Working to make sure every child is understood

The Communication Trust Impact Report

A snapshot of the successes in 2007-2014 and plans for the future
The Communication Trust Impact Report

What we’ve been up to...

This report talks about our work in the following sections, which are based around our current strategic objectives:

Making speech, language and communication a burning issue

- Hello p7
- Resources p8
- Voice for Life p9
- No Pens Day Wednesday p10
- Local Champions p12
- Talking Point p12
- Communication Leaders p13

Empowering the workforce

- SLCF p15
- Qualifications p16
- Initial Teacher Training p17
- What Works p18
- Communication Commitment p19
- A Chance to Talk p20
- Talk Boost p20
- Elklan Communication Friendly Schools project p21
- Youth Justice p22

Strengthening our networks

- Programme Board p25
- Consortium p25
- Better Communication Research programme p29
- Working with the wider sector p30

Supporting the changing local landscape for services

- Talk of the Town p33
- Influencing policy locally and nationally p34
- Children and Families Act p35
- Communication Council p35

The Trust – some key figures

- 4 founders
  - Aflac
  - BT
  - Council for Disabled Children
  - I CAN

- 50 members in our Communication Consortium

- 1 main initial funder the Department for Education, now 7 funding streams

- 12k–14k website visitors per month

- 600,000+ resources shared

- 60,000+ followers on Twitter

- 100,000+ early years practitioners receive information about our work every month through the Foundation Years newsletter

- 1000+ likes on Facebook

- 15 conferences and events for our core audiences

- 90 newsletters sent to our Consortium members

- 230 newsletters sent to our entire database

- 200+ conferences and exhibitions attended – to share our resources, run workshops and deliver key note presentations
Let’s start with why...

Communication is truly central to children and young people’s futures. It’s at the core of what we do in work, education and socially. Never before in our history has it been possible to communicate as quickly and widely as we can today.

In essence, communication is being able to listen and talk to each other in order to connect; to structure our thoughts and transform them into a medium that allows them to be shared. The foundation of all communication is human language, and although it’s easily taken for granted, it’s the most complex skill we will ever learn.

We know that language and communication skills provide a solid foundation for learning and so many other areas of development. However, there are large numbers of children and young people who really struggle with these skills; they have speech, language and communication needs (SLCN).

SLCN is a broad umbrella term and covers a wide range of needs; it includes children and young people who struggle to say what they want to, who find it hard to understand what others say, or experience challenges in using their communication with others.

The long term impact of SLCN is well documented; impact on attainment, progression and wider social, behavioural and emotional outcomes. We know, for example, children with SLCN are at higher risk of exclusion from school and that 60–90% of young people in the youth justice system have SLCN.1

It’s essential, whatever a child’s SLCN may be, that they are identified early and that effective support is put in place so that these impacts are minimised and they can be enabled to reach their full potential.

Alongside parents, practitioners play a crucial role in providing this support. However, in 2007 too few of the children’s workforce understood the importance of children’s speech, language and communication. Although 1.2 million children in the UK had long term communication needs,2 a survey completed by practitioners showed they lacked confidence in this area, with 81% of those polled stating they would greatly benefit from additional training.3 Communication wasn’t prominent in policy or consistently prominent in everybody’s practice.

However, many organisations were already working hard to provide support to children and young people, providing information, resources and approaches for them, their families and the children’s workforce, but a cohesive approach was needed.

There needed to be a coming together of those who knew the issues well and those who knew how to support these children and young people. It was clear that making the necessary step change in raising the profile of speech, language and communication could not be achieved by any one organisation working in isolation and that enhancing the skills and knowledge of the workforce was critical.

This encouraged the then Department for Children, Schools and Families to fund Afasic, BT, the Council for Disabled Children and I CAN to set up The Communication Trust to do this.

So began our story and vision that every child and young person is enabled to communicate to the very best of their ability. Our work is by no means done, but we’ve come a very long way so far ...

Communication is truly central to children and young people’s futures. It’s at the core of what we do in work, education and socially. Never before in our history has it been possible to communicate as quickly and widely as we can today.

This report shows a snapshot of what we’ve achieved so far in our mission to ensure that every child and young person is supported to communicate to the very best of their ability.

We’re here to enable the children’s workforce to support all children’s communication development and help those who have SLCN. Through this report you’ll see how we’re doing this, working in partnership with many organisations, professional bodies, academics and practitioners.

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Making speech, language and communication a burning issue

Almost everything we do involves speech, language and communication. Everyday tasks—having a conversation, making friends, sorting out problems and having fun—all rely on our ability to communicate. More importantly, speech, language and communication are also essential skills for enabling children and young people to learn.

Raising awareness and helping people to understand the issue is crucial to ensuring that children and young people get the support they need to develop their communication skills. And ensuring the workforce knows where to go to develop their skills and confidence is key. Being able to communicate doesn’t happen by accident and the children’s workforce plays a vital role.

First things first...

The Communication Trust’s first task was to pull together relevant evidence about speech, language and communication and the children’s workforce—which highlighted three important factors:

1. Speech, language and communication needs are common, the impacts are wide ranging and can be long term.
2. Gaps existed in workforce knowledge and skills, even in key practitioner groups.
3. We were faced with a big task, needing a collective approach.

This formed the basis for our first publication, Speech, Language and Communication and the Children’s Workforce, published in 2008.

The founding members wanted to work with the leading organisations in the field to raise the profile of the issue and bring together all the voices lobbying for this important cause. We began working with six organisations, founding our Consortium, which has expanded to include 50 organisations in 2014.

Hello – the 2011 national year of communication

In 2008, John Bercow MP was commissioned to review the services available for children and young people with SLCN. The review discovered that there was a serious inequality in services for children with SLCN; significant differences across the country in levels of specialist support and a universal workforce struggling to effectively identify and support children with SLCN. He recommended a national year of communication to raise awareness of the issue, which was then commissioned from the resulting Better Communication Action Plan. For the Trust it was a once in a lifetime opportunity to make speech, language and communication a priority in homes, early years settings and schools.

In partnership with Jean Gross, who was the Government’s Communication Champion for children and young people, and with support from The Department for Education, BT and Pearson Assessment we:

- Recruited 200 local co-ordinators up and down the country and gave them tools to spread the word about Hello. Many also ran Hello related activities and local authorities acted as local advocates for communication issues.
- Gave parents and professionals accessible information on developing children’s communication, and where to turn for help by distributing over 350,000 Hello resources.
- Explained the issues and impacts of SLCN by producing multimedia content including an animated film and a short film of interviews with seven children and young people with SLCN. These films have been viewed over 100,000 times so far.
- Spread the word by generating over 464,000,000 opportunities to be seen in the media.
- Highlighted the importance of speaking and listening skills by engaging over 800 primary and secondary schools to take part in our No Pens Day Wednesday activity.
- Showcased the fantastic work within the communication sector by holding the first ever communication awards ceremony, Shine a Light. Over 300 applications were received.
- Created information about parents at the end.
- Supported A Chance To Talk (TOTT) pilot, an evidence-based approach to children and young people’s speech, language and communication from 3–19 based on the needs of the local community. TOTT was piloted with a federation of schools in Wythenshawe and as a result under identification fell from between 31–50% at the beginning of the local community. TOTT was piloted with a federation of schools in Wythenshawe and as a result under identification fell from between 31–50% at the beginning of the pilot to between 5–15% at the end.
- Supported I CAN's Communication Ambassadors, a model of recruiting and supporting local volunteers to act as local influencers with other parents to support young children’s communication. 408 ambassadors were recruited in 29 areas, 27 of which were areas of social deprivation. 99% reported that they were confident about passing information about children’s learning to talk after engaging with the programme.
- Supported A Chance To Talk (ACTT), a model of commissioning enabling clusters of primary schools to provide an evidence based approach to improving the speech, language and communication skills of children aged 4–7. During the pilot year in 2011 all children including, those with delayed language and those with significant SLCN, achieved improved outcomes in speech, language and communication.

Hello – the 2011 national year of communication

We also ran three strategic projects as part of Hello:

1. Delivered the Talk of the Town (TOTT) pilot, an evidence-based approach to children and young people’s speech, language and communication from 3–19 based on the needs of the local community. TOTT was piloted with a federation of schools in Wythenshawe and as a result under identification fell from between 31–50% at the beginning of the pilot to between 5–15% at the end.
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www.thecommunicationtrust.org.uk/hello
Resources to inform, support and improve awareness, understanding and skills

From the beginning one of our key methods of raising awareness and supporting the workforce to develop their knowledge and skills has been to develop practical resources – ranging from posters and information booklets, to toolkits and activity packs.

So far we have developed over 200 resources which have been accessed by over half a million practitioners and parents across the country. We encourage everyone to share and pass on the resources they use to have the widest reach and impact possible.

We are very grateful to BT, Department for Education, Education Endowment Foundation, Paul Hamlyn Foundation, Pearson Assessment and the Youth Justice Board for supporting us to develop high quality resources.

www.thecommunicationtrust.org.uk/resources

Communicating Phonics – a snapshot of our resources

When it was announced in 2012 that an annual phonics screening check for children in Year 1 was to be introduced, we knew that there would be issues for children with SLCN and the people working with them in terms of administering and interpreting the results.

In response we developed Communicating Phonics, a guide to support teachers to deliver the screening check to children with SLCN which has lots of useful tips and advice to support the overall literacy development of children with SLCN. It’s a downloadable booklet which has been viewed over 30,000 times from our website.

A survey of the people who used the guide showed:

- 88% felt it supported them to help the children they work with to access the screening check more confidently than they would have otherwise.
- Nearly 20% felt the specific information on different SLCN had helped them to identify any children who had not previously been recognised as having SLCN.
- 38% felt that the guidance enhanced their practice in SLCN.

“As an adviser it has been a valuable tool to take to schools to help them think about the literacy development of children with SLCN.”

Practitioner

Voice for Life

During 2011 and 2012, through a Voluntary and Community Sector grant from the Department of Education, Afasic, a Consortium and Board member, was funded and supported to run six Voice for Life events for parents, practitioners, children and young people. Voice for Life offered people an informal environment to find out more information about SLCN, which included a varied programme of workshops, activities and information displays.

On average 300 people attended each event, totalling nearly 2,000 people.

- 86% people rated the events as either excellent or good.
- 100% of parents said after attending this event, they knew more about SLCN and where to go for additional support and advice.
- 85% of people said they have an increased awareness of The Communication Trust and our member’s work.
No Pens Day Wednesday – put down your pens and pick up your language!

No Pens Day Wednesday was a flagship event of the Hello campaign – encouraging schools to run a day of speaking and listening activities – instigated by Jean Gross, the former Communication Champion. No Pens Day Wednesday is now so successful it is our key annual engagement event.

The day aims to have a positive impact on all pupils and enable speaking and listening to be used as a vehicle for learning across the curriculum. We provide resources, ideas and guidance for schools to support them to plan and run the day. We also work to ensure they build on good practice principles for high quality teaching that should be used in day to day teaching beyond No Pens Day Wednesday.

Every year No Pens Day Wednesday has grown in popularity and by 2014 over 3,600 schools have taken part. Following feedback from practitioners involved in previous No Pens Days, in 2014 we developed resources for early years settings and special schools specifically for the first time. We also built on the already comprehensive library of resources, which included adding over 60 new lesson plans. We also provided information relating to the 2014 SEND Reforms.

Outcomes and impact of No Pens Day Wednesday:

- Almost 90% of respondents to our most recent survey said that they would do things differently around speech, language and communication in their school or setting.
- Over 80% said it had raised their awareness of SLCN in their school or setting.

Schools regularly report that the day increases the level of creativity and engagement of both teachers and pupils in lessons, and the inclusivity of the event is also often highlighted as a particular strength.

www.thecommunicationtrust.org.uk/nopensdaywednesday

“The buzz around the school is palpable” – a snapshot of a school taking part in No Pens Day Wednesday

As a school we have been taking part in No Pens Day Wednesday since it started in 2011 and have fully embedded this as an annual event in our curriculum. Each year the staff get to work on making a new stimulus from which the day’s activities will be based around – in the last three years we have been visited by a time machine, a set of abandoned life-size wings and a cracked open giant egg!

The buzz around the school is palpable. The children genuinely look forward to a day in which they know that writing is banned and clues are scattered throughout the school, however we have found that the day has often resulted in the most fabulous writing in the following week as the children have gained so much from their day.

Throughout the school, teachers are conscious of ensuring that the learning behind these activities is always prominent and that children are clear on each learning intention. Activities are linked around current topics and units, whether it be traditional tales, multimedia presentations or Victorian Britain! The resources provided by The Communication Trust on their website are plentiful and easy to understand. All of our teachers found them highly useful when planning and were able to “tweak” them to suit their individual class’ needs.

So why did we get involved with No Pens Day Wednesday? As a school we feel that our children have a right to be highly literate, numerate and confident young people who can eloquently articulate their thoughts, feelings and learning. We believe that if our children are able to do this, then the world is their oyster and this initiative is one of the ways in which we provide them with rich and memorable learning experiences.

St Joseph’s Primary School, Camden, London
Local Champions

Our Local Champions are a group of 150 passionate volunteers who spread the word on the importance of speech, language and communication locally, where it’s needed most. The Champions are a range of practitioners including speech and language therapists, teachers, commissioners, local authority leads, lecturers, Early Years workers and representatives from health.

As well as, or as part of, their day-to-day jobs they:

- Raise awareness by championing the cause where they live and work.
- Strive for best practice by signposting others to resources and training.
- Influence others and share their views on local policy by highlighting issues of concern regarding speech, language and communication and SLCN.
- Tell us about people they know who are making a difference to children and young people.

We support our Champions by:

- Providing dedicated information on our website.
- Sending bespoke email updates.
- Providing updates on the political landscape and opportunities to provide local examples.
- Providing an opportunity for Champions to network with others who are championing the cause.

Talking Point

The Talking Point website is the one stop shop for information on children’s communication. The website is full of useful information and resources to support young people, parents and practitioners to develop children’s speech, language and communication.

I CAN developed this website in 2003, with the support of Afasic and the Royal College of Speech and Language Therapists and since 2011 we have been supporting its development and growth to meet the ever-increasing need for this type of information. On average the website receives over 200,000 visitors a year.

Parents and practitioners had told us it can be hard to find information about support for children with communication difficulties and how to identify children’s speech, language and communication needs. With this in mind, Talking Point was revamped in 2014 – with new features including a database of resources, a searchable map of local services and a new design that’s easy to use on a mobile or tablet.

The website includes a vital function, the Progress Checker, which allows parents and practitioners to review a child’s progress, at different ages, in talking, listening and understanding.

Communication Leaders

The majority of our work is carried out to support the children’s workforce as our main focus. However, we aim to model ways of working that are children and young people centred and so working directly with children and young people is important.

Communication Leaders is a two year pilot project to improve the communicative skills and confidence of a group of young people aged 10–14 and to impact positively on those they are working with.

The project aims to develop and evaluate approaches, shaped by the young people themselves to take a unique leadership role in communication within their homes and schools.

So far the project has:

- Recruited over 200 Communication Leaders across 4 areas of social disadvantage.
- Produced Communication Leader toolkits, shaped by the young people themselves.
- Delivered 19 training sessions to staff and young people.
- Implemented feedback from the young people and their mentors, who are teachers and teaching assistants, to tailor future information and activities.

As part of Communication Leaders every young person completes a questionnaire at different times throughout the course of the project. Over 70% said that being part of the project has helped them improve their communication skills.

www.thecommunicationtrust.org.uk/communicationleaders

Making sure everyone is aware of the key issues and where to find information, help and solutions is the essential first step in ensuring we can all work collectively to benefit children’s speech, language and communication.
Empowering the workforce

Since we began in 2007, our priority has been supporting the 3 million strong frontline staff who work with children and young people on a daily basis. We used the contemporary evidence, pulled together for our report Speech, Language and Communication and the Children’s Workforce, to set the context and highlight what needed to be done.

Hitting the ground running, we aimed to raise awareness, provide tools, resources and signpost to training and support, with the long term aim that everyone in the children’s workforce effectively promotes communication development, can identify anyone who is struggling with speech, language or communication and puts appropriate support in place.

Here is a glimpse of what we’ve been doing to support the children’s workforce, across all ages and all sectors through a structured programme of work.

The Speech, Language and Communication Framework

The cornerstone of our work with the workforce is the Speech, Language and Communication Framework (SLCF), which was launched in 2008. The SLCF sets out the skills and knowledge needed by practitioners to support the speech, language and communication development of all children.

Developed with the then Department of Children, Schools and Families, the Royal College of Speech and Language Therapists and I CAN, the SLCF is used by individuals across the children’s workforce to understand their own skills and plan effective professional development.

As well as being used by individual practitioners, the SLCF can also be used in whole settings such as Children’s Centres – over 300 groups have utilised this approach, enabling them to review the collective training needs and priorities of their settings. The SLCF has over 10,500 users in total.

Examples of how the SLCF has been used more widely include:

- As a before and after measure of practitioner confidence in a range of Trust programmes of work.
- To compare changes in confidence across four different methods of rolling out the Inclusion Development Programme.
- By a local authority to support recruitment, interviews and performance management.
- As part of the Every Child a Talker programme by some local authorities.
- Local authorities and other training providers using the SLCF to map individual training courses, or their whole training offer, and to outline the coverage of their training. This has enabled them to check for gaps or duplication in their training offer.
- Local authorities and speech and language therapy teams have used the SLCF as guidance for developing training.

www.thecommunicationtrust.org.uk/slcf

Really good tool to get an overview of the key issues and enable you to focus in on specifics to help you progress.

Practitioner

Thank you; an amazing free resource for my professional development. As a childminder my professional development is pretty much self-led and unfunded so being able to easily access information and identify my skills and competencies is really important, I will definitely recommend to other childminders.

Practitioner
**Qualifications**

There is evidence which shows that a better qualified workforce leads to better outcomes for children. While the SLCF provides a great starting point to support professional development, one way of firmly ensuring changes in knowledge and skills is through accredited qualifications.

With this in mind we worked with City & Guilds to develop seven units of qualifications at level 3 – focusing on key areas of children's speech, language and communication and offering a balance of knowledge and skills to enable learners to develop effective practice.

These units were accepted onto the Qualifications and Credit Framework in 2010 – a major achievement. These are all part of the level 3 Children and Young People's Workforce Diploma and one, the EYMP5 Support children's speech, language and communication forms part of the Early Years mandatory pathway. This was the first time that speech, language and communication has been a mandatory part of training for all early years practitioners undertaking initial training at level 3.

Over 37,000 learners have completed this unit to date.

In 2011, we packaged these units into a standalone level 3 CPD award – Supporting children and young people's speech, language and communication - which is currently offered by Apt Awards, CACHE and City & Guilds.

This enables any practitioner from any setting, working with children of any age to complete a level 3 qualification specifically in children's speech, language and communication.

To further improve access to the award, in 2013 we successfully bid for funding from the Department for Education’s VCSE Grant scheme to develop and pilot Platform 3 – learn, study, qualify – an innovative online learning route to the level 3 award. This links well to a number of key policy drivers in early years.

Within the pilot, Platform 3 will help early years practitioners, from a wide range of backgrounds in different locations, access this level 3 CPD award. We have some great evaluation data emerging as we write and we’re now looking at how to make Platform 3 a sustainable way for many, many more practitioners to access this qualification in the future.

[www.thecommunicationtrust.org.uk/professionaldevelopment](http://www.thecommunicationtrust.org.uk/professionaldevelopment)

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**Initial teacher training**

Initial teacher training (ITT) is a crucial time for teachers to develop an understanding of the importance of children’s communication and knowledge of how to support it as part of their teaching. Historically, there have been concerns raised about where and how this has been included in ITT with a third of teachers surveyed having no preparation during their initial training on SLCN and 60% reporting a lack of confidence with the issue.

Currently, the focus on communication and SLCN in ITT is variable and often limited.

Our work in ITT started even before we were funded to do it! Beginning in 2009, we worked in partnership with East Midlands ITT SEN Cluster Group, a collection of East Midlands ITT providers, to develop a booklet – *Let’s Talk About It* – and a two to three hour workshop session to support the learning of initial teacher trainees. This session has been delivered through a range of different training routes, including BEd courses, graduate training programmes, School Direct and Teach First, and to primary and secondary trainees. We have also provided a session for ITT mentors in schools.

So far...

- We’ve reached 650 trainee teachers across 10 different universities.
- After the training session, 100% of trainees rated the relevance of SLCN to them as 7 or higher out of 10.
- We saw a 46% increase in the number of trainees who rated their awareness and understanding of SLCN as 7/10 or higher following the training, with over 80% of trainees now feeling this level of awareness.
- 98% said the training session would ‘influence their practice as a teacher’.
- We have shared over 20,000 copies of *Let’s Talk About It*.

Some trainee comments:

- This session has really emphasised that speech, language and communication is the foundation for learning, success and fulfilment.
- It has certainly opened my eyes and has reiterated the importance with everything else that is expected of us in our training, things like this can be overlooked or forgotten but mustn’t be!
- Gives an understanding of SLCN to take into consideration when teaching and the massive implications connected to SLCN.
- Understand that SLCN can affect different parts of school behaviour. To focus on the amount of communication used in my lessons.
What Works?
The Better Communication Research Programme (BCRP) was commissioned as part of the Government's response to the Bercow Review. Since the launch of their findings in 2012 we have been working to share this information with the children's workforce.

One of the key reports from the BCRP listed speech, language and communication interventions and what evidence there was available for each one. With support from the Department for Education and in partnership with the BCRP team we translated this work into What Works, a moderated online library of evidenced interventions. The aim of providing information in this way is to enable practitioners to 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. What Works is endorsed by the Royal College of Speech and Language Therapists.

In order for What Works to be robust and independent we established a Moderating Group to review new submissions and ensure quality and fairness of approach. The Group includes the BCRP team, RCSLT and the Trust.

In 2013 we started a year-long consultation with key stakeholders and commissioners to review new submissions and ensure quality and fairness of approach. The Group includes the BCRP team, RCSLT and the Trust.

In 2013 we started a year-long consultation with key stakeholders and practitioners to make sure the database works effectively. Initial research was undertaken during the development phase, which included consulting with members of the RCSLT:

- 92% of speech and language therapists felt What Works was completely or mostly relevant to their work.
- 84% of speech and language therapists felt it completely or mostly reflected current and previous research.

Over 3,000 people registered to use the website in the first month alone and in just over a year 8,000 people are currently using the website.

What Works?

Completely relevant: it collects in one place information and evidence about all the approaches I use. Finally!

Practitioner

It provides SLTs [speech and language therapists] with the encouragement and some of the tools required to do evidence-based work and to demonstrate the appropriateness and the effectiveness of their interventions. Very relevant as commissioners will be asking about outcomes

Practitioner

Communication Commitment

Following the end of the national year of communication in 2011, and seeing the success of initiatives such as No Pens Day Wednesday, we wanted to provide a more holistic way for schools to embed communication at the heart of everything they do.

In October 2013, with the support of Pearson Assessment, we launched the Communication Commitment, an interactive website, with the aim of supporting schools to take a whole school approach to communication. A key function of the website is enabling schools to build an Action Plan around 5 specific priority areas that will support them to make communication a priority. We then provide everything schools need to complete the Action Plan including free resources and signposting to more in-depth support from our Consortium. In this way schools have information and strategies they can use flexibly to support the development of communication skills with all their pupils, in ways that best suit their needs.

Already over 1,200 schools have registered. A review of the website with initial users indicated that 100% of respondents saw the Commitment as a practical tool for creating a whole-school approach to communication and nearly 70% said it had impacted on their work.

Some of the ways in which schools have told us they have been making communication a school-wide priority include:

- School inset days focused around speech, language and communication.
- Highlighting SLCN on all lesson plans.
- Introducing a receptive language screening system.
- Sessions for new intake of parents on the importance of good speech and language development and how this can be supported and encouraged at home as well as in school.
- Giving all staff Performance Management Targets linked to the Commitment.
- Half-terminly staff meeting on how staff can develop their communication skills.
- Auditing provision looking at children's opportunities for talk.

www.thecommunicationtrust.org.uk/whatworks

www.thecommunicationtrust.org.uk/commitment
A Chance to Talk

During 2011 A Chance to Talk (ACTT) was a project delivered in partnership between The Communication Trust and I CAN and supported by Every Child a Chance Trust. It developed a model of commissioning enabling clusters of primary schools to provide an evidence based approach to improving the speech, language and communication skills of children aged 4–7.

ACTT school staff and speech and language therapists worked closely together in a model which provided:

• Training, development and support for schools to develop good quality teaching that supported all children’s language, based on I CAN’s Primary Talk.

• A targeted intervention, Talk Boost, for children with delayed language delivered by trained teaching assistants.

• Speech and language therapy for those with more complex speech, language and communication needs (SLCN).

Following a 2013 evaluation of the pilot it was shown that ACTT had the following results:

• Between 2010 and 2012 we worked with 30 schools in four Local Authorities representing a total of 8,308 children aged 4–7 years old.

• Schools reported that they identified children earlier and were able to spot previously overlooked SLCN as a result of their involvement in A Chance To Talk.

Wave 1: Universal, to provide high quality teaching in a language rich environment.

Wave 2: Targeted, teaching assistants trained to work with small groups, supported by whole class activities. This is called Talk Boost.

Wave 3: Specialist, a speech and language therapist works with individuals or small groups in collaboration with school staff.

Talk Boost

We know that many children in primary schools have delayed speech, language and communication development. Talk Boost is a targeted intervention which focuses on children with delayed language, delivered by I CAN.

We also know that it can be difficult for teachers to identify delayed language skills in their class so we developed the Progression Tools, an informal check based on typical language development. This enables teachers to clearly see which children are on track with their communication, those who have delayed skills and also those children with more significant SLCN who may need additional assessment.

Talk Boost is delivered to small groups of children. They receive three weekly 30–40 minute activity sessions run by trained teaching assistants over a period of 10 weeks. Sessions focus on five core elements of language and 120 activities are available.

Rolled out as part of ACTT, this level of progress was sustained; children made between 9–18 months progress in language after the 10 week intervention. Up to 80% of these children moved into the typical range of language development, helping to narrow the gap between them and their peers.

Elklan Communication Friendly Schools Project

In 2011–2013 we supported Elklan to pilot a project to enable schools to become ‘Communication Friendly’. Elklan developed this project to increase capacity within schools to enable them to meet the speaking and listening needs of all children but especially those with SLCN.

The following activities took place:

• 259 teaching assistants (TAs) from the 131 schools were trained and have achieved the Elklan/Open College Network (OCN) level 3 Award in Speech and Language Support for 5–11s.

• 262 senior teachers from each school have been trained using the OCN level 4 accredited course, Speech and Language Support for Communication Friendly Schools.

• The Communication Counts course has been cascaded to 3,746 members of the school team including lunchtime organisers, support staff, welfare offices and administrative personnel.

Following the training:

• 100% of TAs achieved accreditation at level 3.

• 100% of TAs reported a significant improvement in their ability to collaborate and share information with other colleagues regarding children’s speech, language and communication skills.

• 100% of teachers achieved accreditation at level 4.

• 94 schools have achieved Communication Friendly Schools status.

• 91% of SENCOs/teachers rated themselves as confident in training and supporting staff to implement key strategies to support speech and language.

• Teachers rated highly the new interaction strategies taught – post-training they rated 90% of the interaction strategies as effective or very effective (up from 57% pre-training).

• 98% of learners stated that the training will influence their thinking or practice as a teacher.
Youth Justice

Our youth justice programme was an important area of work from 2009 to 2012, responding to evidence that showed 60–90% of young people in the youth justice system have SLCN.1,2

With funding from the Department of Education and National Offender Management Services (NOMS) in 2009, and the Youth Justice Board for England and Wales in 2011, here is a snapshot of what we have achieved.

Sentence Trouble – a suite of resources

Sentence Trouble, developed in 2009, is a concise and easy to use publication designed to raise awareness of the scale and impact of the unmet communication needs of young people in the youth justice system. Written for everyone that works or volunteers with young people who offend, it supports improved understanding and gives helpful advice and guidance. We’ve shared over 45,000 copies.

The booklet was then expanded into a dedicated website for youth justice staff, www.sentencetrouble.info. The website builds on the guide and signposts to further resources that may be of use. Launched in May 2010, the website has been visited over 30,000 times.

In 2012, we also launched the film, Sentence Trouble – Better Communication in the Youth Justice System. It provides information and advice to those that work in the youth justice system. The film has been viewed over 3,000 times across different platforms and has been used widely for training activities and events across the country.

Training

We commissioned I CAN and Dyslexia Action to develop specific, targeted training for frontline staff working within Youth Offending Teams (YOTs). The training supported YOT staff to better understand what communication needs are and how they can support the communication needs of young people in their care. In total we have provided training for 2,700 staff from a range of different settings across the youth justice workforce.

75% of participants now feel more confident or completely confident in using strategies to support young people’s communication after the training.

In May 2011 the Trust commissioned an independent consultant to conduct detailed interviews with 20 YOT staff that had attended the training.

All training sessions have been evaluated by pre-training and post-training questionnaires. Feedback has been excellent and figures show a much greater confidence around communication needs following training:

• 91% had a ‘very good’ or ‘excellent’ understanding of what is meant by communication needs.
• 86% now felt that their knowledge was ‘very good’ or ‘excellent’ about the relationship between language, literature and behaviour.
• 92% felt ‘strongly’ or ‘very strongly’ that they understood the importance of effective communication for YOT practitioners.

www.thecommunicationtrust.org.uk/youthjustice

The confidence, skills, knowledge and attitudes of the workforce are crucial to ensuring all children are enabled to communicate to the very best of their ability. Throughout our work, we strive to empower the workforce to promote language development, identify and support SLCN, not just in theory, but in practice; not just for the children they are working with today, but for all those they will work with in the future.


Strengthening our networks with even better co-ordination and collaboration across the third sector

Working in partnership is fundamental to everything we do; by working collectively we’ve had the greatest impact; by working collectively we are greater as a whole than the sum of our parts. We work with other organisations in many different ways including delivering specific projects together and advocating the importance of communication to policy makers as a united sector. Here we show just some of these partnerships we have developed.

Our Programme board
The Programme Board is made up of our founders and two representatives from the Communication Consortium that are voted onto the Board for two years. The Board is responsible for overseeing the strategy for the Trust and the work of the Director and small core team. I CAN is our host and their trustees have the legal and financial responsibility for the Trust, but delegate operational responsibility to the dedicated Programme Board – which is chaired by an I CAN trustee.

Our Communication Consortium
The Communication Consortium is our key stakeholder group, bringing together 50 organisations from the voluntary and community sector. We have two categories of membership – Partner and Associate. Our Partner membership includes all national not-for-profit organisations focused on children’s communication. Our Associate membership consists of regionally or locally based communication focused organisations and national organisations for whom children’s communication is among the issues they focus on.

Many of the successes we have achieved over the last seven years have been as a direct result of the Consortium. Through harnessing the energy, commitment and expertise of a range of organisations, we can effectively co-ordinate member opinions, create consensus and speak with one voice to influence Government and national policy. For many of the Consortium’s smaller organisations this has proved to be a unique benefit of membership – they can access Whitehall, politicians and the policy making process in ways which would have been beyond their reach by working in isolation.

We also recognise that practitioners sometimes find it difficult to know what resources are available and how to access them. To facilitate this, we have pulled together information about all of the resources from our Consortium members into one place, the Consortium Resources Catalogue. This enables practitioners to know what there is in relation to speech, language and communication and where to find it, and gives our members another route to market.

Each year we carry out an impact survey to review our support for the Consortium over the next year. Findings from our 2014 survey include:

- **All responding members** feel The Communication Trust is an effective conduit for the SLCN sector and able to represent the sector’s views.
- **95%** report that they have positive impacts from policy influences (for example through access to MPs and Ministers).
- **95%** have received positive impacts from networking with other like-minded organisations.
- **All responding members** felt that the Trust was useful or very useful in keeping them aware of the latest national policy developments and in enabling them to feed their expertise into these developments.

The Trust has become a focus for all similar organisations within the sector and an authoritative voice which we did not have before its inception. *Consortium member*

Being part of a bigger network gives us the ear of policy makers in a way that would be very hard for a tiny organisation like ours. Keeping us up to date with developing policy and legislation has enabled our own organisational input to be better informed. *Consortium member*
From 2007–2011 we also had an Advisory Group consisting of professional bodies, unions and organisations, to provide professional input into the overall programme of work and specific projects. This has now evolved into a network of 15 high-profile advisors who support specific areas of work related to their own expertise. This supports a more flexible and efficient way of seeking expert input at the right time and in the right way.

Capacity building support
From 2011–2013, we had a dedicated work stream to provide Consortium members with the opportunities to access training and support to build their organisational capacity.

Some examples of this include:

- Provided 10 members with support from a social enterprise consultancy, to undergo one-to-one organisational development assessments and develop action plans. All Consortium members received a capacity building guide.
- Provided 10 members with access to PRINCE2 training (Foundation and Practitioner).
- Delivered a Full-Cost Recovery training seminar led by ACEVO.
- Delivered a commissioning training seminar.
- Delivered a seminar on marketing to schools with input from other VCS organisations and schools.
- Organised national profile conferences with free exhibiting space for Consortium members.

Working together
One of our key aims is to build the capacity of our Consortium, to support their sustainability and reach their target audiences. We have directly funded a number of projects run by Consortium members and commissioned various pieces of work from them.

We feel we have been able to engage positively and proactively with the SEND reforms – being kept up to speed, knowing key relevant aspects and helping us to think through our response and actions as a result

Consortium member

Working together to produce Other Ways of Speaking:
In 2011, by drawing on the knowledge and skills of IVoice, ACE Centre Advisory Trust, ACE Centre North, Communication Matters, The Makaton Charity, National Deaf Children’s Society and the Signalong Group, this enabled us to address the lack of information available about the different types of augmentative and alternative communication (AAC). With 10% of children and young people in the UK having long term or persistent SLCN and 1% having severe difficulties with communication, this information is greatly needed.

Together we produced the booklet, Other Ways of Speaking, detailing the variety of different ways to communicate, how to find out more about these methods and how practitioners can support children and young people who use AAC. The booklet also contained real-life stories of AAC users.

Other Ways of Speaking was extremely popular, with all organisations sharing it with their networks. We quickly ran out of stock, with 30,000 copies being shared within a year of publication. The ongoing development and production of the booklet is now managed by Communication Matters, ensuring continuing access to all who need it.

Views of one member of the Consortium:
Our small national charity, the Cued Speech Association UK, provides information and training in a life-changing language tool which completely clarifies the English language for deaf children. We joined the Communication Consortium in 2011 and our work with them has been invaluable.

Cued Speech is not widely known or used in the UK so the inclusion of relevant information about the system in the Consortium’s materials, such as their advice to schools about phonics testing, has been of great benefit to professionals working with deaf children. The Consortium’s Capacity Building programme has allowed our organisation to become more effective through input from ‘Primetimers’ who contributed to our new business plan, which in turn has been instrumental in enabling us to secure vital long-term funding. We will use this to further support the parents of deaf children and the professionals who work with them.

Also, of value to the whole sector, is the facility for small organisations like ours to join with others under the Consortium umbrella to voice common concerns about national issues, such as proposed government changes, which affect all children with additional needs.
Disseminating the outcomes of the Better Communication Research Programme

The Better Communication Research Programme (BCRP) was a landmark programme of research, which was part of the Better Communication Action Plan, the government’s response to the 2008 Bercow Review.

The research was published in the form of 19 reports in 2012 and we are working together to share the findings and learning from this research, to inform service development and delivery, to benefit children and young people with SLCN.

So far we have:

- Developed What Works which translates the interventions included in the BCRP report, What works: interventions for children and young people with speech, language and communication needs, into an online searchable database.
- Developed the Communication Supporting Classroom Observation Tool, written by members of the BCRP team, into a designed pdf and supported its dissemination.
- Reflected the findings and outcomes into many areas of work including our policy work, the Communication Commitment, our resources and the Talk of the Town programme.
- Ran a conference and guidance to support commissioning for better outcomes for children and young people with SLCN in light of the reformed SEND system.
- Funded the British Stammering Association to disseminate and amend current literature to include information about the BCRP findings.
- Commissioned members of the Communication Consortium to produce digests of key findings for specific audiences.

The collaboration between the Better Communication Research Programme and The Communication Trust is an excellent example of how high quality research can be supported and then disseminated to practitioners, policy makers and opinion formers. This has been a reciprocal relationship which enhanced both the research programme and its implementation, and also the dissemination and impact of the substantial research findings that were produced.

Professor Geoff Lindsay, Director, Better Communication Research Programme
Working with the wider sector to expand reach and influence

A major part of our work since our inception has been building partnerships with wider society in order to extend our reach and influence to engage with a wider range of stakeholders and audiences, for the widest impact.

To achieve this we have partnered with other voluntary sector organisations, professional bodies and commercial companies, on specific pieces of work as well as on an ongoing basis.

Here some of our partners explain how we have worked together:

“The Communication Trust have been remarkably engaged in the development of SENDirect supporting us to reach and take advice from their membership. Members have attended strategic development days, directed development through our expert advisory meetings and been involved in our expert advisory panel. This has allowed us to develop, being confident we meet the requirements of professionals in this sector. We would not have had the capacity to consult anywhere near this widely without the Trust’s support.”

Elizabeth Archer, Project Director, SENDirect

“The Communication Trust’s hosting of the joint Trusts meetings and the Working With Schools Group has been an important element in moving towards a more coherent offer from the Trusts and the schools focussed VCS.”

Steve Huggett, Director, Autism Education Trust

“At PACEY we support our members to continuously improve their practice because we know the better qualified a childminder, nursery worker or nanny is, the better the outcomes for the children in their care. The reforms to SEND support were the perfect opportunity to work with The Communication Trust not only to influence this area of policy but also ensure our advice and support to members met their needs. This included signposting to the fantastic resources the Trust have for everyone working in childcare and early years.”

Liz Bayram, Chief executive, PACEY

“Since joining the Trust Sense has welcomed the opportunity to work in consortium with others to raise awareness of SLCN with a range of practitioners and policy makers. Multi-sensory impairment is a low-incidence impairment that gives rise to a unique set of communicative circumstances. Being members of the Trust allows Sense to share its practice expertise with partners from across the SLCN sector and to hear from others about what works.”

Kate Fitch, Deputy Head of Public Policy, Sense

With our commercial partners, we have achieved much.

With BT we:

• Received technical and financial support to develop the Hello campaign’s website. This received over 156,000 visits during 2011.

• Produced Small Talk, a booklet providing parents with information about what helps children aged 0-5 learn to talk and listen. Over 50,000 copies were given to families, making it the most requested resource of the Hello campaign. BT staff received over 12,000 copies of Hello materials, including over 4,000 Small Talk booklets.

• Supported them to develop the TalkGym Facebook App. This enables young people to assess their own “talk fitness” and to support them to develop their skills. Utilising Facebook as an interactive platform, young people undertook a quiz designed to get them thinking about their own skills as communicators. 94% of people positively rated the resource.

• And much more!

With Pearson we:

• Developed the Universally Speaking ‘ages and stages’ guides. These three booklets support practitioners working with children from birth to 18 years to check if children are on the right track, to learn about what helps them to talk and listen, and what to do if they have concerns. So far over 90,000 copies have been shared.

• Produced the ‘One in a Million’ short film. It sought to highlight the challenges faced by children with SLCN. This has, so far, been viewed over 70,000 times.

• Run the Shine a Light awards, highlighting the fantastic work being done by schools, settings, businesses and individuals around supporting all children and young people’s communication and those with SLCN. This has become an annual event and we have run three successful awards ceremonies so far.

• And much more!

The voluntary sector holds a wealth of expertise and experience in effectively supporting children’s communication and also supporting children and young people with SLCN and their families.

By building the capacity of this sector we can foster greater access for children and young people to get the support they need. A strong SLCN voluntary sector can better reach their intended beneficiaries and can more effectively develop their own offers of support by working effectively with partners from other sectors.
Supporting the changing local landscape for services

We know that, in order to ensure that all children and young people are supported to communicate to the best of their ability, there is still much to do. However, we are all working in a context undergoing significant and often rapid change, which often presents agencies, services and workforce with substantial challenges.

We can, and need to, both influence and respond to these changes. In light of economic austerity we continue to find and share ways that services can achieve better outcomes for children and young people’s communication using existing funding and achieving national and local priorities.

In the last few years the focus has shifted from prescriptive national policy to localism. Schools have greater autonomy and a new system of commissioning and delivering local health services gives local areas more of a role in planning and providing for their local needs.

Our response is to ensure that there are solutions and resources available which local areas can access and amend to suit their own needs and ways of working.

Talk of the Town

In 2011, as part of Hello, we worked with a whole community to support children and young people’s communication development from 0-19 in an area of social disadvantage. We wanted to know what could be achieved by working together systematically. Talk of the Town (TOTT) was developed in collaboration with South Manchester Inclusive Learning Enterprise (SMILE) and piloted in Wythenshawe, South Manchester.

The TOTT approach aimed to:

- Facilitate early identification of SLCN.
- Encourage collaboration and joint working across the community.
- Offer a sustainable approach.
- Improve outcomes for children and young people.

At the start of the project:

- There were significant levels of SLCN across all of the settings involved, e.g. 26% of children entering nursery had such poor communication skills that in many areas they would qualify for a statement of SEN.
- The schools faced challenges in effectively identifying SLCN, e.g. on average, around 40% of children’s needs were not being accurately identified.

TOTT achieved its aims through embedding evidenced based universal and targeted provision for all children’s speech, language and communication.

By the end of the project:

- Staff were more able to identify children with SLCN. Under identification fell from between 31–50% at the beginning of the project, to between 5–15% at the end.
- The impact of joint working felt by staff and the leadership team was so great that they jointly commissioned a Band 6 Speech and Language Therapist for a further three years.
- There was a positive impact for children, as evidenced through pre and post assessment data and through feedback from staff.

Across each age range, there were improvements in children’s language:

- Across both nurseries, children’s language levels improved, with a 15% increase in children scoring at the expected level for their age.
- In Key Stage 2, all children assessed met the expected national levels. Results from assessments showed an average improvement of approximately 12–14 months after one of the interventions.
- In Key Stage 3, pupils also made good progress, again with average language scores meeting expected national levels.

After such positive findings, further funding was received from the Education Endowment Foundation (EEF) to demonstrate the impact of the TOTT approach on children’s attainment, as part of a randomised controlled trial.

We’re currently working with 64 primary schools in Hull, Wigan and Stevenage/ North Hertfordshire. 32 of these schools have been randomly assigned to the intervention group and are being offered the full TOTT approach; the other 32 schools have been randomly assigned to the control group and continuing ‘business as usual’. Exciting progress has already been made; feedback is showing initial signs of a very positive impact.

www.thecommunicationtrust.org.uk/talkofthetown

A massive thing is the high-quality expertise the project has brought and the advantages of a speech therapist who is able to work with staff in a consultative/coaching role.

Primary Head

In six weeks TOTT has achieved what I have been trying to do in this school for 10 years. Teachers are linking children’s poor reading to their language skills. Not just that, but they are unpicking what element of speech, language and communication these children are really struggling with.

Practitioner

We thought we were good at supporting speech, language and communication. Now we realise how much more we have to do.

Our ‘normal’ is not the normal we want for our kids.

Practitioner

One little girl, who has never spoken in group work and is painfully shy, presented a poem to 60 teachers, students and parents. It took my breath away.

Practitioner
Influencing policy locally and nationally

We are committed to ensuring that policy-makers at both a national and local level focus on the issue of speech, language and communication and consider the needs of children and young people with SLCN.

In order to do this, we bring together the 50 organisations who make up the Consortium and work constructively and collaboratively with Government and other policy-makers.

We believe the influence and impact we have had in terms of putting speech, language and communication on the policy agenda over the last seven years far outstrips our size and resources.

A snapshot of some key successes and impact for the speech, language and communication sector

- Securing the landmark review led by the Rt. Hon John Bercow MP into SLCN services for children and young people.
- The Expert Panel for the National Curriculum review called for spoken language to be included in the Curriculum for all subjects and it now should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.
- ‘Communication skills’ became part of the Ofsted Framework in 2010.
- Ensuring the place of communication in initial training qualifications for the early years in both the children and young people’s workforce diploma and the early years educator.
- Worked closely with the Children and Young People’s Health Outcomes Forum to inform their recommendations.
- Working with our partners across the SEN sector to get amendments to the Children and Families Bill in order to best meet the needs of children and young people with SLCN.
- Working with partners to secure reference to SLCN in the Department for Health Guidance for Health and Wellbeing Boards on children with special educational and complex needs.

Since the introduction of the Children and Families Bill to Parliament we have, and will continue to, work to ensure it provides the best possible support to children and young people with SLCN and their families. We have lobbied and worked with the Government to achieve constructive revisions to the legislation and the resulting guidance in the 2014 SEND Code of Practice.

We have also been able to secure funding of the ongoing role for the Augmentative and Alternative Communication Coordinator through its contract with the Department for Education. This vital role has helped champion the new model for specialised commissioning and shape the new service specification.

The Communication Council

Since 2012 we have provided the secretariat to the Communication Council – first formed during the national year of communication. The Council is a strategic level group that works to share learning about children and young people’s SLCN and effective approaches to meeting these needs. It promotes and facilitates joined up working across Governmental departments as well as across the sector as a whole.

The Council is co-chaired by the Director of Special Educational Needs and Disabilities 0–25 at the Department for Education and the Director of Children, Young People, Maternity and Health Inequalities at the Department of Health. Membership includes representatives of front line health, education and youth justice services, researchers, professional bodies, voluntary organisations, government departments and agencies, as well as a children and young people’s representative and a parents representative.

In 2012-2014 the Council took a specific focus on the special educational needs and disability (SEND) reforms, working to support dissemination of evidence and best practice to ensure local implementation achieves the best outcomes for children and young people with SLCN.

As part of this we facilitated a seminar for commissioners exploring joint commissioning for children and young people with SLCN in the SEND reforms. The key messages from this day were pulled together into a free report, which is now available to download on our website. The Council has also produced a briefing on SLCN for health audiences and this has been disseminated by the Department of Health as guidance for health and well being boards.

www.thecommunicationtrust.org.uk/slcncommissioningreport

The environment and context in which the workforce support children and in which children and young people live, study and play, has a huge impact on their outcomes. Our work in this area is vital, shaping and responding to those factors which can make such a difference to how well children’s communication skills can thrive and their needs be met.
Looking forward – our strategy to 2017

We’ve come a long way in only seven years. The Trust, working in partnership, has had a real impact. Together we’ve achieved a great deal for children and young people, and this report has aimed to provide a brief snapshot of some of this work so far.

However, because of the scale of the issue, the vast size of the workforce, changing contexts and competing priorities, the job we have to do is a big one. And our work isn’t yet done.

Partly our work isn’t done because the children’s workforce is a vast and diverse audience to reach and engage, and empower with the skills and knowledge to achieve the best outcomes for children through everything they do.

Partly our work isn’t done because the world in which we work changes all the time. The health, education and special educational systems which operated when we started are completely different now. There has been one general election and will be another within a year. There have been major policy and legislative changes as well as countless changes in demands on the workforce and our voluntary sector partners.

A comprehensive programme such as ours needs to be maintained and embedded into whole systems to affect real change. Moving forwards we’ll be extending our current projects and relationships we know to work. We’ll be keeping our eyes and ears open for new challenges and we’ll be developing fresh, evidenced-based solutions to meet demands in a new and changing environment.

Until every child is able to communicate to the best of their ability our work will continue.

We’ll continue to use four strategic objectives to achieve our aims by 2017:

1. Making speech, language and communication a burning issue
We’ll continue to raise awareness of the absolute importance of speech, language and communication to children and young people’s life chances amongst everyone that works with or on behalf of children and young people.

2. Empowering the workforce
We’ll support the children’s workforce to develop their knowledge, skills and confidence in supporting speech, language and communication in all children and in supporting children with SLCN. We’ll encourage change in grass roots policy and practice to ensure the greatest impact on children and young people.

3. Strengthening our base
We’ll build capacity of third sector specialist organisations in speech, language and communication and SLCN to maximise impact and reach for children and their families.

4. Supporting the changing local landscape for services
We’ll ensure that speech, language and communication and SLCN are issues that those who develop policy and service frameworks understand, include and address appropriately in relevant policies.

Your support has been vital to our successes to date. We greatly value our partners and supporters and we look forward to working collectively and collaboratively to achieve the successes we must have if we are to ensure that every child and young person is enabled to communicate to the best of their ability.

Anne Fox – Director
Adrian Hosford – Chair
What people say about us...

“I love it when I have met with the adults and guided them on what to do and left them empowered to help their child. I wouldn’t be able to do it nearly so well without The Communication Trust.”
Practitioner

“The Communication Trust is clear and honest in pressing issues and pushing for change, deploying evidence and argument powerfully whilst understanding the practicalities and political realities. The Trust has pulled together a wide range of people and organisations to speak with one voice with an impressive ability to focus people’s energies on key priorities.”
Department for Education official

“It is always a great privilege to work with The Communication Trust. The team are creative, clever and above all fast – able to go from a germ of an idea to full scale action in a matter of days, whilst always basing what they do in sound research. I’m hugely impressed with the work they’re doing to help practitioners know how to use evidence-based interventions, and measure children’s language progress. It’s truly game-changing”
Jean Gross CBE, Independent consultant and expert

“For speech and language therapists, children with communication needs, their parents and carers are at the heart of what we do. In The Communication Trust, we know that the sector has a strong and effective champion – and for us, a vital and valued partner.”
Kamini Gadhock MBE, Chief Executive, Royal College of Speech and Language Therapists

“The Communication Trust keeps us linked and informed with the national picture. It is great to know you are not alone in the crusade to improve children’s communication skills.”
Janet Cooper, Stoke Speaks Out

“The Dyslexia-SpLD Trust is proud to support the work of The Communication Trust due to the many areas of synergy in our work and stakeholder groups. We equally seek and value their contribution to our own projects to widen participation and share good practice; we have learnt much from their expertise.”
Melanie Byrne, Director, The Dyslexia Sp-LD Trust

“The Communication Trust has worked creatively and with great success to engage the media with issues they have far too often ignored or found difficult to cover.”
Peter Sutcliffe, SEN Editor, SEN Magazine

“Achieving the mission involves collaborative work with range of stakeholders and NAHT regards its participation, contributing to the work of the communication trust as invaluable, supporting our members in schools to enable all children to reach their full potential. Working collaboratively with the communication trust has been beneficial in bringing political pressure around the proposed changes to the component elements of speaking and listening, supporting teachers to make more accurate, evidenced judgements.”
Dr Jan Myles, Specialist Adviser, National Association Of Head Teachers
Thank you to...

Every practitioner, parent, child and young person we’ve worked with since 2007 to help shape and inform our work, especially those who have helped us develop new programmes and resources.

Our amazing sector:
- The members of the Communication Consortium.
- Our Programme Board members, past and present.
- I CAN – our legal host.
- All our partner organisations across the SEN sector including Achievement for All, Autism Education Trust, Council for Disabled Children, the Dyslexia Sp-LD Trust, Every Disabled Child Matters, Nasen and Special Education Consortium.
- The Children’s Partnership.
- Children’s Voluntary & Community Sector organisations, including 4Children and the National Children’s Bureau.
- The early years sector including National Day Nurseries Association, PACEY and Pre-School Learning Alliance.

Those who help us have an influence on policy and practice:
- Department for Education.
- Department of Health.
- Jean Gross CBE, former Communication Champion.
- Members of the Advisory Network and Panel.
- Members of the All Party Parliamentary Group on Speech and Language Difficulties.
- Members of the Communication Council.
- Members of the House of Commons and House of Lords.
- National College for Teaching and Leadership.
- Ofsted.
- Royal College of Speech and Language Therapists.
- Rt Hon John Bercow, Speaker of the House of Commons.
- The Whitehouse Consultancy.

All those who have funded and supported our work:
- BT.
- Department for Education.
- Education Endowment Foundation.
- The Helen Hamlyn Trust.
- The Paul Hamlyn Foundation.
- O2 Think Big.
- Pearson Assessment.
- Vodafone.
- Youth Justice Board.

All those who have been involved in developing support for the workforce by being involved in pilots and developing approaches, resources and materials:
- All the local authorities who have delivered the Level 3 Award.
- All the schools, federations, YOTs, local authorities and NHS Trusts partnering in our programmes, pilots and research studies.
- Members of our project boards for specific work programmes.
- SMILE Trust, with special thanks to Newall Green High School Baguley, Benchill and Newhall Green Primary Schools.

All those who help us spread the word and reach our audiences:
- Our Local Champions and the Hello local co-ordinators.
- Her Majesty’s Court Service.
- Everyone who has entered the Shine A Light Awards and our brilliant judges and winners.

And a very special thank you to anyone who has worked at the Trust at any stage between 2007–2014.
**Income and expenditure**
The information shows our income and expenditure for 2007 to the end of financial year 2013/2014.

**What came in**

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**What went out**

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<th>Consortium</th>
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<td>£103,774</td>
<td>£679,338</td>
<td>£144,200</td>
</tr>
<tr>
<td>2014</td>
<td>£320,712</td>
<td>£113,355</td>
<td>£143,561</td>
<td>£637,935</td>
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