioners.

<https://bit.ly/2WJnQCh>

113 Geraint Davies – 2 May 2019

Mental Health Services: Staff

To ask the Secretary of State for Health and Social Care, whether NHS Digital will include the number of speech and language therapists working in (a) children and young people's and (b) adult NHS mental health services in its estimate of the mental health workforce.

Jackie Doyle-Price

NHS Digital's estimate of the mental health workforce is drawn from the Electronic Staff Record (ESR). ESR is the HR and payroll system for the National Health Service.

In ESR, staff who are identified to either have an Occupation Code or who work in an area suggesting that they primarily work to provide or support the provision of mental health are included in NHS Digital's estimate of the mental health workforce. This includes speech and language therapists who meet these criteria

<https://bit.ly/2LKJipv>

112 Geraint Davies – 2 May 2019

Speech and Language Disorders: Training

To ask the Secretary of State for Education, what plans he has to ensure that staff working in an education setting are trained in awareness of speech, language and communication needs.

Nick Gibb

The Department is investing £50 million to develop more high quality school-based nursery provision for disadvantaged children, £26 million to set up a network of English hubs, and £20 million to provide school-led professional development for early years practitioners.

The Department is reviewing the current special educational needs and disability (SEND) content in Initial Teacher Training (ITT) provision and building on our existing SEND specialist qualifications to develop a continuum of career development from ITT, through teachers' early careers and into specialist and leadership roles.

Since the introduction of the 2014 SEND reforms, the Department has provided funding to a range of condition-specific organisations to develop resources and training to deliver high quality teaching across all types of SEND. This includes specialist resources in relation to speech, language and communication skills.

The Department currently funding nasen and University College London, on behalf of the Whole School SEND consortium, to deliver a programme of work that will equip the workforce to deliver high quality teaching across all types of special educational needs. New SEND regional leads will bring together practitioners and networks in their local area to build a Community of Practice, including local speech, language and communications champions.

<https://bit.ly/2JloXhN>

111 Geraint Davies – 3 May 2019

Special Educational Needs: Finance

To ask the Secretary of State for Education, what assessment he has made of the implications for his Department's policies of the findings of the National Education Union, published on 15 April 2019, that SEND provision in England has had a £1.2bn shortfall in funding increases from Government since 2015.

Nadhim Zahawi

High needs funding has risen by £1 billion since 2013 to £6.3 billion this year. However, we recognise that local authorities and schools are continuing to face cost pressures. Funding levels for future years will be determined by the next Spending Review.

<https://bit.ly/2Q42ehs>

110 Geraint Davies – 3 May 2019**Speech Therapy: Children and Young People**

To ask the Secretary of State for Health and Social Care, what discussions he has had with NHS Clinical Commissioners on the importance of joint commissioning services for children and young people with speech, language and communication needs.

Caroline Dinenge

The Department has had no discussions with the organisation NHS Clinical Commissioners on joint commissioning of services for children and young people with speech, language and communication needs.

<https://bit.ly/2W5Y5PE>

109 Geraint Davies – 3 May 2019**Speech Therapy: Children**

To ask the Secretary of State for Health and Social Care, whether Public Health England has plans to issue guidance to (a) parents and (b) carers on (i) identifying need for and (ii) access to speech, language and communication services for children.

Caroline Dinenge

Public Health England (PHE) is working in partnership with the Department for Education to produce evidence-based resources and tools to support health visitors, early years practitioners and parents/carers in identifying and supporting children's early speech, language and communication (SLC) needs through training guidance and an enhanced early language assessment tool. The assessment tool will incorporate parent resources to support family understanding of SLC in their children and will be rolled out from April 2020.

Alongside this work, PHE is developing a model SLC pathway for children under five. This will ensure that professionals working with families are able to help them support their child's SLC and how to access support if needed. The pathway will be published by September 2019.

<https://bit.ly/2VF4wtk>

108 Edward Argar – 23 April 2019

My hon. Friend is absolutely right. Central to tackling the problem is partnership working, not only with youth offending teams but with colleagues in the educational sphere. We are fully engaged with Edward Timpson's review of exclusions, and we are working very closely with the Department for Education on matters such as speech and language therapy, learning disabilities and other factors that can play a part.

<http://bit.ly/2GSB6PK>

107 Rebecca Pow – 11 March 2019**Education Questions**

Two thirds of children who are excluded from school are found to have speech, language and communication difficulties. Tackling this at an early age would make a real difference to their life chances and, indeed, to the standards they achieve at school, so will my right hon.

Friend please outline what the Government are doing to show they realise this and to tackle it?

Damian Hinds

My hon. Friend is, of course, exactly right on that. The very earliest development of speech and language is crucial; someone who arrives at school unable to communicate fully just cannot access the rest of the curriculum. That is why I have set out the ambition to halve that gap in early language development. It is also why we must look at the home, because what happens in school and nursery is not the whole picture. We have to think about the home learning environment and make sure we are giving as much support to parents as possible.

<http://bit.ly/2O0COA9>

106 Geraint Davies – 25 March 2019**Pupil Referral Units: Speech Therapy**

To ask the Secretary of State for Education, which Pupil Referral Units (a) employ speech and language therapists or (b) have access to speech and language therapy services.

Nadhim Zahawi

The 2015 Special Educational Needs and Disability (SEND) Code of Practice sets out high expectations of schools, alternative provision, and colleges about how they identify and meet the needs of pupils with SEND, including those with speech, language and communication needs. The Code emphasises that schools, including alternative provision, should work closely with their local authority and other providers to commission specialist services directly, such as speech and language therapists.

The department does not collect data on which pupil referral units employ speech and language therapists. Commissioners of alternative provision should ensure that there is a clear plan for pupils' progression and keep the arrangements under regular review so that they can be adapted in response to the needs of the child or young person. Where an alternative provider has concerns that a child or young person may have a speech and language difficulty that is not being appropriately supported, then they should raise their concerns with the commissioner and agree how these potential needs will be assessed and supported.

<https://bit.ly/2FN9QjM>

105 Geraint Davies – 25 March 2019**Special Educational Needs**

To ask the Secretary of State for Education, what plans he has to consult experts in speech, language and communication on the development of the early career framework for teachers' curricula and training materials.

Nick Gibb

The Department has worked closely with the teaching profession to develop the early career framework (ECF). Teachers and academics with expertise in supporting special educational needs and disability (SEND) pupils were closely involved in the design of the ECF. The framework has at its centre approaches that support the needs of all pupils including those pupils with the four areas of need set out in the SEND Code of Practice

Drawing on the ECF, the Department's intention is to procure the development of high-quality curricula and materials which can help schools to put in place effective support and training for the early career teachers. The Department will continue to engage the sector as plans develop to ensure the policy is delivered successfully.

<https://bit.ly/2CZ1m8q>

104 Geraint Davies – 25 March 2019**Children in Care: Mental Health**

To ask the Secretary of State for Education, pursuant to the Answer of 13 February 2019 to Question 216909 on Children in Care: Health Services, what discussions the consortium of

partners delivering the mental health assessment pilots for looked after children has had with the Royal College of Speech and Language Therapists.

Nadhim Zahawi

The consortium delivering the looked-after children mental health assessment pilots has communicated with the Royal College of Speech and Language Therapists about the setting up of the pilots. They will draw on the expertise of the Royal College of Speech and Language Therapists during the course of the pilots.

<https://bit.ly/2WEO20g>

103 Geraint Davies – 25 March 2019

Members: Correspondence

To ask the Secretary of State for Education, when his Department plans to respond to the letter to the Parliamentary Under Secretary of State for Children and Families of 19 November 2018 on his speech to the All-Party Parliamentary Group on Speech and Language Difficulties on 23 October 2018.

Nadhim Zahawi

A response is being drafted and will be issued shortly.

<https://bit.ly/2HYc1V6>

102 Geraint Davies – 25 March 2019

Mental Health Services: Children and Young People

To ask the Secretary of State for Health and Social Care, what plans NHS England has to ensure that every child and adolescent mental health service includes speech and language therapists.

Caroline Dinenege

The NHS Long Term Plan, published on 7 January 2019 sets out where extra National Health Service funding will be focused and how services will be designed, including the importance of ensuring speech and language therapy is joined up with children's mental health services. Work will take place with local areas to design and implement models of care for children and young people that are age appropriate, closer to home and bring together physical and mental health services. These models will support health development by providing holistic care across local authority and NHS services, including primary care, community services, speech and language therapy, school nursing, oral health, acute and specialised services.

<https://bit.ly/2K6eoHr>

101 Geraint Davies – 25 March 2019

Speech and Language Disorders: Children

To ask the Secretary of State for Health and Social Care, what plans Public Health England has to align the Healthy Child Programme service specification with the Speech, Language and Communication pathway for children under five.

Jackie Doyle-Price

To support the speech, language and communication elements of the Healthy Child Programme (HCP), Public Health England (PHE) is partnering with the Department for Education to develop a model speech, language and communication pathway for services for children aged zero to five years. The pathway is built on the best evidence and good practice and will be published by September 2019. This will support local joint commissioning and service provision.

The 'Healthy Child Programme 0-19 (HCP): the health visitor and school nurses commissioning guidance' was refreshed in March 2018 and is available to view at the following link:

<https://www.gov.uk/government/publications/healthy-child-programme-0-to-19-health-visitor-and-school-nurse-commissioning>

The guidance supports local commissioning and delivery of the HCP and the delivery of the HCP, including the speech, language and communication elements.

<https://bit.ly/2UyPKD2>

100 Geraint Davies – 25 March 2019

Speech and Language Disorders: Children and Young People

To ask the Secretary of State for Health and Social Care, how many children and young people in contact with liaison and diversion services have speech, language and communication needs.

Caroline Dinenege

Over the last four years 2,736 children and young people who engaged with liaison and diversion services commissioned by NHS England, were identified as having a speech, language and communication need, of which 284 cases were referred on to services, as summarised in the following table.

Interventions to address speech, language and communication (SLC) needs

	Number of Cases 2015/16	Number of Cases 2016/17	Number of Cases 2017/18	Number of Cases Q1 - Q3 2018/19	Total to date
Referrals					
Referral to other agency	10	29	26	25	90
Referral for Targeted Service	14	41	36	34	125
Referral to specialist SLC service	22	9	25	13	69
Total Referrals	46	79	87	72	284
Need already met	111	214	316	267	908
Advice given	32	65	60	58	215
Did not meet threshold for referral	1	5	8	8	22
No appropriate service available locally	0	6	8	2	16
Referral/action indicated but refused by client	6	13	32	22	73
Other	102	261	351	334	1,048
Cases needing further follow-up	24	38	43	65	170
Grand Total	322	681	905	828	2,736

Note:

Figures are for England only

Information is collected on the number of cases seen by liaison and diversion services, not the number of individuals seen. An individual may have been seen by liaison and diversion services on more than one occasion in any given time period.

<https://bit.ly/2YPGDgE>

99 Rebecca Pow – 21 March 2019

Speech and Language Disorders: Children and Young People

To ask the Secretary of State for Health and Social Care, what plans he has to improve the identification of speech, language and communication needs among children and young people who are in contact with specialist NHS children and young people's mental health services.

Jackie Doyle-Price

On 20 December 2018, the first wave of 25 trailblazer sites were announced which will trial the plans set out in the Green Paper, 'Transforming children and young people's mental health provision', published in December 2017.

All trailblazer areas will build on support already in place and will work with other professionals such as speech and language therapists, including in support of delivering schools' responsibilities for pupils with special educational needs and disabilities. The aim will be to improve identification of mental health needs, including through knowledge of the links between mental health and other needs children and young people have such as speech, language and communication needs, and to provide more comprehensive support for their full range of needs.

In addition, the NHS Long Term Plan sets out where extra National Health Service funding will be focused and how services will be designed.

<https://bit.ly/2laq2Fi>

98 Rebecca Pow – 21 March 2019

Pupil Referral Units: Special Educational Needs

To ask the Secretary of State for Education, how many children and young people in contact with Pupil Referral Units have speech, language and communication needs.

Nick Gibb

The Department publishes information on the number of pupils with special educational needs in each Pupil Referral Unit (PRU) by primary need type. This can be found in the underlying data of the "Special educational needs in England" statistical releases found at the following link:

<https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>.

In January 2018, 365 pupils in PRUs who were identified with special educational needs, had speech, language and communication needs as their primary type of need. This is 2.2% of the 16,730 pupils with special educational needs in PRUs. These figures relate to pupils on special educational needs support and those with a statement or Education, Health and Care Plan who are registered to local authority maintained PRUs and Academy or Free School alternative provision as their main educational provider.

<https://bit.ly/2UfWMO2>

97 Rebecca Pow – 21 March 2019

Young Offenders: Special Educational Needs

To ask the Secretary of State for Justice, whether he plans to develop guidance for youth offending teams on how best to (a) support and (b) meet the needs of young people with speech, language and communication needs; and if he will make a statement.

Edward Argar

Young people with speech and language difficulties are particularly vulnerable, and we are

seeking to ensure that those who work with children and young people with a high prevalence of speech, language and communication needs, are trained in recognising and responding appropriately to these needs. Over the last three years we have provided free, national training for Youth Justice professionals supporting them to identify children's special educational and disability needs and deliver effective engagement and positive long-term outcomes.

Furthermore, in 2015, the Youth Justice Board (YJB) and Royal College of Speech and Language Therapists (RCSLT) published joint practitioner guidance about how to identify children with speech, language and communication needs, how to communicate more effectively with them and how to make written information more accessible. The guidance can be found at: <https://www.gov.uk/government/publications/speech-language-and-communication-needs-in-the-youth-justice-system/practice-advice-speech-language-and-communication-needs-slcn-in-the-youth-justice-system>.
<https://bit.ly/2ld8ulg>

96 Rebecca Pow – 21 March 2019

Pupils: Communication Skills

To ask the Secretary of State for Education, what plans Ofsted has to ensure that descriptors of high-quality education in new inspection handbooks for (a) early years, (b) schools and (c) further education emphasise the importance of pupils developing language and communication skills.

Nick Gibb

This is a matter for Her Majesty's Chief Inspector, Amanda Spielman. I have asked her to write to the hon. Member and a copy of her reply will be placed in the Libraries of both Houses.

<https://bit.ly/2I8ssNM>

95 Geraint Davies – 5 February 2019

Children in Care: Health Services

To ask the Secretary of State for Education, pursuant to the Answer of 30 May 2018 to Question HL7925, how the organisation that is managing the integrated physical and mental health assessments for looked-after children identifies and meets the speech, language and communication needs of those children.

Nadhim Zahawi

We have appointed a consortium of partners, led by the Anna Freud Centre, to support delivery of the mental health assessment pilots. The pilots will test improved approaches to the mental health and wellbeing element of the health assessments looked-after children receive on entry to care.

The improved assessments will be child-centred and needs-focused. They will support timely identification of needs and inform whether more comprehensive assessment and support is needed. For some children, this will result in referrals to specialist services, such as speech, language and communication services. The pilots will also explore the range of professionals that should be involved in the assessment process.

We will be conducting a full evaluation of the pilots, which will consider how effective the mental health assessments are at providing an accurate and thorough diagnosis of the child's needs.

<https://bit.ly/2GqwIHN>

94 Geraint Davies – 5 February 2019

Home Education: Standards

To ask the Secretary of State for Education, what measures his Department plans to use to

evaluate the effectiveness of its guidance entitled Improving the home learning environment, published on 14 November 2018.

Nadhim Zahawi

This publication sets out a behaviour change approach that will inform our work to improve the home learning environment, so that a greater proportion of children have the early language, communication and literacy skills they need to thrive. It brings together the latest evidence from research and draws on the experience of experts working with families every day.

The behaviour change model is a living document, which we intend to update as new evidence emerges and as practice develops.

<https://bit.ly/2GaFLqF>

93 Geraint Davies – 5 February 2019

Special Educational Needs

To ask the Secretary of State for Education, how many children and young people who have speech, language and communication needs as their primary need are (a) 0-5, (b) 5-16, (c) 16-18 and (d) 18-25 years old; and how many have Education, Health and Care plans there are for each of those age groups.

Nadhim Zahawi

Information requested on type of need, by age group for all children and young people with an Education, Health and Care (EHC) plan, is not held centrally. This information is however available for those in state-funded primary, secondary and special schools.

Figures showing the number of children and young people with an EHC plan by age group is published in the 'Statements of SEN and EHC plans' publication available

at: <https://www.gov.uk/government/statistics/statements-of-sen-and-ehc-plans-england-2018>.

Figures showing the number of children in state-funded primary, secondary and special schools who have speech, language and communication needs as their primary need by age are published in the 'Special educational needs in England' publication available

at: <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2018>.

<https://bit.ly/2UNPkpb>

92 Geraint Davies – 5 February 2019

To ask the Secretary of State for Education, what steps his Department is taking to support parents and carers in the education, health and care need assessment process.

Nadhim Zahawi

The Children and Families Act (2014) requires local authorities to provide children, young people and parents with information, advice and support about special educational needs and disabilities (SEND), and to work with them to develop a local offer.

Where children and young people are going through an education, health and care needs assessment, their parents or carers are able to get help from the local information, advice and support (IAS) service which is a useful source of information to help them understand the process and participate fully in it. There are IAS services in every local area and can be found through this link: <https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/find-your-local-ias-service>. Between June 2018 and March 2020, the government is providing £20 million to improve the quality of IAS services.

The government also funds parent carer forums (PCFs). These forums bring parents together to help support other parents of disabled children, and as a way to work with the local authority to influence local SEND provision. We are continuing to provide funding for PCFs, with £15,000 per forum (£2.3 million in total) in 2019-20.

<https://bit.ly/2GoRnMk>

91 Geraint Davies – 5 February 2019

To ask the Secretary of State for Justice, what estimate he has made of the cost to the public purse of a case being taken to the First-tier Special Educational Needs and Disability tribunal.

Lucy Frazer

The Ministry of Justice has indicated that it will not be possible to answer this question within the usual time period. An answer is being prepared and will be provided as soon as it is available.

Lucy Frazer

In the financial year 2017/18, the cost of the First Tier Special Educational Needs and Disabilities Tribunal (SENDIST) was £5,038,000. During that same period, 5,049 appeals lodged with the Tribunal, of which 1,492 appeals proceeded to hearing and 3,557 appeals did not. The average cost per appeal lodged is therefore £998.

Further details are published on page 6 of the document link provided:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/766114/Tribunal_and_GRC_statistics_Q2_201819_revised2.pdf

<https://bit.ly/2Gr5f8F>

90 Rebecca Pow – 22 January 2019

To ask the Secretary of State for Health and Social Care, which of NHS England's 25 trailblazer areas on transforming children and young people's mental health include speech and language therapists.

Jackie Doyle-Price

All 25 trailblazer sites will have new Mental Health Support Teams working in and near schools and colleges to support children and young people with mild to moderate mental health conditions.

Mental Health Support Teams will work in an integrated way with existing professionals including speech and language therapists, school counsellors, nurses, and the voluntary sector to treat those with mild to moderate mental health issues in school and will help children and young people with more severe needs to access the right support and provide a link to specialist NHS services.

<https://bit.ly/2FTcLco>

89 Rebecca Pow – 21 January 2019

To ask the Secretary of State for Health and Social Care, what the implications are for his policies of the conclusion in the paper entitled, Mental Health of Children and Young People in England, 2017, published by NHS Digital in November 2018 that children with a mental disorder were five times more likely to have speech or language problems.

Jackie Doyle-Price

On 20 December 2018, we announced the first wave of 25 trailblazer sites that will test the plans set out in 'Transforming children and young people's mental health provision: a green paper', published in December 2017. This set out the Government's intention to improve provision of support through its three key proposals: creating new Mental Health Support Teams working in and near schools and colleges to support children and young people with mild to moderate mental health conditions; piloting a four-week waiting time for access to specialist National Health Service children's mental health services; and training Designated Senior Leads in mental health in schools and colleges.

Mental Health Support Teams will build on support already in place and work in an integrated way with other professionals such as speech and language therapists, including in support of delivering schools responsibilities for pupils with special educational needs and

disabilities. Our aim is to improve earlier identification of mental health needs, including through knowledge of the links between mental health and others such as speech, language and communication needs, to increase access to services and to provide more comprehensive support for the full range of needs of children and young people.

<https://bit.ly/2W9uB0s>

88 Rebecca Pow – 21 January 2019

To ask the Secretary of State for Education, what plans his Department has to (a) identify and (b) tackle children's communication difficulties under its Children in Need policy.

Nadhim Zahawi

The government is committed to ensuring that children and young people with speech, language and communication needs (SLCN) get the support they need to lead safe, fulfilling lives and to reach their potential.

The Special Educational Needs and Disabilities Code of Practice makes clear that local authorities, clinical commissioning groups and relevant others are responsible for commissioning specialist support locally using their high needs funding budgets. This includes support for SLCN. We have given an additional £250 million to high needs funding across 2018-19 and 2019-20 to help them fulfil these duties, on top of the £6 billion already provided for the high needs budget. Local authorities are required to develop and publish their local SEND offer based on an analysis of local need and we expect details of services for SLCN, including how they can be accessed, to be included.

My right hon. Friend, the Secretary of State for Education has set out his ambition to halve the 28% of children who finish their reception year without the early communication and reading skills they need to thrive by 2028. The Department for Education is working with the Department of Health and Social Care and Public Health England to support health visitors and early years practitioners to identify and support children's early SLCN. We are investing £26 million to set up a network of English hubs, £20 million to provide professional development for early years practitioners, and £7.5 million to understand what works in partnership with the Education Endowment Foundation. We are investing £6.5 million in voluntary and charity sector grants supporting the home learning environment.

Where children are at risk of harm, it is particularly important that they are supported to communicate their needs. The statutory guidance 'Working together to safeguard children' (2018) is clear that special provision should be put in place to support dialogue with children who have communication difficulties. This child-centred approach is supported by the Children Act (1989) and emphasised further in the interim findings of the children in need review.

<https://bit.ly/2RGpWVe>

87 Rebecca Pow – 21 January 2019

To ask the Secretary of State for Education, whether the training for designated senior leads for mental health includes training in awareness of speech, language and communication needs and their links to mental health.

Nick Gibb

The role of the Designated Senior Leads for Mental Health in schools will be to take a strategic overview of a school or college's approach to children and young people's mental health and wellbeing. The Department is currently working towards a procurement of training for Designated Senior Leads, to be provided from the 2019/20 academic year. This will set out the broad areas that the training should cover to enable leads to put in place whole school approaches that incorporate the promotion of good mental wellbeing and resilience amongst pupils and staff. Where a school puts a lead in place, their role should complement existing statutory roles, including the Special Educational Needs coordinator to ensure that all pupils get the right support to meet their needs.

To increase support, the Government is also funding new Mental Health Support Teams working in or near schools. The teams will include a new trained workforce which can provide treatment and support to help reduce mental health problems worsening or developing in the first place. These new teams will be tested in 'trailblazer' areas from January 2019.

<https://bit.ly/2RHNo4t>

86 Geraint Davies – 16 January 2019

To ask the Minister for the Cabinet Office, how many young unemployed people have speech, language and communication needs.

Chloe Smith

The information requested falls within the responsibility of the UK Statistics Authority. I have asked the Authority to reply.

<https://bit.ly/2HclHKW>

[http://gna.files.parliament.uk/gna-attachments/1042303/original/PQ_209273%20\(2\).pdf](http://gna.files.parliament.uk/gna-attachments/1042303/original/PQ_209273%20(2).pdf)

85 Geraint Davies – 16 January 2019

To ask the Secretary of State for Education, whether he has made a recent assessment of the value for money of a child being taken into care; and if he will make a statement.

Nadhim Zahawi

One of the key principles of the legislation which underpins the UK's child protection system is that children are best looked after within their families, but that is not always possible. As a last resort, after other steps have failed, local authorities may apply to the independent courts for a decision about removing a child from his or her family – for the child's safety. Local authorities are required to submit annual budget and outturn statements about their spending on children's services, including spend on children looked after, to my right hon. Friend, the Secretary of State. This data is published at the following link:

<https://www.gov.uk/government/collections/statistics-local-authority-school-finance-data>.

We also publish information on the average weekly unit costs of looked after children, by local authority, in the Local Authority Interactive Tool. This can be found here:

<https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>.

These sources give information on both the aggregate and average costs to local authorities associated with supporting and accommodating looked after children. The cost of support and care placements varies across individual children. The impact on child welfare through, for example, a reduction in exposure to harm or potential harm will also vary across individual children and will be dependent on the context of the situation.

<https://bit.ly/2Cp0id8>

84 Geraint Davies – 16 January 2019

To ask the Secretary of State for Education, how many speech and language therapists work in virtual schools.

Nadhim Zahawi

The information requested is not held centrally.

<https://bit.ly/2DfDC0g>

83 Geraint Davies – 16 January 2019

To ask the Secretary of State for Education, if he will make an assessment of the potential merits of English Hub schools having at least one member of staff who has received specialist speech, language and communication training.

Nick Gibb

Each of our 32 English Hubs will deploy 5 practising teachers as literacy specialists, to

deliver early language and reading teaching support to local schools. These teachers will not be required to hold specific qualifications in special educational needs and disability (SEND), but they will be trained to support all children to learn to read.

Literacy specialists will also have access to the wide range of support available to all teachers. Since 2010, the Department has invested heavily in the development of resources and training to ensure that teachers are equipped to support pupils with specific types of SEND, including speech, language and communication needs.

To be awarded qualified teacher status, trainees must satisfy the teachers' standards which include a requirement that they have a clear understanding of the needs of all pupils, including those with SEND, and are able to use and evaluate distinctive teaching approaches to engage and support them.

In addition, the Whole School SEND consortium, funded by the Department, has appointed new SEND regional leads who are bringing together practitioners and networks to build a community of practice, to help identify school improvement priorities and facilitate the exchange of knowledge and expertise.

<https://bit.ly/2FvFIRN>

82 Lord Shinkwin – 13 December 2018

To ask Her Majesty's Government what discussions they plan to have with NHS Clinical Commissioners about ensuring that speech and language therapy service specifications (1) require speech and language therapy services to have a pathway for when a child or young person is not brought to an appointment, including for children and young people who are known to be at higher risk of poorer outcomes or safeguarding issues, (2) ensure and appropriately resource speech and language therapy services to provide support in settings that meet the needs of the children or young people and their parents and carers, and (3) monitor and report on the number of children and young people who are discharged from speech and language therapy services because they were not brought to an appointment.

Lord O'Shaughnessy

We have no plans at present to hold discussions with NHS Clinical Commissioners concerning speech and language therapy service specifications. Clinical commissioning groups have responsibility for commissioning services to meet the needs of their local population, drawing on National Institute for Health and Care Excellence guidance to agree the specifications for communication support. The protection and safeguarding of children and young people from harm is of paramount importance to all parts for the health care system. All providers should have their own governance arrangements in place for responding to non-attendance at appointments.

<https://bit.ly/2RYWtBP>

81 Lord Shinkwin – 13 December 2018

To ask Her Majesty's Government what plans they have to ensure that children and young people who enter alternative education provision are assessed by a speech and language therapist to determine whether they have speech, language and communication needs.

Lord Agnew of Oulton

The Special Educational Needs and Disabilities (SEND) Code of Practice (2015) sets out high expectations of schools, alternative provision and colleges about how they identify and meet the needs of pupils with special educational needs (SEN), including those with speech, language and communication needs. The code emphasises that schools, including alternative provision, should work closely with their local authority and other providers to commission specialist services directly, such as speech and language therapists. This guidance is attached.

The code is clear that schools should take appropriate steps to identify and address any learning difficulties presented by a child. The support that will be provided for children and

young people with SEN entering alternative provision, with or without an education, health and care plan, should be agreed as part of the commissioning process. To allow for continuity of support, mainstream and alternative providers should promptly share appropriate information on a child or young person's SEN.

Commissioners of alternative provision should ensure that there is a clear plan for pupils' progression and keep the arrangements under regular review so that they can be adapted in response to the needs of the child or young person. Where an alternative provider has concerns that a child or young person may have a speech and language difficulty that is not being appropriately supported, they should raise their concerns with the commissioner and agree how these potential needs will be assessed and supported.

<https://bit.ly/2QvHdjD>

80 Lord Ramsbotham – 12 December 2018

To ask Her Majesty's Government, further to the Written Answer by Lord O'Shaughnessy on 5 June (HL8079) on speech and language disorders, when NHS England's review of the Comprehensive Health Assessment Tool will be completed; and whether the findings of that review will be made publicly available.

Lord O'Shaughnessy

The Comprehensive Health Assessment Tool Quality Assurance Audit is due to complete by the end of January 2019. It was commissioned as an internal review by NHS England to support their functioning as a commissioner and as such will not be published.

<https://bit.ly/2SFdINU>

79 Lord Ramsbotham – 12 December 2018

To ask Her Majesty's Government what plans they have to ensure that speech and language therapists are included in the trailblazer areas anticipated in the Green Paper Transforming Children and Young People's Mental Health Provision, published on 25 July.

Lord O'Shaughnessy

We will seek to use the trailblazer programme as the opportunity to link mental health support teams within schools and colleges, with the range of professionals already working with young people, including speech and language therapists where appropriate. The design of the new mental health support teams should in particular enable better joint working between health and education services, as well as working with other services.

<https://bit.ly/2PzgsVS>

78 Lord Ramsbotham – 12 December 2018

To ask Her Majesty's Government what plans they have to address the findings of Her Majesty's Chief Inspector of Education, Children's Services and Skills in her 2017–18 Annual Report in relation to provision for children with special education needs and disabilities (SEND); and what plans they have to improve (1) identification of SEND, and (2) outcomes for those who do not quite meet the threshold for an education, health and care plan.

Lord Agnew of Oulton

We are grateful to Her Majesty's Chief Inspector of Education, Children's Services and Skills for her 2017 to 2018 Annual Report and will carefully consider the findings.

Local area special educational needs and disabilities (SEND) inspections and revisits carried out by Ofsted and the Care Quality Commission are intended to support improvement and provide reassurance to families that areas will be held to account. They have become a significant driver of improvement in the system and have identified a number of strengths around identification of needs and support for those children without an education, health and care (EHC) plan. We are working with partners - including NHS England - to spread this effective practice more widely.

The statutory SEND Code of Practice sets out high expectations of schools about how they identify and meet the special educational needs (SEN) of their pupils. This guidance is attached.

We have made clear through the framework for initial teacher training (ITT) that it should equip trainees to identify the needs of all pupils and make provision for them, including seeking the advice of colleagues with specialist knowledge and experience. We are currently undertaking an audit of university-based and school-based providers of ITT which we will use to produce a best practice guide.

Schools must ensure that staff can meet the needs of children with SEND, including those without EHC plans, as part of their approach to school improvement, professional development and performance management. All schools (including academies and free schools) must also have a SEN co-ordinator who must hold qualified teacher status and, where required, must achieve the master's level national award in SEN co-ordination within three years of being appointed.

We have a contract with the Whole School SEND Consortium, led by the National Association for SEN, to provide support to the SEND schools' workforce. The consortium has produced resources and training to enable schools to review their SEND provision and to ensure they can identify and meet the needs of pupils effectively. Additionally, the department has funded a range of organisations to develop specialist resources and training to support teachers to identify and effectively meet the needs of pupils with autism; dyslexia and specific learning difficulties; speech, language and communication needs; sensory impairments and physical disabilities. All the materials funded by the department are hosted on the SEND gateway, an online portal which offers education professionals free, easy access to high quality information, resources and training for identifying and meeting the needs of children with SEND.

<https://bit.ly/2zVwLHg>

77 Lord Ramsbotham – 12 December 2018

To ask Her Majesty's Government what plans they have to develop a clear definition of joint commissioning for children and young people with speech, language and communication needs; and what discussions they have had with the Royal College of Speech and Language Therapists and I CAN on that issue.

Lord O'Shaughnessy

There are currently no plans to introduce a single model of joint commissioning for children and young people with speech, communication and language needs. However, we monitor the effectiveness of local joint arrangements via a rolling programme of inspections by Ofsted and the Care Quality Commission. These began in 2016, and over five years, will visit every local area, and assess how well commissioners work together to support children and young people with special educational needs.

The Government is working with the Royal College of Speech and Language Therapists and I CAN through the Expert Advisory Group established by Public Health England and the Department for Education, as part of the latter's Social Mobility Action Plan for Education, 'Unlocking Talent, Fulfilling Potential'.

A model speech, language and communication pathway for services for children aged 0-5 years, built on the best evidence and experience of implementation in practice, is currently in development. This will encourage joint commissioning and service provision.

<https://bit.ly/2BihEla>

76 Geraint Davies – 11 December 2018

To ask the Secretary of State for Education, what plans (a) Ofsted and (b) the Care Quality Commission have to automatically require a written statement of action where joint commissioning arrangements for speech, language and communication needs and related

needs, including (i) social, (ii) emotional and (iii) mental health, classified as inadequate.

Nadhim Zahawi

This is a matter for Her Majesty's Chief Inspector, Amanda Spielman. I have asked her to write to the hon. Member and a copy of her reply will be placed in the Libraries of both Houses.

<https://bit.ly/2EhH4bF>

[http://data.parliament.uk/DepositedPapers/Files/DEP2018-1280/Special Education Needs PQ 201090.PDF](http://data.parliament.uk/DepositedPapers/Files/DEP2018-1280/Special_Education_Needs_PQ_201090.PDF)

75 Geraint Davies – 11 December 2018

To ask the Secretary of State for Education, what estimate he has made of the cost to the public purse of excluding a child from school.

Nick Gibb

There are a range of existing published sources that seek to quantify the cost of exclusion, but the Department has not conducted its own assessment of the cost to the public purse of excluding a child from school.

In March, the Government launched an externally led review of exclusions practice, led by Edward Timpson CBE. The review will consider how schools use exclusion and how this impacts on all pupils. The Government will respond to this review when it is published at the beginning of next year.

The full terms of reference for the review can be found

here: <https://www.gov.uk/government/publications/school-exclusions-review-terms-of-reference>.

<https://bit.ly/2zWkky1>

74 Rebecca Pow – 11 December 2018

To ask the Secretary of State for Justice, whether he has taken steps to (a) ensure that all practitioners who work in the youth justice system are trained in recognising and responding appropriately to communication needs and (b) develop a referral pathway for youth offenders to access speech and language therapy.

Edward Argar

Young people with speech and language difficulties are particularly vulnerable, and we are seeking to ensure that those who work with children and young people in areas with a high prevalence of speech, language and communication needs, are trained in recognising and responding appropriately to these needs. We offered free, national training for Youth Justice professionals over the last three years, supporting them to identify children's special educational and disability needs and to deliver effective engagement and positive long-term outcomes.

To ensure robust referral pathways throughout the youth justice system, the YJB have developed a screening tool which provides a holistic assessment and intervention plan that can be used in a variety of settings. In custody, NHS England screen and assess every child for neurodisabilities using the Comprehensive Health Assessment Tool (CHAT), and put in place an individual care plan. Education providers are also required to assess educational needs and provide appropriate support.

<https://bit.ly/2UBwOB1>

73 Rebecca Pow – 11 December 2018

To ask the Secretary of State for Health and Social Care, what discussions he has had with NHS Clinical Commissioners on ensuring that speech and language therapy service specifications (a) require those services to have a pathway for when a child or young person is not brought to an appointment, (b) appropriately resource those services to provide

support in settings that meet the needs of the child or young people and their parent and carer and (c) monitor and report on the number of children and young people who are discharged from those services because they did not attend an appointment.

Caroline Dinenage

There have been no discussions with NHS Clinical Commissioners concerning speech and language therapy service specifications. Clinical commissioning groups have local responsibility for commissioning services to meet the needs of their local population, drawing on National Institute for Health and Care Excellence guidance to agree the specifications for communication support. The protection and safeguarding of children and young people from harm is of paramount importance to all parts for the health care system. All providers should have their own governance arrangements in place for responding to non-attendance at appointments.

<https://bit.ly/2Be39F9>

72 Rebecca Pow – 11 December 2018

To ask the Secretary of State for Health and Social Care, based on the read codes in the Comprehensive Health Assessment Tool's SystemOne, how many young people currently in young offender institutions have (a) evidence of lack of understanding, (b) difficulty understanding verbal language, or (c) difficulty with speech.

Jackie Doyle-Price

The information requested is not collected centrally.

<https://bit.ly/2BeZtmj>

71 Rebecca Pow – 11 December 2018

To ask the Secretary of State for Education, what discussions he has had with the Education Endowment Foundation on ensuring that funding for improving outcomes for pupils with SEND has a focus on children and young people with speech, language and communication needs.

Nadhim Zahawi

I met with the Education Endowment Foundation (EEF) on the 13 August 2018 to explore whether they could focus on more interventions that improve outcomes for pupils with special educational needs and disabilities (SEND).

The EEF provided an overview of their plans for a new EEF funding round to improve outcomes for pupils with SEND. They have since announced new funding to test different approaches to improve attainment and other outcomes for children with SEND. The published guidance makes it clear that the EEF are interested in exploring targeted interventions for pupils with particular needs.

The funding round is open from 17 October until 14 January 2019. For information, visit the EEF website: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/#closeSignup>.

<https://bit.ly/2rz2Mk2>

70 Emma Hardy - 29 November 2018

Let me say what a pleasure it is hearing a debate in which I agree with what a Government Member is saying—I thank the hon. Gentleman for that. I echo what he was saying about the importance of debating, and I invite him to join my all-party group on oracy. Will he again endorse the recommendations of “Bercow: Ten Years On” for improving speech and language throughout our schools?

<http://bit.ly/2DPERnT>

69 Geraint Davies – 28 November 2018

To ask the Secretary of State for Health and Social Care, with reference to the report entitled Health at a Glance: Europe 2018, published by the OECD on 22 November 2018, whether he plans to respond to the findings on the estimated direct and indirect costs of mental health.

Jackie Doyle-Price

The Department does not plan to respond to the report.

<https://bit.ly/2rpLSEr>

68 Geraint Davies – 28 November 2018

To ask the Secretary of State for Work and Pensions, what estimate she has made of the cost to the public purse of youth unemployment.

Alok Sharma

The Department has not made an estimate of the overall costs of youth unemployment.

The most recent data (July-September 2018) from the ONS Labour Force Survey shows that youth unemployment is at a near record low of 476,000 – down by nearly 50% (463,000) since the 2010 election.

<https://bit.ly/2EjwTEG>

67 Geraint Davies – 28 November 2018

To ask the Secretary of State for Health and Social Care, how many speech and language therapists are employed in (a) children and young people's NHS mental health services and (b) adult NHS mental health services.

Caroline Dinenege

The Department does not hold the information requested.

<https://bit.ly/2rrsxCO>

66 Rebecca Pow – 26 November 2018

To ask the Secretary of State for Health and Social Care, whether NHS England has plans to support NHS providers to collect data on the quality and the outcomes of interventions for children and young people with speech, language and communication needs by (a) recommending the inclusion of outcome measures in the community services dataset and (b) expanding the model hospital dashboard to include quality metrics.

Caroline Dinenege

The Community Services Data Set is developing in phases. At present it has the capacity to record coded assessments, and this facility is mainly used for the Ages and Stages Questionnaire, which assesses the development performance of children in a variety of areas, including communication. NHS Digital publishes data relating the Ages and Stages Questionnaire scores at 24, 27 and 30 months, including the children's scores in the communication domain. NHS Digital continues to work with stakeholders from NHS England, Public Health England and elsewhere to understand further requirements around the Community Services Data Set, including in relation to outcomes.

When outcomes measures are included in the Community Services Data Set, these will be reflected in the Model Community Health Services site, which will be a resource providing metrics on services delivered in the community.

<https://bit.ly/2FV5GtB>

65 Rebecca Pow – 26 November 2018

To ask the Secretary of State for Health and Social Care, pursuant to the Answer of 25 July 2018 to Question 165670 on Speech and Language Disorders: Children, what steps Public

Health England plans to take to draw on expertise from a speech, language and communications expert to inform its work on mental ill health prevention.

Jackie Doyle-Price

Public Health England (PHE) is working in partnership with the Department for Education as part of the Social Mobility Action Plan for Education, to improve early language acquisition and reduce the 'word gap'.

To support this work an Expert Advisory Group has been established. This group helps to shape and develop the work, providing insights and advice on latest research, policy imperatives and priority issues. This group comprises experts from a range of disciplines with expertise in speech and language. These experts can also inform the work on mental health prevention.

PHE has established a Special Interest Group which aims to deliver the best applied evidence to public mental health improvement and reduction of inequalities in children and young people in England.

The group has representation from research and academia, Government Departments, arm's length bodies, local commissioners, public health professionals and young people.

<https://bit.ly/2FHUgJi>

64 Rebecca Pow – 26 November 2018

To ask the Secretary of State for Education, what recent discussions he has had with the Secretary of State for Health and Social Care on developing a new self-evaluation tool for commissioners of services for children and young people who have speech, language and communication needs.

Nadhim Zahawi

We have not had any recent discussions with my right hon. Friend, the Secretary of State for Health and Social Care about specific plans to develop a self-evaluation tool for commissioners of services for children and young people who have speech, language and communication needs. However, officials are in regular contact and we continue to work together to improve outcomes for children and young people with speech, language and communication needs. In our joint response to the 'Bercow: Ten Years On' report we outlined a number of commitments to ensure that these children and young people receive the support they need.

We are working closely with the Department of Health and Social Care and NHS England to establish a System Leadership Board for special educational needs and disabilities, which will focus on improving joint commissioning and working between education, health and social care partners at a local level. We will ensure that the board listens to the views of those with expertise in speech, language and communication.

<https://bit.ly/2DZKSit>

63 Rebecca Pow – 26 November 2018

To ask the Secretary of State for Education, what plans he has to ensure that children who are (a) excluded from school and (b) at risk of being excluded from school are assessed by a speech and language therapist to determine if they have a speech, language and communication need.

Nick Gibb

The Government recognises the importance of early assessment and identification of pupil needs. The 2015 special educational needs and disability (SEND) code of practice sets out high expectations of schools and colleges about how they identify and meet the needs of pupils with SEND, including those with speech, language and communication needs.

Schools should work closely with their local authority, and other providers, to commission specialist services directly, such as speech and language therapists.

The Department's statutory guidance on exclusions is clear that schools should take

appropriate steps to address the underlying causes of poor behaviour, which could include pupils' SEND. This should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have to avoid exclusion, and that schools should consider the use of a multi-agency assessment. The full guidance can be found here: <https://www.gov.uk/government/publications/school-exclusion>.

For children who have been permanently excluded, the Department's statutory guidance on alternative provision (AP) sets out that commissioners of AP should recognise any issues or barriers experienced by these pupils and carry out a thorough assessment of their needs.

The full guidance can be viewed

here: <https://www.gov.uk/government/publications/alternative-provision>.

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<https://bit.ly/2QoNr3m>

62 Emma Hardy – SEND roundtable – 20 November 2018

Q147 Emma Hardy: I want to concentrate on the parent experiences, because in some of the evidence that we have heard, parents have said that they do not have the energy to fight for their children anymore. I wondered how typical that was of parental experiences. I am very interested in the Bercow report, but I would also like to hear from some people who have not spoken yet.

Q148 Emma Hardy: I just want to ask Jean about the Bercow report 10 years on, and about all of the children who do not qualify for EHCPs and are not getting the speech therapy that they need. Would you like to comment on that?

<https://bit.ly/2zpe2E5>

61 Emma Hardy – 20 November 2018

To ask the Secretary of State for Education, what steps he is taking to ensure that the SEND focus group supporting the development of the early career framework for teachers includes an expert in speech, language and communication needs.

Nadhim Zahawi

The department is working closely with the teaching profession to develop the early career framework. Teachers and academics with expertise in supporting pupils with special educational needs and disabilities (SEND) are closely involved in the design of the framework. The framework will have at its centre approaches that support the needs of all pupils, including those pupils with the four areas of need set out in the SEND Code of Practice. We will continue to work with the sector, including individuals with expertise in speech, language and communication to develop the framework and will publish further information in due course.

<https://bit.ly/2FwNg1X>

60 Emma Hardy – 20 November 2018

To ask the Secretary of State for Education, how his Department defines school readiness in (a) speech, (b) language and (c) communication skills.

Nadhim Zahawi

The Early Years Foundation Stage (EYFS) statutory framework sets the learning and development requirements that all early years providers must meet to shape and use educational programmes to ensure that children learn and develop well, and are ready for school.

The EYFS does not explicitly define school readiness; rather the 17 early learning goals (ELG) summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year, including with regard to speech, language and communication.

The department is in the process of making revisions to the ELGs and to the approach to assessment and moderation in the reception year. These reforms are intended to free up teachers to spend more time teaching, interacting with and supporting children to ensure they are developing the rich vocabulary, skills and behaviours they need to thrive at school and in later life.

<https://bit.ly/2FvkNZG>

59 Emma Hardy – 20 November 2018

To ask the Secretary of State for Education, what steps he has taken to fund What Works and other research centres in (a) storing and (b) sharing evidence of interventions that support speech, language and communication.

Nadhim Zahawi

Between 2012 and 2018, the department funded the development and maintenance of a What Works virtual library of evidenced interventions to support children's speech, language and communication. This was funded through The Communication Trust. What Works helps practitioners and teachers find the most appropriate interventions for children and young people by providing a free and easily accessible overview of the evidence base for each intervention.

In addition to this, we are investing £5 million in partnership with the Education Endowment Foundation (EEF) to fund two rounds of an early years What Works fund. The fund aims to build and share better evidence on professional development that improves the learning and development of children from low-income families aged 0 to 5, particularly in early language, literacy and mathematics. The EEF is also running a trial of evidence-based home learning environment (HLE) support programmes in the North of England, focusing on supporting early language and literacy. The HLE trial will be a jointly funded project worth more than £5 million and is scheduled to run over three financial years between 2018 to 2019 and 2020 to 2021.

The EEF has also received £137 million of grant funding from the government to produce and disseminate evidence on What Works to improve the academic attainment and other outcomes of disadvantaged children and young people. The EEF has funded and evaluated several projects that focus on improving the speech, language and communication of pupils in early years and school settings, and findings from these studies are published on the EEF website: <http://educationendowmentfoundation.org.uk>.

In November 2017, the department published an interactive What Works resource for those working with pupils and students with special educational needs and disabilities (SEND), which provides information and evidence-based practice that can be effective for SEND support all in one place. The What Works resource includes research on interventions supporting speech, language and communication and is available on the SEND Gateway: <https://www.sendgateway.org.uk/r/sen-support-research-evidence-on-effective-approaches-and-examples-of-current-practice-in-good-and-outstanding-schools-and-colleges>, and: <https://www.sendgateway.org.uk/resources/effective-sen-support-a-guide-for-senior-leaders-in-education-settings.html>.

We provided this information to enable schools to determine which strategies are most effective for the pupils they are supporting, depending on the specific needs of the individual pupil.

<https://bit.ly/2DRrQei>

58 Emma Hardy – 20 November 2018

To ask the Secretary of State for Health and Social Care, what plans NHS England has to (a) work with commissioners, provider organisations and patients to identify metrics to indicate progression in children and young people with speech, language and communication needs and (b) support providers to collect and benchmark that data.

Caroline Dinenege

The long-term plan being developed by NHS England, following the announcement by the Prime Minister in June 2018, will set out how the National Health Service will develop over the coming years, supported by the significant additional funding of £20.5 billion. This provides an excellent opportunity to consider how services for children and other services can be further improved over the next decade. The plan is currently in development and will be published later in the year.

Detailed assessments of children's speech, language and communication needs (SLCN) is being undertaken by Public Health England, who are developing a new national tool for health visitors with the Department for Education. Health visitors consider SLCN at the universal health review they undertake with children at two to two and a half years of age. This information is used by health visitors to help them decide if further, more specific assessments for communication and language development are required, in order to assess need and inform next steps. Annual data on child development outcomes at two to two and a half years for 2017/18 can be found at the following link:

<https://www.gov.uk/government/publications/child-development-outcomes-at-2-to-2-and-a-half-years-metrics-2017-to-2018>

Information on surveillance using child development outcome indicators is at the following link:

<https://www.gov.uk/government/publications/population-surveillance-using-child-development-outcome-indicators>

<https://bit.ly/2Fyvz7>

57 Emma Hardy – 20 November 2018

To ask the Secretary of State for Health and Social Care, what steps NHS England is taking to ensure that the NHS long-term plan is informed by the findings of the Bercow: Ten Years On report, published on 20 March 2018.

Caroline Dinenage

The long-term plan being developed by NHS England, following the announcement by the Prime Minister in June 2018, will set out how the National Health Service will develop over the coming years, supported by the significant additional funding of £20.5 billion. This provides an excellent opportunity to consider how services for children and other services can be further improved over the next decade. The plan is currently in development and will be published later in the year.

Detailed assessments of children's speech, language and communication needs (SLCN) is being undertaken by Public Health England, who are developing a new national tool for health visitors with the Department for Education. Health visitors consider SLCN at the universal health review they undertake with children at two to two and a half years of age. This information is used by health visitors to help them decide if further, more specific assessments for communication and language development are required, in order to assess need and inform next steps. Annual data on child development outcomes at two to two and a half years for 2017/18 can be found at the following link:

<https://www.gov.uk/government/publications/child-development-outcomes-at-2-to-2-and-a-half-years-metrics-2017-to-2018>

Information on surveillance using child development outcome indicators is at the following link:

<https://www.gov.uk/government/publications/population-surveillance-using-child-development-outcome-indicators>

<https://bit.ly/2qWHjRR>

56 Geraint Davies – 11 October 2018

To ask the Secretary of State for Education, whether he has plans to include communication and language as a focus of the next round of Pupil Premium Awards.

Nadhim Zahawi

The Pupil Premium Awards recognise excellent practice by schools in raising the attainment of disadvantaged pupils through use of pupil premium funding.

Head teachers have discretion over how they spend the pupil premium as they are best placed to identify interventions that meet the needs of their pupils – which can include speech, language and communication barriers.

We will be responding to this and the other recommendations of the 'Bercow: 10 Years On' report, shortly.

<https://bit.ly/2F3DCna>

55 Geraint Davies – 11 October 2018

To ask the Secretary of State for Health and Social Care, pursuant to the Answer of 18 June 2018 to Question 153418 on Young Offenders: Speech and Language Disorders, what discussions his Department has held with (a) I CAN and (b) the Royal College of Speech and Language Therapists on the Bercow: Ten Years On report, published on 20 March 2018; and what further discussions his Department has planned to hold.

Caroline Dinenage

Departmental officials have met with I CAN and the Royal College of Speech and Language Therapists in August to discuss the 'Bercow: Ten Years On' report and I will meet them again in the future.

<https://bit.ly/2RH8Vv>

54 Geraint Davies – 11 October 2018

To ask the Secretary of State for Education, whether he has plans to undertake a cost benefit analysis of not identifying and supporting children and young people's speech, language and communication needs and the interventions required for children and young people with those needs.

Nadhim Zahawi

The government fully recognises that children and young people with speech, communication and language needs must get the support they require. The Special Educational Needs and Disabilities Code of Practice requires that local authorities, educational institutions and relevant others must appropriately identify those needs and put in place support to meet them.

While the department has no current plans to undertake this specific analysis in developing policy to support such children and young people, the government takes account of available research and advice - for example, the 'Bercow, Ten Years On' report published in March this year, to which we will be responding shortly. I will also meet the All Party Parliamentary Group on Speech and Language Difficulties later this month.

<https://bit.ly/2CbJUOz>

53 Lord Ramsbotham – 10 October 2018

To ask Her Majesty's Government what plans Ofsted has to consider children and young people's speech, language, and communication needs in their future research on special educational needs and difficulties, including provision of joint commissioning of specialist therapies and support.

Lord Agnew of Oulton

This is a matter for Her Majesty's Chief Inspector, Amanda Spielman. I have asked her to write to you directly and a copy of her reply will be placed in the Libraries of both Houses.

<https://bit.ly/2Pu8uxW>

52 Lord Ramsbotham – 10 October 2018

To ask Her Majesty's Government what discussions they have had with Public Health England about providing practitioners with evidence-based red flags that indicate communication and language concerns at each of the statutory review points that are part of the next review of the Healthy Child Programme.

Lord O'Shaughnessy

The Department for Education has an ongoing dialogue with Public Health England on the issue of children's speech and language development. They have formed a partnership to address the 'word gap' and support the speech, language and communication elements of the Healthy Child Programme. This programme of work will include training and resources for health visitors on speech, language and communication needs, incorporating evidence-based red flags on delayed early use of gesture and pointing by young children.

<https://bit.ly/2yyJmi6>

51 Lord Ramsbotham – 10 October 2018

To ask Her Majesty's Government what plans they have to ensure that where there are concerns about a child or young person's behaviour in school an assessment is carried out to determine whether there are any causal factors such as difficulties with speech, language, and communication.

Lord Agnew of Oulton

We expect schools to have clear processes to support pupils who present challenging behaviour, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

With some pupils, such challenging behaviour may reflect a wide range of social and emotional difficulties, including underlying mental health difficulties or disorders or special educational needs and disabilities (SEND) such as difficulties with speech, language or communication. The SEND Code of Practice sets out the approach we would expect schools to take in relation to SEND, including requesting education, health and care (EHC) needs assessments.

The government has taken steps to improve access to support for speech, language and communication needs. For example, the Children and Families Act 2014 aims to ensure improvements to early identification of children with speech and language communication needs. There is ongoing work between the Department for Education and Public Health England to target early years professionals for involvement in this early identification.

To provide further support to school practice, we are reviewing our existing mental health and behaviour in schools guidance. This is to ensure it reflects the changing context for support with the implementation of the SEND reforms and changes that are happening in children and young people's mental health following the 'Future in Mind' report (attached) and the mental health Green Paper: 'Transforming Children and Young People's Mental Health Provision' (attached).

We are also reforming training so that all teachers will be shown how to effectively manage behaviour in their first two years in the profession and have recently announced a £10 million investment to support schools to share best practice in behaviour management.

[Future in mind report](#) (PDF Document, 1.65 MB)

[Children & Young People's Mental Health](#) (PDF Document, 1.14 MB)

<https://bit.ly/2NDcwSO>

50 Lord Ramsbotham – 10 October 2018

To ask Her Majesty's Government what plans they have to ensure that opportunity areas develop plans to improve communication and language skills of children and young people over the age of five.

Lord Agnew of Oulton

We know that poor speech, language and communication (SLC) skills can hold children back at school and limit their later life chances. This was identified as an issue in all 12 of the Opportunity Areas, which is why we have put plans in place to improve outcomes in the early years and across all the different phases and age ranges.

Particular projects that include or focus on children over the age of five include the following: In Stoke-on-Trent, we are extending the successful “Stoke Speaks Out” initiative to 25 primary schools with lower than average numbers of children attaining a good level of development. This will provide targeted, specialist support for early language, communication and literacy.

In Derby, we are inviting schools in the most deprived areas to participate in ‘Talk Derby’, an ambitious SLC programme offering a package of support including developing an improvement plan against their particular needs providing training and development for ‘front-line practitioners’ in identifying and supporting SLC needs and training parents to introduce an early talkers programme.

In Blackpool, we are targeting nine secondary schools in a key stage 3 reading project. This will provide a series of interventions with the aim of increasing students’ reading fluency, enhancing their vocabulary and improving their comprehension.

In Fenland and East Cambridgeshire, we are funding five schools to run evidence-based research projects to improve language and communication skills in their pupils, with a particular focus on the most disadvantaged.

In West Somerset, three schools have taken part in a systematic synthetic phonics programme, “Read Write Inc”, delivered by Ruth Miskin training. We are now making plans for a more widespread synthetic phonics programme for the next academic year.

In Bradford, we have approved a project through our Strategic School Improvement Fund that will support 23 schools to improve outcomes at key stage 1.

<https://bit.ly/2CcCfzk>

49 Luke Pollard – 9 October 2018

To ask the Secretary of State for Health and Social Care, what plans Public Health England has to use its Fingertips tool to provide local areas with data on (a) the estimated incidence of speech, language and communication needs in their local population and (b) the known prevalence of speech, language and communication needs.

Caroline Dinenage

By early 2019 Public Health England (PHE) will add data about child development outcomes at two to two and a half years, including the percentage reaching expected levels of communication skills, to the child health section of Fingertips. PHE will also add data from the early years foundation stage profile about the percentage of children at five years reaching expected levels in communication and language skills to Fingertips.

PHE will include estimates of prevalence of speech, language and communication needs in children as part of a needs assessment report for each local authority and clinical commissioning group, to be published on Fingertips in early 2019.

Overarching indicators from the early years foundation stage profile on school readiness are on Fingertips and available to view at the following link:

<https://fingertips.phe.org.uk/search/school%20readiness#page/0/qid/1/pat/15/par/E92000001/ati/6/are/E12000002>

<https://bit.ly/2PrkDnc>

48 Luke Pollard – 9 October 2018

To ask the Secretary of State for Health and Social Care, what discussions he has had with NHS Providers on (a) replacing did not attend with was not brought when children and young people miss appointments and (b) ensuring that when a child or young person is not brought to an appointment both the referrer and the family are notified and there is a process for

following-up.

Stephen Barclay

This is a matter for the local National Health Service. Each health organisation should have information sharing protocols in place for when a child or young person misses or does not attend a planned appointment. This information should be held as part of the child's record and communicated directly to the child's registered general practice and targeted health services, such as health visiting, school nursing or child and adolescent mental health services.

There are mechanisms available within health services to flag such issues. This may depend on the individual case and the significance of the appointment due to be attended, for example, a child not attending for chemotherapy or dialysis may be deemed to be at significant risk.

<https://bit.ly/2C6oquY>

47 Luke Pollard – 9 October 2018

To ask the Secretary of State for Health and Social Care, what plans he has to ensure that the training for the proposed Designated Senior Leads for Mental Health in schools includes information on the link between speech, language and communication needs and mental health, and how to recognise and respond appropriately to speech, language and communication needs.

Matt Hancock

We are working closely with the Department of Education to deliver the Children and Young People's Mental Health Green Paper proposals, which includes proposals for the Designated Senior Leads. The responsibility for the content of the training for the Designated Senior Leads sits with the Department of Education.

<https://bit.ly/2OeWLH9>

46 Luke Pollard – 9 October

To ask the Secretary of State for Education, what plans he has to make ensure that the training for the proposed Designated Senior Leads for Mental Health in schools includes information on the link between speech, language and communication needs and mental health, and how to recognise and respond appropriately to speech, language and communication needs.

Nick Gibb

The role of the Designated Senior Leads for Mental Health in schools will be to take a strategic overview of a school or college's approach to children and young people's mental health and wellbeing. The Department is currently working towards a procurement of training for Designated Senior Leads, to be provided from the 2019/20 academic year. This will set out the broad areas that the training should cover to enable leads to put in place whole school approaches that incorporate the promotion of good mental wellbeing and resilience amongst pupils and staff. Where a school puts a lead in place, their role should complement existing statutory roles, including the SEN coordinator to ensure that all pupils get the right support to meet their needs.

To increase support, the Government is also funding new Mental Health Support Teams working in or near schools. The teams will include a new trained workforce which can provide treatment and support help reduce mental health problems worsening or developing in the first place. These new teams will be tested in 'trailblazer' areas from January 2019.

<https://bit.ly/2REOHgQ>

45 Luke Pollard – 9 October

To ask the Secretary of State for Education, what plans he has to fund a national

programme of roadshows on how to teach language for Reception and Key Stage 1 teachers.

Nick Gibb

The Department has announced a national network of 32 English hubs which will support schools across the country to develop excellent practice in early language and reading. The Department also runs a programme of phonics roadshows. Schools across the country are supported to provide excellent phonics and early language teaching, as well as to spread good practice. The Department is spending up to £100,000 on a series of up to 24 phonics roadshows across the country between now and March 2019. A new set of early learning goals are being piloted as part of our Early Years Foundation Stage Profile reforms. This includes a greater focus on language and vocabulary development, which is vital in ensuring all children leave reception, ready to thrive at school and beyond.

<https://bit.ly/2CyrQzb>

44 Nick Smith – 8 October

To ask the Prime Minister, with reference to the press release entitled Leader of the Commons to chair ministerial group on family support from conception to the age of two, published in July 2018, whether she has plans to establish a working group to cover the entire range of children and young people to build on the work of the working group announced in that press release.

Mrs Theresa May

The Ministerial Group was specifically set up to review how to improve the support available to families in the period around childbirth to the age of 2.

<https://bit.ly/2CwtYr1>

43 Lord Shinkwin – 20 September

To ask Her Majesty's Government what discussions they have had with Ofsted and the Care Quality Commission about ensuring that local area SEND inspections evaluate how effectively local areas use the data collected at age two (Ages and Stages Questionnaire), age four (baseline assessment), and age five (early years foundation stage profile) to monitor children identified as in need of support.

Lord Agnew of Oulton

The effectiveness of the use of data by local areas to monitor children identified as in need of support is a key element of the special educational needs and disabilities (SEND) inspection framework.

In preparation for the inspection, inspectors will consider all available evidence to develop a picture of the local area's performance in fulfilling its responsibilities. This includes, but is not restricted to, data relating to the identification of SEND. This includes health review assessments and commissioning and delivery, including the healthy child programme and school nursing service.

During the inspection, inspectors will draw on a range of information and data to support making their judgements. Inspectors will also test the local area's self-evaluation of its effectiveness in identifying and meeting the needs of children and young people with SEND. All inspection reports include findings on the effectiveness of the local area's use of evaluation. In West Berkshire, for example, leaders across health, education and care services regularly meet to consider the support for pupils with the highest level of need. This close collaboration not only ensures that current support is working well but also that services change and evolve to meet the needs of these pupils as they grow.

<https://bit.ly/2CNIXPz>

42 Lord Shinkwin – 20 September

To ask Her Majesty's Government, further to the publication of their response to the Consultation on Transforming Children and Young People's Mental Health Provision: a Green Paper and Next Steps (Cm 9626) published in July, which health practitioners they envisage being part of the composition of (1) Mental Health Support Teams, and (2) specialist NHS children and young people's mental health services.

Lord O'Shaughnessy

New Mental Health Support Teams will provide support in and near schools and colleges for children and young people with mild to moderate mental health conditions. They will work closely with schools and colleges on establishing a whole-school approach to supporting mental health. We are creating a new role of Education Mental Health Practitioners to staff the teams. They will provide face to face, evidence-based interventions, and work as part of an integrated referral system with existing National Health Service mental health services to ensure that children in need of more specialist support are appropriately referred.

There will be new courses starting in seven universities in January 2019 to train this new workforce of Education Mental Health Practitioners to form the Mental Health Support Teams. Working with Health Education England and NHS England, together with leading clinical experts, we have developed an evidence-based curriculum for these courses. It builds on the existing Children's Wellbeing Practitioner programme which is already being provided in the universities.

Specialist NHS children and young people's mental health services are multidisciplinary teams that consist of, but are not limited to psychiatrists, psychologists, social workers, nurses, support workers, occupational therapists, psychological therapists, primary mental health link workers and specialist substance misuse workers.

<https://bit.ly/2OPa0u4>

41 Lord Shinkwin – 20 September

To ask Her Majesty's Government what assessment they have made of the recommendation in the report by I CAN and the Royal College of Speech and Language Therapists, *Bercow: Ten Years On*, published 20 March, that local authorities should include the evidence in the report in their Joint Health and Wellbeing Strategy and in their contribution to Integrated Care Systems.

Lord O'Shaughnessy

As set out in the statutory guidance on Joint Strategic Needs Assessments and Joint Health and Wellbeing Strategies, local authorities and clinical commissioning groups should draw on a range of quantitative and qualitative evidence of local need and of health inequalities, in undertaking their assessments and agreeing their strategies. The report *Bercow: Ten Years On* provides valuable evidence of the importance of commissioners understanding local communication needs, and working together with providers and patients to ensure needs are met.

<https://bit.ly/2p59U6g>

40 Lord Shinkwin – 20 September

To ask Her Majesty's Government what plans they have to ensure that NHS England, NHS Improvement, Public Health England and Health Education England use the evidence and findings in the report by I CAN and the Royal College of Speech and Language Therapists, *Bercow: Ten Years On*, published 20 March, to inform their work in developing leadership in the Allied Health Professions.

Lord O'Shaughnessy

Speech, language and communication skills are fundamental in helping people flourish in life, and the Government is firmly committed to ensuring that those with speech, language and communication needs receive the support they need to reach their full potential. We therefore welcome the *Bercow Ten Years On* report and it raises some important issues.

The Government is currently considering the report and will respond in due course. The NHS Leadership Academy's leadership development programmes are aimed at all levels of leadership and disciplines including allied health professionals. NHS England colleagues already work closely with us on the Clinical Executive Fast Track Scheme and we have commenced conversations regarding allied health professionals leadership development. To date, over 4,000 allied health professionals have enrolled on NHS Leadership Academy National Programmes.

The role that allied health professionals and other clinicians play in National Health Service leadership is of utmost importance and we engage with a range of professions to understand how best to support clinical leaders.

<https://bit.ly/2xcz32O>

39 Lord Shinkwin – 26 September

To ask Her Majesty's Government what plans they have to provide commissioners of services for children and young people with speech, language and communication needs with guidance on seeking the views of service users and their families and the co-production of service design.

Lord O'Shaughnessy

We recognise the importance of ensuring that children and young people with special educational needs and disabilities (SEND) and their parents are engaged in developing SEND policy and processes, including commissioning arrangements, in local areas.

As part of a £3.8 million contract with the Council for Disabled Children and KIDS that will be delivered between 2018 and 2020, we invested £1.15 million between April 2016 and March 2018 to support young people with SEND to contribute to the ongoing development of SEND policy and implementation. We are also providing £4.6 million to Parent Carer Forums between 2018 and 2020. This will bring parents together with local decision makers and help provide them with a voice in the system.

The views of service users and the effectiveness of co-production are key elements of the Ofsted and Care Quality Commission inspections of SEND services. These inspections, which began in 2016, will take place in all local authority areas in England over a period of five years. The inspections identify strengths and areas for development and support commissioners to work with partners, including families, to further improve services.

We have worked with partners, including NHS England, to establish a national network for Designated Medical Officers and Designated Clinical Officers. We have also funded a local authority-led regional network and developed resources to support joint self-assessment and peer review.

Improving local SEND commissioning arrangements has been identified as a key area in recent reviews. In particular, this was identified in the 'Good intentions, good enough?' report by Christine Lenehan, published in November 2017, and the 'Bercow: 10 Years On' report, published by I CAN and the Royal College of Speech and Language Therapists in March this year. Both reports are attached. We are establishing a leadership board of key stakeholders, and a key focus for this board will be to work with local authorities and NHS clinical commissioning groups to support them to improve local planning and commissioning.

[HL10322 Good intentions good enough report](#) (PDF Document, 314.69 KB)

[HL10322 Bercow Ten Years On Report](#) (PDF Document, 2.56 MB)

<https://bit.ly/2NCiJmi>

38 Matt Western – 11 September

To ask the Secretary of State for Education, what plans he has to address delayed language through the use of evidence-based intervention and training programmes.

Nadhim Zahawi

We are committed to supporting children with speech, language and communication needs.

We have a special educational needs and disability (SEND) school workforce contract in place which provides strategic support to the workforce in mainstream and special schools. This enables schools to deliver high quality SEND provision which meets the needs of an increasingly broad range of special educational needs (SEN). The contract will monitor any gaps in provision and propose ways to meet these gaps through working with relevant SEN organisations including those who commission services. This contract will run until March 2020.

I recognise the importance of support in schools for spoken language, which underpins the development of reading and writing. Early support for language development is also important. Therefore, as part of our drive to improve social mobility through education, we announced in our action plan 'Unlocking Talent, Fulfilling Potential' that the department is working with Public Health England and the Department for Health and Social Care to improve early language outcomes for disadvantaged children. 'Unlocking Talent, Fulfilling Potential' can be accessed at: <https://www.gov.uk/government/publications/improving-social-mobility-through-education>.

We want to help provide health visitors with additional tools and training to identify and support children's early speech, language and communication needs. We will do this by taking the following actions. Firstly, we will develop training and guidance to support these professionals, targeted to those areas of the greatest need. We will also develop an 'early language assessment tool' to help health visitors identify emerging language needs so that the right support can be put in place.

<https://bit.ly/2Q96nQN>

37 Matt Western – 11 September

To ask the Secretary of State for Education, what discussions he has had with Secretary of State for Health and Social Care on funding a programme of training for people jointly commissioning services for children and young people with speech, language and communication needs.

Nadhim Zahawi

We are committed to supporting children with speech, language and communication needs. We have a special educational needs and disability (SEND) school workforce contract in place which provides strategic support to the workforce in mainstream and special schools. This enables schools to deliver high quality SEND provision which meets the needs of an increasingly broad range of special educational needs (SEN). The contract will monitor any gaps in provision and propose ways to meet these gaps through working with relevant SEN organisations including those who commission services. This contract will run until March 2020.

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<https://bit.ly/2NZEFoo>

36 Matt Western – 11 September

To ask the Secretary of State for Health and Social Care, what plans Public Health England has have to improve the (a) commissioning guidance and (b) support for the speech, language and communication elements in the Healthy Child Programme.

Jackie Doyle-Price

The Healthy Child Programme (HCP) 0-19 commissioning guidance was refreshed and published in March 2018.

To address the “word gap” between children from the wealthiest and poorest families, and to support the speech, language and communication elements of the HCP, Public Health England has formed a partnership with the Department for Education to deliver a programme of work which will include:

- Training for health visitors on speech, language and communication needs;
- The introduction of an early language assessment tool to support clinical decision-making; and
- The development of a model speech language and communication pathway for services for children zero to five years built on the best evidence and experience of implementation in practice.

<https://bit.ly/2oMHBJP>

35 Emma Hardy – 11 September

To ask the Secretary of State for Education, what plans he has ensure that the core structured early career content framework for newly qualified teachers includes knowledge and understanding of how to support speech, language and communication.

Nadhim Zahawi

In May 2018, the Department for Education set out a range of proposals to ensure that all teachers - from those beginning their induction period to more experienced teachers - have greater access to high-quality support, expertise and professional development. The early career framework, which will give all new teachers access to an enhanced offer of support at the beginning of their career and schools greater guidance, forms just one part of these commitments.

The department is working in collaboration with a small expert group and in consultation with wider experts and stakeholders to establish the framework content. This engagement includes a special educational needs and disabilities (SEND) focus group. We are clear that wide sector engagement is critical to ensuring that the framework offers early career teachers access to greater support from the beginning of their career and that this support will have a positive impact on all pupils, regardless of school phase, setting, size and geography.

The SEND focus group are meeting regularly with the department to ensure that all pupils – including those with SEND and other vulnerable groups – benefit from the enhanced Continuing Professional Development offer of teachers.

<https://bit.ly/2NNM0qK>

34 Emma Hardy – 11 September

To ask the Secretary of State for Education, what plans he has to ensure schools set out in their SEN reports the interventions they carry out in relation to spoken language.

Nadhim Zahawi

The information required in schools’ Special Educational Needs (SEN) Information Reports is set out in regulations. It must include, amongst other things:

- the kinds of SEN that are provided for;
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the Special Educational Needs Co-ordinator, (mainstream schools); and

- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.

There is no requirement to set out in the Information Report the interventions that are carried out in relation to any specific area of need. However, in practice schools often do refer to the four broad areas of SEN, one of which is communication and interaction.

The quality and variety of language that pupils hear and speak is vital in many ways. Whilst we recognise the importance of support in schools for spoken language which underpins the development of reading and writing, early support for language development is also important. The department is working with Public Health England and the Department for Health and Social Care to improve early language outcomes for disadvantaged children. We are also in regular contact with key speech language and communication organisations.

<https://bit.ly/2ChvTk4>

33 Emma Hardy – 11 September

To ask the Secretary of State for Education, whether he plans to ensure that when Ofsted updates its inspector training it focuses on how to evaluate (a) work on (i) speech, language and communication needs and (ii) their links with learning and social and emotional development and (b) the effectiveness with which schools assess and monitor progress in spoken language.

Nick Gibb

This is a matter for Her Majesty's Chief Inspector, Amanda Spielman. I have asked her to write to the hon. Member and a copy of her reply will be placed in the Libraries of both Houses.

<https://bit.ly/2wCAyle>

http://data.parliament.uk/DepositedPapers/Files/DEP2018-1214/Ofsted_letter.pdf

32 Emma Hardy – 11 September

To ask the Secretary of State for Education, whether he plans to ensure that the revised 2019 Ofsted inspection framework includes a requirement to evaluate the teaching and monitoring of spoken language; and if he will make a statement.

Nick Gibb

This is a matter for Her Majesty's Chief Inspector, Amanda Spielman. I have asked her to write to the hon. Member and a copy of her reply will be placed in the Libraries of both Houses.

<https://bit.ly/2NGixPw>

http://data.parliament.uk/DepositedPapers/Files/DEP2018-1214/Ofsted_letter.pdf

31 Nick Smith – 7 September

To ask the Secretary of State for Justice, with reference to the I CAN and Royal College of Speech and Language Therapists' report, Bercow: ten years on, published on 20 March 2018, what steps his Department is taking with the Department for Education and the Department of Health and Social Care to implement the recommendations in that report.

Edward Argar

We recognise that young people with speech and language difficulties are particularly vulnerable. We are seeking to ensure that practitioners who work with children and young people in settings with a known high prevalence of speech, language and communication needs are trained in recognising and responding appropriately to communication needs, and ensuring access to speech and language therapy as required.

Over the past three years MoJ and the YJB have supported a national project, led by the Department for Education, to deliver special educational needs and disability (SEND)

awareness training to the youth justice workforce. The Youth Justice SEND Bubble programme offered free training to Youth Justice System professionals, supporting them to effectively identify and meet children's special educational and disability needs and allowing them to work towards more effective engagement and positive long-term outcomes.

<https://bit.ly/2OdOJut>

<https://bit.ly/2QrgwIU>

30 Rebecca Pow – 4 September

Does my hon. Friend agree that tackling the problems in prison is important, but that it is very important to reduce the number of those ending up in prison? Recent data shows that two thirds of all young offenders have speech, language and communication disorders. Surely, if we can focus more on that in the early years, we can reduce the number of young people ever finding their way to prison.

Rory Stewart

That is absolutely right. A lot of people who are offending and ending up in prison come from very difficult backgrounds. We have a situation at the moment in our prisons where nearly half our prisoners have been excluded from school at some time compared with only 2% of the general population. We have a situation where almost 40% of the people in prison currently have a reading age of under 11 and a very significant number have a reading age of under six. Addressing those problems in early years is vital if we are to reduce offending.

<http://bit.ly/2yomYbu> <http://bit.ly/2yqdCMI>

29 Rebecca Pow – 18 July

To ask the Secretary of State for Health and Social Care, with reference to the 2018 report by ICAN, Bercow: Ten Years On, what plans he has to make sure that the special interest group convened by Public Health England to identify key mental health prevention evidence and its relevance to practice and to highlight gaps and make recommendations for these to be addressed through further research includes an expert in speech, language and communication and the links with mental health.

Jackie Doyle-Price

Public Health England (PHE) welcomes the Bercow Ten Years On Report and is working towards the recommendations for PHE.

The Special Interest Group will meet for the first time on 25 July with representation from research/ academia, Government Departments, arm's length bodies, local commissioners, public health professionals and young people. The aim of the Special Interest Group will be to identify the best evidence for improving public mental health and reducing inequalities in children and young people in England.

The terms of reference and membership will be discussed at the first meeting and PHE will draw on expertise from a speech, language and communications expert to inform this work.

<https://bit.ly/2LoEZPh>

28 Rebecca Pow – 16 July

To ask the Secretary of State for Education, with reference to the Government response to the review of the experiences and outcomes of children in residential special schools and colleges, published in November 2017, what plans he has to ensure that the national leadership board will include people with expertise in speech, language and communication needs.

Nadhim Zahawi

Membership of the national leadership board has yet to be determined. We will ensure that the board takes on board the views of those with expertise in speech, language and communication needs.

<https://bit.ly/2NWvnK2>

27 Rebecca Pow – 10 July

Data has highlighted that two thirds of young offenders have speech, language and communication problems. Does my right hon. Gentleman agree that, with joint working across the Department for Education, the Department of Health and Social Care and the justice system to bring forward programmes that will tackle the issue from birth, such as parental training, more health visitors and better advice, we could actually prevent many young people from ever getting into the criminal justice system?

Mr Gauke

My hon. Friend raises several important points, and I will try to address one or two of them. On the need for us to work across Government, many issues are not just for the Ministry of Justice, but for the likes of the Department of Health and Social Care and the Department for Education. It is also the case that we want to work upstream, because if we can address the complex problems that exist, we can stop people committing crimes in the first place.
<http://bit.ly/2NKXBHI>

26 Nick Smith – 4 July

To ask the Secretary of State for Education, what plans he has to ensure that communication skills identified as needed for the workplace are recognised in the criteria for the Functional Skills qualifications.

Anne Milton

We are reforming Functional Skills to make sure their content addresses the skills that employers have told us they need. Over 500 employers of varying sizes responded to the employer survey or participated in follow-up interviews[1]. These results have been used to reform the content of Functional Skills[2] (published in February this year) so they will deliver what employers require.

Good communication skills was a key skillset identified by employers, especially oral communication. Speaking and listening have always been a key part of the English Functional Skills qualification, but the reformed qualification will include the term 'communicating' to recognise that learners, especially those with disabilities, may communicate in different ways.

[1]<http://www.pyetait.com/wp-content/uploads/2016/05/Employer-Consultation-final-report2.pdf>.

[2] <https://www.gov.uk/government/publications/functional-skills-subject-content-english>.
<https://bit.ly/2KShwWr>

25 Lord Ramsbotham – 4 July

To ask Her Majesty's Government whether they plan to commission Ofsted and the Care Quality Commission to continue their local area special educational needs and disability inspections beyond the current initial five-year cycle.

Lord Agnew of Oulton

Ofsted and Care Quality Commission inspections of the effectiveness of special educational needs and disability services are providing evidence of progress and are a powerful driver of improvement in local areas.

My right hon. Friend, the Secretary of State announced on 5 July that he would be asking Ofsted and the Care Quality Commission to design a programme of further inspections to follow the current round, due to conclude in 2021; and for their advice on further inspection or monitoring of those areas required to produce a 'Written Statement of Action'.

<https://bit.ly/2tZ3Wah>

24 Rebecca Pow – 27 June

To ask the Secretary of State for Education, what discussions he has had with (a) the Education and Skills Funding Agency and (b) Ofsted on the recommendations of the I CAN and Royal College of Speech and Language Therapists' report of 20 March 2018, Bercow: Ten Years On.

Nadhim Zahawi

Officials from the Department for Education (DfE) and the Department of Health and Social Care (DHSC) are in regular contact and are working together to implement the special educational needs and disabilities (SEND) reforms underpinned by the Children and Families Act 2014. Effective joint working between DHSC and DfE is at the heart of these reforms, at national and local level.

The recommendations of the 'Bercow: Ten Years On' report are very timely. They come at a time when we are considering the All Party Parliamentary Group on Autism's report 'Autism and education in England 2017'; and considering our response to Dame Christine Lenehan's review of residential special schools, 'Good Intentions, Good Enough?'

We shall consider all of these reports carefully and are committed to responding to Dame Christine Lenehan's review. We will take that opportunity to set out how the government will continue working to achieve the vision of a reformed SEND system, underpinned by the Children and Families Act 2014.

As part of this we are engaging with the appropriate agencies including the Education and Skills Funding Agency and Ofsted.

<https://bit.ly/2yZQibR>

23 Rebecca Pow – 27 June

To ask the Secretary of State for Health and Social Care, whether he plans to implement the recommendations of the I CAN and Royal College of Speech and Language Therapists' report of 20 March 2018, Bercow: Ten Years On, as part of the Government's long-term settlement for the NHS; and if he will make a statement.

Caroline Dinéage

The Department will consider the implications of this independent report with all the relevant organisations for which there are recommendations, and respond in due course.

<https://bit.ly/2KqTcLV>

22 Lord Shinkwin – 26 June

To ask Her Majesty's Government, further to the Written Answer by Lord Agnew of Oulton on 20 June (HL8427), how many disabled people serve on the external steering group working with the Department for Education on updating the mental health and behaviour guidance for schools.

Lord Agnew of Oulton

The department does not hold disability data on members of the external steering group. The group includes representatives from a range of organisations, including those that work with and for children with special educational needs and disabilities. This includes the Council for Disabled Children and the Social, Emotional & Behavioural Difficulties Association which works to support provision children with social, emotional and mental health difficulties in mainstream and special schools.

<https://bit.ly/2zqVGVr>

21 Lord Shinkwin – 26 June

To ask Her Majesty's Government, further to the Written Answer by Lord O'Shaughnessy on 20 June (HL8430), what are the five active projects funded by the National Institute for Health Research on the effectiveness of speech and language therapy interventions for children and young people.

Lord O'Shaughnessy

The five active projects funded by the National Institute for Health Research on the effectiveness of speech and language therapy interventions for children and young people are as follows:

- ATLAS - Automated Transcription and Language Analysis Software (Award reference II-BP-0817-10014);
- Evaluating 'Enhancing Pragmatic Language skills for Young children with Social communication impairment' (E-PLAYS): A feasibility study' (Ref: PB-PG-0416-20035);
- A new speech and language therapy intervention for children who have Social Communication Disorder: feasibility and acceptability to service users and practitioners (Ref: PB-PG-1014-35011);
- The Paediatric Autism Communication Trial - Generalised (PACT-G) (13/119/18); and
- Identifying appropriate symbol communication aids for children who are non-speaking: enhancing clinical decision making (14/70/153).

<https://bit.ly/2KptwiX>

20 Nick Smith – 27 June

To ask the Secretary of State for Education, what plans he has to support opportunity areas in the development of plans to improve speech, language and communications skills among children and young people.

Nadhim Zahawi

We know that having poor speech, language and communication skills can hold children back at school and limit their life chances thereafter. This was identified as an issue in all 12 of the Opportunity Areas. We are putting plans in place to address this.

For example:

- In Stoke-on-Trent we are building on the successful "Stoke Speaks Out" initiative, extending this to 25 primary schools with lower than average numbers of children attaining a Good Level of Development by the end of their reception year. This is a proven approach to providing targeted, specialist support for early language, communication and literacy;
- In Oldham, we have committed to ensuring that all children are school ready by the age of five, and have already completed training 29 schools and settings in our Making it REAL programme, which focusses on early literacy and development. 254 children have already been supported; and
- In the North Yorkshire Coast OA, we have commissioned work to develop improved speech, language and communication support for children in the early years. 25 primary schools will participate in this.

We are working to ensure that the learning from these initiatives will be shared across other areas of the country facing challenges.

<https://bit.ly/2Kx191a>

19 Nick Smith – 27 June

To ask the Secretary of State for Education, what plans he has to ensure that the identification of speech, language and communication problems are a core requirement of Level 2 qualifications for early years teachers.

Nadhim Zahawi

The Early Years Workforce Strategy, published in March 2017, included a commitment that the department would develop criteria for the content of level 2 early years practitioner qualifications.

An expert reference group provided advice, guidance and challenge. Membership of the group included academics, technical, employer and training provider expertise.

In December 2017, we published a 12-week online consultation seeking views on the

proposed criteria. We are now revising the criteria based on the consultation feedback and will publish them with a government response by September. The criteria will require qualifications to include skills and knowledge to support early language development and children with additional needs.

The Early Years Workforce Strategy is at: <https://www.gov.uk/government/publications/early-years-workforce-strategy>.

The level 2 qualification consultation documents are at: <https://consult.education.gov.uk/childcare-providers-and-regulation/improving-level-2-qualifications-for-the-early-edu/>.
<https://bit.ly/2lCn5Tz>

18 Lord Shinkwin – 26 June

To ask Her Majesty's Government what plans they have to fund a national programme of training for education staff working with children and young people with speech, language and communication needs, similar to that previously funded for autism.

Lord Agnew of Oulton

Since 2010, the department has funded the development of training and resources to ensure that the schools' workforce is equipped to support pupils with specific types of special educational needs and disability (SEND), including speech language and communication needs (SLCN). These are hosted on the SEND and Education Foundation Gateway.

Our focus is on enabling education professionals to access and navigate these resources.

We have agreed a new schools' workforce contract with the National Association for Special Educational Needs (NASEN), to encourage schools to prioritise SEND within their CPD and school improvement plans, and to equip them to identify and meet their training needs. This contract will look across all types of impairment, including SLCN.

We are also continuing to fund The Communications Trust and are undertaking a gap analysis of training and resources for the schools' workforce. The findings from this research will inform what programmes might be required in the future.

<https://bit.ly/2Lpmnec>

17 Rebecca Pow – 25 June

Some 1.4 million children in this country display some kind of speech, language or communication disorder. That is 10% of children, as was highlighted recently in the excellent Bercow report, the second one on this. Given that children entering school with lower than expected communication skills tend to do less well academically and feature more highly among excluded children and young offenders, can the Minister give an indication of how the recommendations in the Bercow report might be implemented in our education system?

Nadhim Zahawi

I spoke at the launch of the—

Mr Speaker

Ten years on.

Nadhim Zahawi

Ten years on from the Bercow review; I am grateful to you, Mr Speaker. We are looking very carefully at the recommendations of that report. One thing we are already doing is working with Public Health England to ensure that the health workers who go to see parents at that crucial young stage are trained in speech and language therapy.

<https://goo.gl/wA46E6> <https://goo.gl/NXTb6h> <https://goo.gl/yysBtN> <https://goo.gl/uKm6bL>
<https://twitter.com/RCSLTpolicy/status/1011256009468366848>

16 Lord Shinkwin – 20 June

To ask Her Majesty's Government what plans they have to include someone with expertise

in speech, language and communication on the external steering group working with the Department for Education on updating the mental health and behaviour guidance for schools.

Lord Agnew of Oulton

The external steering group for the mental health and behaviour, chaired by Tom Bennett, includes members with a wide range of experience and expertise on behaviour, mental health and vulnerable groups. It includes a range of senior teachers and head teachers as well as special educational needs specialists, such as the Council for Disabled Children. The department will continue to consult experts as the work progresses.

<https://bit.ly/2M5ejR9>

15 Lord Shinkwin – 20 June

To ask Her Majesty's Government what plans they have to commission research into the effectiveness of speech and language therapy interventions for children and young people with mental health needs and speech, language and communication needs.

Lord O'Shaughnessy

There are currently five active projects funded by the National Institute for Health Research on effectiveness of speech and language therapy interventions for children and young people. There are no current plans to commission further research at this stage.

Public Health England has formed a partnership with the Department for Education to improve early language acquisition; this will enable health visitors and early years practitioners to identify and support children's early speech, language and communication needs through training guidance and an enhanced early language assessment tool.

<https://bit.ly/2LrrJpo>

14 Lord Shinkwin – 20 June

To ask Her Majesty's Government what plans they have to ensure that the trailblazer areas proposed in the Transforming Children and Young People's Mental Health Provision: a Green Paper (Cm 9525) have embedded, or have access to, dedicated speech and language therapy services.

Lord Agnew of Oulton

The government is considering the responses to the consultation on the green paper 'Transforming Children and Young People's Mental Health Provision' and plans to publish a response before summer recess. The response will set out more information on how the trailblazers for new mental health support teams will work. The trailblazers will test how teams can link to the work of other professionals to enhance the support for vulnerable children and will consider how this can include speech and language therapists.

Mental health support teams will work closely with schools and colleges. They can build on the steps the government has already taken to improve access to speech and language therapy. The government introduced through the Children and Families Act 2014, a framework for ensuring that children with special educational needs and disabilities (SEND), including those with speech language and communication needs, are identified early and receive the support they require to succeed in education and move into independent adult life.

The department has also funded I CAN, on behalf of The Communication Trust, and several other specific impairment organisations, to produce materials for use by schools, colleges and others. These materials and resources are freely available on the SEND and Education Training Foundation Gateway.

The Department for Health and Social Care is also working with the department and Public Health England to enable early years professionals to identify and support children's early speech, language and communication needs.

<https://bit.ly/2sE6hqd>

13 Preet Kaur Gill – 13 June

To ask the Secretary of State for Education, what plans the Government has to establish a system leadership group to promote the recommendations of the I CAN and the Royal College of Speech and Language Therapist report, Bercow: Ten Years, published on 20 March 2018.

Nadhim Zahawi

The recommendations of the 'Bercow: Ten Years On' report are very timely. They come at a time when we are considering the All Party Parliamentary Group on Autism's report 'Autism and education in England 2017'; and considering our response to Dame Christine Lenehan's review of residential special schools, 'Good Intentions, Good Enough?'

We shall consider all of these reports carefully and will take that opportunity to set out how the government will continue working to achieve the vision of a reformed special educational needs and disabilities system, underpinned by the Children and Families Act 2014.

<https://bit.ly/2tcM0s5>

12 Preet Kaur Gill – 13 June

To ask the Secretary of State for Health and Social Care, if he will ensure that his Department's response to the consultation Facing the Facts, Shaping the Future – a draft health and care workforce strategy for England to 2027, will take into account the recommendations of the Bercow: Ten Years On report published on 20 March 2018.

Caroline Dinenage

Health Education England (HEE) published 'Facing the Facts, Shaping the Future' in December 2017. The consultation is now closed and HEE is working with its partners across health and social care to develop a final strategy, which they will publish later this year.

'Bercow: Ten Years On' references the important role that speech and language therapists play in delivering services for children and young people with speech, language and communication needs. HEE's workforce strategy will ensure that there are enough staff, with the right skills and experience, to deliver high quality health and care services over the long term.

<https://bit.ly/2I7pcyz>

<https://twitter.com/RCSLTpolicy/status/1011134395833434112>

11 Preet Kaur Gill – 13 June

To ask the Secretary of State for Health and Social Care, what recent discussions his Department has had with representatives of (a) I CAN and (b) the Royal College of Speech and Language Therapists on the Bercow: Ten Years On report, published on 20 March 2018.

Caroline Dinenage

Officials are arranging a meeting with I CAN and the Royal College of Speech and Language Therapists to discuss 'Bercow: Ten Years On'.

<https://bit.ly/2JRUtel>

10 Rebecca Pow – 8 June

To ask the Secretary of State for Health and Social Care, what discussions he has had with (a) NHS England, (b) NHS Improvement, (c) Health Education England and (d) the Care Quality Commission on the recommendations of I CAN and the Royal College of Speech and Language Therapists' report, Bercow: Ten Years On, published on 20 March 2018.

Caroline Dinenage

Officials from NHS England, the Department for Education and the Department for Health

and Social Care, who are in regular contact on policy to support children with speech, language and communication needs, have been in discussion as to how best to respond to the recommendations of 'Bercow: Ten Years On', and will be engaging with all relevant organisations to develop a response.

<https://bit.ly/2t8RhQL>

<https://twitter.com/RCSLTpolicy/status/1007336875772657664>

9 Lord Ramsbotham – 21 May

To ask Her Majesty's Government whether the Secretary of State for Education has discussed the recommendations in the report by I CAN and the Royal College of Speech and Language Therapists, Bercow: Ten Years On, published on 20 March, with the Secretary of State for Health and Social Care, particularly the recommendation that there should be a new cross-government strategy for children.

Lord Agnew of Oulton

Officials from the Department for Education (DfE) and the Department of Health and Social Care (DHSC) are in regular contact and are working together to implement the special educational needs and disabilities (SEND) reforms underpinned by the Children and Families Act 2014. Effective joint working between DHSC and DfE is at the heart of these reforms, at national and local level.

The recommendations of the 'Bercow: Ten Years On' report are very timely. They come at a time when we are considering the All Party Parliamentary Group on Autism's report 'Autism and education in England 2017'; and considering our response to Dame Christine Lenehan's review of residential special schools, 'Good Intentions, Good Enough?'

We shall consider all of these reports carefully and are committed to responding to Dame Christine Lenehan's review. We will take that opportunity to set out how the government will continue working to achieve the vision of a reformed SEND system, underpinned by the Children and Families Act 2014.

<https://bit.ly/2JcIWYh>

<https://twitter.com/RCSLTpolicy/status/1004253559045672960>

8 Lord Ramsbotham – 21 May

To ask Her Majesty's Government what discussions they have had with the Youth Justice Board about the recommendations in the report by I CAN and the Royal College of Speech and Language Therapists, Bercow: Ten Years On, published on 20 March.

Lord Keen of Elie

To date, we have not discussed the 'Bercow: Ten Years On' report, with the Youth Justice Board. We acknowledge the findings of the report and we are clear that all young people should be able to effectively engage with the justice system, regardless of their particular needs.

Over the past three years MoJ and the YJB have supported a national project, led by the Department for Education, to deliver special educational needs and disability (SEND) awareness training to the youth justice workforce. The Youth Justice SEND Bubble programme offered free training to Youth Justice System professionals, supporting them to effectively identify and meet children's special educational and disability needs and allowing them to work towards more effective engagement and positive long-term outcomes.

<https://bit.ly/2sBjPTv>

<https://twitter.com/RCSLTpolicy/status/1004792610534363138>

7 Lord Ramsbotham – 21 May

To ask Her Majesty's Government whether they plan to review the effectiveness of the Comprehensive Health Assessment Tool in identifying speech, language and communication needs.

Lord O'Shaughnessy

The Government has no current plans to review the effectiveness of the Comprehensive Health Assessment Tool to identify speech, language and communication needs in the children and young people's secure estate.

NHS England has commissioned Manchester University to review use of the Tool across 14 Secure Children's Homes, three Secure Training Centres and four Young Offender Institutions. This includes consideration of the quality of the assessments being completed and the processes and procedures set up to support the Comprehensive Health Assessment Tool. The review will report on overarching themes and individual site reports, each containing an action plan and recommendations. It is intended that this process will enable identification of key themes for NHS England to consider as well as individual site reports, each containing an action plan and recommendations.

<https://bit.ly/2sWalm7>

<https://twitter.com/RCSLTpolicy/status/1006974495406657536>

6 Lord Watson of Invergowrie – 15 May

To ask Her Majesty's Government what plans they have to ensure that the integrated physical and mental health assessments for looked-after children announced during the passage of the Children and Social Work Act 2017 are able to identify speech, language and communication needs.

To ask Her Majesty's Government when they intend to introduce the pilot for integrated physical and mental health assessments for looked-after children, announced during the passage of the Children and Social Work Act 2017.

To ask Her Majesty's Government which professional bodies they have consulted about the development of the pilot for integrated physical and mental health assessments for looked-after children, announced during the passage of the Children and Social Work Act 2017.

To ask Her Majesty's Government which professionals they anticipate being involved in undertaking the pilot for integrated physical and mental health assessments for looked-after children, announced during the passage of the Children and Social Work Act 2017.

Lord Agnew of Oulton

We are due to award contracts for the management and the independent evaluation of the pilots next month. The pilots will begin later in the year, once pilot areas have been selected. They will test improved approaches to the mental health and wellbeing element of the health assessments looked-after children receive on entry to care.

The pilot proposals were tested with the expert working group (EWG) commissioned by the government to look at how to improve mental health support for looked after and previously looked after children and young people. They will take forward the group's recommendations on assessment of need. The EWG consisted of looked after and previously looked after children and young people, their carers (including foster and adoptive parents) and professionals from the health, social care, academic and voluntary sectors. This included, amongst others, representatives from the Care Leavers Association, the Royal College of Pediatrics and Child Health, the Fostering Network, the British Psychological Society and Coram Voice. In addition, the proposals were tested with the Children in Care Alliance – a coalition of organisations that work to support children in care and care leavers.

The organisation that manages the pilots will be required to support pilot areas to identify and meet speech, language and communication needs. We want the pilots to explore the range of professionals that should be involved in the assessment process.

<https://bit.ly/2J1KXRH>

<https://twitter.com/RCSLTpolicy/status/1002263449332731904>

5 Edward Argar – 2 May

To ask the Secretary of State for Education, what plans he has to improve the identification

of and support for speech, language, and communications needs, as part of the Green paper on transforming children and young people's mental health provision.

Nick Gibb

The Government introduced, through the Children and Families Act 2014, a framework for ensuring that children with special educational needs and disabilities (SEND), including those with speech, language and communication needs (SLCN), are identified early and receive the support they require to succeed in education and successfully move into independent adult life.

For a number of years, the Department has also funded I CAN, on behalf of The Communication Trust, and several other organisations, to produce materials for use by schools and colleges. These materials and resources are freely available online on the SEND and Education Training Foundation Gateways.

The Department of Health and Social Care is also working with the Department and Public Health England to enable early years professionals to identify and support children's early speech, language and communication needs.

The Department is currently considering the responses to the consultation on the green paper 'Transforming Children and Young People's Mental Health Provision'. It will be determined how new mental health support teams, proposed in the green paper, can work with other professionals such as speech and language therapists, including support of delivering schools responsibilities for pupils with SEND. The aim is to improve identification of mental health needs, and to provide more comprehensive support for their full range of needs.

<https://bit.ly/2L1XAO7>

<https://twitter.com/RCSLTpolicy/status/997182465818021888>

4 Edward Argar – 2 May

To ask the Secretary of State for Education, what plans he has to ensure that practitioners working in alternative provision are able to access schools to identify and support language and communication needs in children.

Nick Gibb

The Government recognises the importance of early assessment and identification of pupil needs within mainstream school settings. The Department's statutory guidance on Alternative Provision (AP) also sets out that commissioners of AP should recognise any issues or barriers experienced by the pupils and carry out a thorough assessment of their needs. The full guidance can be viewed

here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/268940/alternative_provision_statutory_guidance_pdf_version.pdf.

On 16 March, the Government published the policy paper 'Creating Opportunity for All: Our Vision for Alternative Provision', setting out how it will reform AP. A key element of this paper is the importance of developing and sharing effective practice within AP. The policy paper can be viewed in full

here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/690940/Creating_opportunity_for_all.pdf

<https://bit.ly/2jWO16l>

<https://twitter.com/RCSLTpolicy/status/999726733950636033>

3 Edward Argar – 2 May

To ask the Secretary of State for Health and Social Care, what discussions he has had with the Secretary of State for Education on the recommendations of the Royal College of Speech and Language Therapist report, Bercow: Ten Years, published on 20 March 2018.

Caroline Dinenege

Officials from the Department of Health and Social Care, and the Department for Education

are in regular contact and work closely with national and local partners on policy to support children with speech, language and communication needs.

<https://bit.ly/2rJrxum>

<https://twitter.com/RCSLTpolicy/status/999364338669441024>

Steve McCabe – 23 March

To ask the Secretary of State for Education, with reference to Autism and education in England 2017, published by the All Party Parliamentary Group on Autism, if he will introduce a national autism and education strategy.

Nadhim Zahawi

The department is considering its response to the All Party Parliamentary Group on Autism's report 'Autism and education in England 2017', as well as Dame Christine Lenehan's review of residential special schools, 'Good Intentions, Good Enough?'. The department will also consider the outcome of the Bercow ten-years-on review of the provision of speech, language and communication needs.

<https://bit.ly/2luWeZF>

<https://twitter.com/RCSLTpolicy/status/978345858482823173>

2 Nick Smith MP – 21 March

The Bercow review made a big difference in improving services for children with communication needs—communication is the key life skill for children to learn and thrive—yet, a decade on, the latest report shows that much more needs to be done. Will the Prime Minister commit to a cross-Government strategy that puts this issue at the heart of policy and gives all our children the best possible start in life?

The Prime Minister

The hon. Gentleman has raised a very important issue. We welcome the report, and the Department for Education is going to be considering it carefully. We do not want to see any child held back from achieving their potential, and that includes ensuring that children with speech, language and communication needs are given the support they need. There has been particular training for teachers to support children who require additional help to communicate, and we will be introducing the education, health and care plans to make sure that children with additional needs receive the right support to succeed in school in the future, but we will look very carefully at what the report has said and obviously respond to it in due course.

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<https://twitter.com/RCSLTpolicy/status/976461849595129856>

1 Rebecca Pow MP 20 March

Forgive me, Mr Speaker, if first of all, I congratulate you on a marvellous event this morning, celebrating 10 years on from your acclaimed report on young children's speech and language and calling for a national strategy on that, which directly links into education and health. It was an excellent event, thank you. But of course, on to Taunton Deane. Tomorrow, I shall be very proud in this Chamber to be presenting my petition, which over 6,000 good people from Taunton Deane have signed, calling for a new surgical centre at Musgrove Park Hospital. They are not querying the quality of the healthcare given, but they are querying the facilities. I wonder whether my right hon. Friend would agree that this is a very deserving case for a new centre and for funding.

Mr Speaker

Not only was the hon. Lady present in Speaker's House this morning, but her sister and distinguished speech and language therapist Rosalind Pow was present as well, so we had

two doses of Pow in the course of a breakfast meeting. It was an unforgettable experience for all concerned.

<https://goo.gl/hLoYec>

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