

## **Training Outcomes Summary 2012-2013**

*An evaluation summary of Language for Learning™ training delivery and outcomes 2012-2013*

### **1. What is Language for Learning™?**

Language for Learning™ is a non-profit making project providing training and resources to support those working with children and young people with speech, language and communication needs (SLCN). All courses are led by two registered trainers: a speech & language therapist and a specialist teacher. Developed in Worcestershire as a joint health and education project, Language for Learning is jointly owned by Worcestershire County Council and Worcestershire Health and Care NHS Trust and is available throughout the UK. In addition to Worcestershire, training is also delivered within five licensed authorities: Cornwall, Dudley, Kent, Medway and Solihull, in which local professionals are trained to deliver the training themselves. Language for Learning training includes a range of training courses, which in turn might each comprise of a selection of sessions for locally tailored delivery.

### **2. Language for Learning delivery**

In 2012/13, a total of 24 courses were delivered to 391 attendees. Many courses comprise multiple sessions and in total 42 registered trainers delivered these courses in 16 venues across the six licensed authorities. The most commonly delivered courses are the Key Stage 1 and 2 practitioner training, SENCo Survival and TA Survival. Also delivered in 2012/13 were Early Years Practitioner Training, Memory and Language and Key Stage 3 & 4 training. Training was delivered at a central venue or as whole school or whole setting training.

To formally measure the impact of Language for Learning, training course evaluation forms were distributed to practitioners attending all training courses delivered. A total of 359 feedback forms were completed and returned (92% of all training attendees), meaning the results are representative of all participants. This report highlights key findings following analysis of this practitioner feedback.

### **3. The impact of Language for Learning**

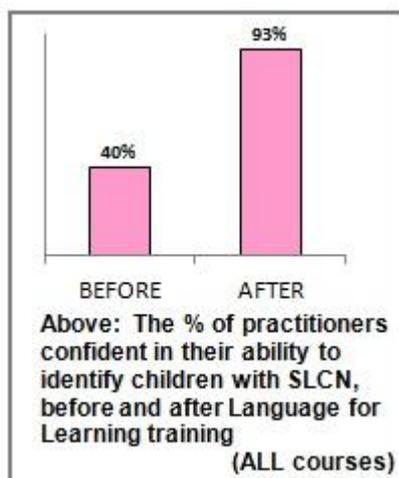
Practitioners attending training sessions were supplied with training evaluation forms before and after each training course. In addition to general training feedback (Section 4 below), course delegates were asked to reflect upon their own knowledge and understanding, on the strategies and resources provided, and the impact of the course on children and young people. Across the academic year and over 300 course participants, three key outcomes were evidenced.

## Key Outcome 1: Improved practitioner knowledge and confidence

Language for Learning training has been developed for practitioners working with children and young people in educational settings. Across all courses delivered in 2012/13, course participants demonstrated increases in their awareness and understanding of speech, language and communication needs (SLCN).

*"I was pretty much a novice at the start but now feel more than ready to go back to school and implement changes and plan ahead"*

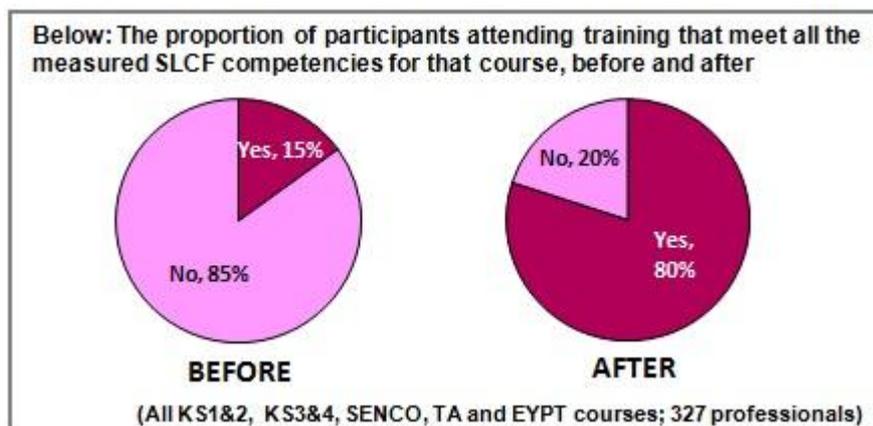
*SENCo Survival training*



Feedback has provided evidence that Language for Learning training greatly improves practitioners' knowledge and confidence in identifying when children are not developing speech, language or communication skills as expected. The proportion of practitioners who felt confident in this area more than doubled as a result of taking the training, from 40% at the start of the training to 93% by the end.

For those practitioners on the Key Stage 1 & 2 training course, the proportion who understood how to adapt resources for children with SLCN increased from 38% to 100% as a result of attending the course.

All Language for Learning training is mapped onto the Speech, Language and Communication Framework (SLCF) and knowledge and learning outcomes of each course evaluation form were tailored to reflect the competencies covered by that particular training.



*"My knowledge and understanding of this area is now much improved. I feel so much more confident now"*

*Early Years Professional Training*

Across all training delivered, self-assessed competency against the SLCF increased dramatically amongst delegates: the proportion of practitioners rating themselves as competent against all course selected measures increased five-fold from 15% to 80% of professionals by the end of the training.



**Practitioner confidence in identifying children with SLCN increased from 4 in 10 (40%) to 9 in 10 professionals (93%) after Language for Learning training**

## Key Outcome 2: High quality resources for immediate use

Almost all professionals attending language for Learning training were complimentary of the resources provided. Feedback forms collected across all delivered Language for Learning courses found 98% of training delegates (324 of 331 surveyed) found the resources supplied to be useful and of a high quality.

*"Lots of great resources you can use or adapt. Lots of relevant activities to do with children"*  
Key Stage 1 & 2 training

*"[I've] never had such useful resources from a course"*  
SENCo Survival training

**98% of those attending Language for Learning training thought the resources were useful and of a high quality.**



The vast majority of professionals (314 out of 327 responding, 96%) agreed that they would use the resources outside of the training course. In particular, practitioners praised the readiness of the resources for immediate implementation in their workplace.

*"Really practical and useful resources that I can use straight away"*  
TA Survival training

## Key Outcome 3: Positive impact on young people

Professionals were asked whether they felt Language for Learning had had an impact on children and young people. Individuals were asked to rate the impact on six different areas of speech, language and communication development.



Almost without exception, practitioners agreed that Language for Learning has had a positive impact on children in terms of their: attention and listening; receptive language; vocabulary development; social communication skills; expressive language and memory.

*"I have learnt not only theory but also strategies to help children with SLCN and have seen personally how effective these have been when I have put them into practice"*  
Teaching Assistant, Key Stage 1 & 2 training

## 4. Overall feedback on Language for Learning

The quality of training across all training courses delivered was reported to be high. Almost without exception, attendees surveyed (99%, 330 of 335) thought the trainers were organised and kept good time and the vast majority (96%) found trainers to be engaging and supported learning.

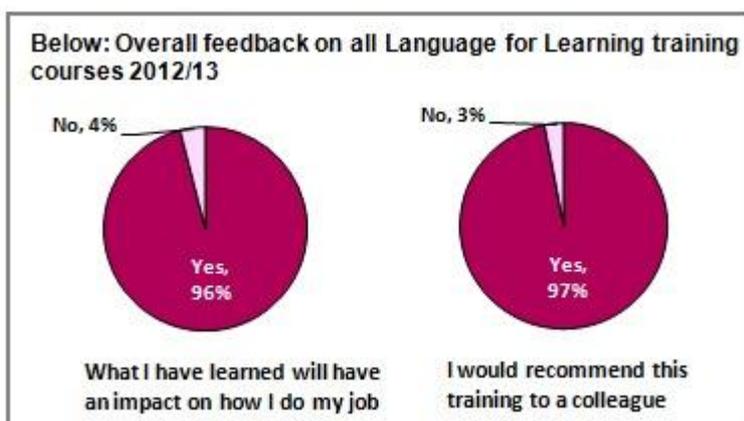
*"I found it very helpful that the course leaders were able to speak from experience in both speech & language and teaching"*

*Key Stage 1 & 2 training*

*"Fantastic trainers! Lots of knowledge given in a fantastic way. Very inspirational"*

*Early Years Professional Training*

Overall ratings of Language for Learning courses were very positive. Virtually all professionals attending training during the 2012/13 year (96%, 310 of 322 surveyed) agreed that what they had learned would have an impact on their day job.



*"I think that every TA and special support assistant should be encouraged to attend this course as a basic aid to their professional development. Cannot recommend it highly enough"*

*TA Survival training*

**97% of all those attending Language for Learning™ training in 2012/13 would recommend the training to a colleague.**



Professionals across all training courses provided spoke highly of the practical application of the training and resources and many commented that the training would have an immediate impact on their professional practice. For those taking longer courses such as the Key Stage 1 & 2 training, the impact had often already been observed.

*"This training has had a huge impact on my class teaching"*

*Key Stage 1 & 2 training*

*"Absolutely brilliant morning - 3 hours of gold"*

*SENCo Survival training*

In summary, those attending Language for Learning training reported: an increase in their own professional knowledge and confidence in relation to speech and language development; high quality resources for use in the classroom and a positive impact on children and young people in their classes. Without exception, all training courses delivered by Language for Learning in 2012/13 were highly rated by course participants.