

**Getting it right for communication - right support, right place, right time:
our response to the Department for Education's SEND Review Green Paper
July 2022**

Action area 6: Professional development

What we've heard from parents and carers

"Every year we have to explain to teachers what developmental language disorder is and how it impacts my son. And every year my son struggles in the classroom because his EHCP isn't being followed by teachers... teacher training around SEND issues needs to drastically improve"

"Excellent teacher training means absolutely nothing when every year I have to explain to teachers that they need to read and follow my child's EHCP. Teachers need to know how to support SEND children in their classrooms."

What we've heard from speech and language therapists

"So many professionals who come into contact with young people with SLCN have never even heard of communication issues let alone know how to support them. This even includes key people like social workers and the police, where if they don't support communication in their interactions these children end up in horrific situations that could so easily be prevented."

"Every professional who comes into contact with children and young people regularly and significantly must be trained in SLCN – especially those who work with vulnerable children, such as those who are care-experienced, those who are accessing CAMHS services, those who are victims of domestic abuse, and those in touch with liaison and diversion and youth offending services."

"A commitment to SLCN content in all initial teacher training is imperative."

Another significant barrier that remains is training for the children's workforce, including staff in education and social care. It is evident from what we have heard from parents and carers and speech and language therapists that current training is not equipping education and social care staff with the skills they need to identify and support pupils with SEND. [Early careers teachers have themselves identified supporting children with SEND as one of their main development priorities.](#)

Action required: the Government must ensure that those working in education, health and social care are equipped with the knowledge and skills to understand how to develop children’s language and communication skills, identify children and young people who struggle with their speech, language and communication, and know what they can do to support them.

[Read the full RCSLT and ASLTIP joint policy statement](#)