

The Balanced System for SLCN at Meadowfield School

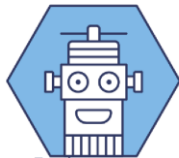
At Meadowfield School, we are using the Balanced System® Framework to support us to develop provision for speech, language and communication needs.

The Balanced System® Framework is organised into five strands (shown below) and across three levels (universal, targeted and specialist). At Meadowfield School we want to ensure outcomes are met in each of the five strand areas at universal, targeted and specialist levels.

Five Strands



Family Support



Environment



Workforce



Identification



Intervention

- **Family Support:** Parents have the confidence, knowledge and skills to support their role as a key communicative partner for their child.
- **Environment:** Environments are enhanced to support children to understand and express themselves effectively.
- **Workforce:** The workforce is confident and competent to support children with speech, language and communication needs.
- **Identification:** Speech, language and communication needs are identified early and effectively.
- **Intervention:** Children receive support to help them make progress in their speech, language and communication.

Our NHS Speech and Language Therapy team are working with us to develop our provision for speech, language and communication across these five strands at universal, targeted and specialist levels.

Universal provisions support **all** pupils within the school to develop their speech, language and communication skills. At Meadowfield School this might include:

- Ensuring pupils have access to a 'total communication' approach which may include: signing, visual support, verbal communication, communication and vocabulary books and objects of reference.
- Ensuring that classrooms and common areas are arranged so they encourage communication and interaction.
- Ensuring staff can confidently assess when further support and advice is needed requiring a child's speech and language development.

Targeted provisions support pupils with an identified speech, language or communication need who require more focused support. Targeted provisions may be delivered by school staff who have received specific training as well as by speech and language therapists where appropriate. At Meadowfield School this might include:

- Therapy programmes and approaches delivered by trained staff such as: Picture Exchange Communication System (PECS), Intensive Interaction, Adult Child Interaction, Augmentative and Alternative Communication (AAC), Language Intervention Groups, Social Communication Groups and Speech Intervention.



- Classroom observations of children by speech and language therapist to identify appropriate support and interventions.
- Teacher meetings to review and plan pupils' interventions and targeted support.

Specialist provisions are either to support more complicated speech, language and communication needs or to provide more specialist information and help. Some pupils and their families will need specialist level support as well as targeted and universal levels for them to make the progress they wish to make with speech, language and communication. Specialist level may not be needed all the time and may be helpful at certain points on a child or young person's journey. At Meadowfield School this might include:

- Assessment of pupils by a speech and language therapist to identify support required.
- Individualised time-limited intervention to address specific area of need. For example, work to implement a functional communication system, or programme to address speech sound difficulties etc. Children receiving this level of support will have involvement with a speech and language therapist, but parents and school staff will have an essential role in implementing plans.

If you would like to find out more about the Balanced System®, please visit [The Balanced System® speech, language and communication pathway](#)

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