**What do we know about Speech, Language and Communication Needs (SLCN) and long term outcomes?**

* 50% of children in areas of social disadvantage start school with poor language (Deprivation Inquiry, 2013)
* Spoken language skills are amongst the best predictors of educational success (Snowling et al, 2011)
* 60-90% of young people in the youth justice system have SLCN (Bryan et al 2007)
* The quality of spoken dialogue in the classrooms can significantly improve children’s attainment (Mercer, 2016)
* Spoken language skills are one aspect of a child’s development that is most amenable to change (Law, 2009)

**LCFE journey so far and contribution to closing the gap**

* 125 establishments in Glasgow currently engaging with the LCFE process
* Of those, 60% have over 70% of their population in SIMD 1 and 2
* 18% have over 90% of their population in SIMD 1 and 2
* Implementation science approach taking forward those establishments who are ready for change
* Robust quality assurance process that is based on school self-evaluation. Programme of validation and follow up visits. Multi-agency team with peer head. Peer head role built in as sustainable aspect of programme.
* Supported by peer observation to support embedding and sustainability
* Mentoring role to build capacity and sustainability – model for peer observation

**Background**

**2009 (approx.)** - ICAN training delivered to all early years establishments. However, model could not be sustained and training was not followed up in the majority of cases

**2012** – Developed Glasgow version using ICAN materials with more sustainable model of mentoring and accreditation based on establishment readiness. Agreement with Health and Psychological Services to provide training and mentoring. All LCR staff trained and asked to use this as a basis for support to mainstream.

**May 2013** – presentations delivered at area head teacher forums to raise awareness of LCFE and benefit to children and young people; given Glasgow context and improvements to literacy. Emphasis on readiness and incorporation into improvement planning rather than a ‘have to’. Training provided to all educational psychologists and SLT re process and their role in the process.

**2014-2016** – gradually more establishments requesting to take forward, some as learning communities

**2019** – Framework updated to highlight that LCFE supports nurturing approaches, Glasgow’s Improvement Challenge, Restorative Approaches etc. and to link to all aspects of ASL rather than have separate ‘dyslexia friendly’, ‘EAL friendly’, ‘deaf friendly’ etc. Mentoring guidelines and paperwork to support peer heads with follow-up visits produced.