



# Working together to support SLCN in mainstream primary schools

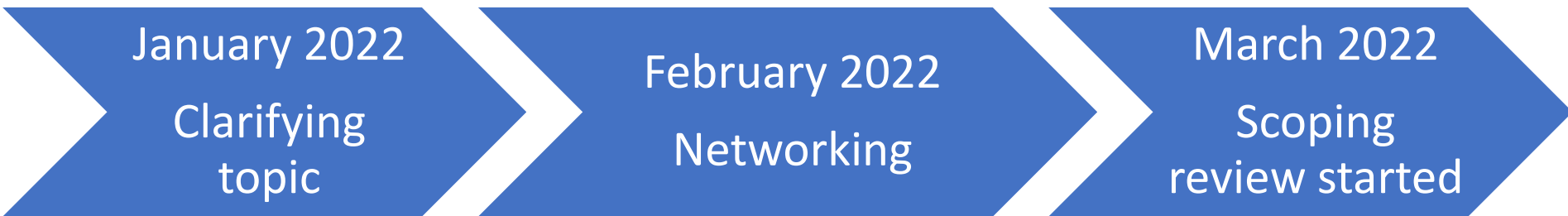
A scoping review

Alys Mathers

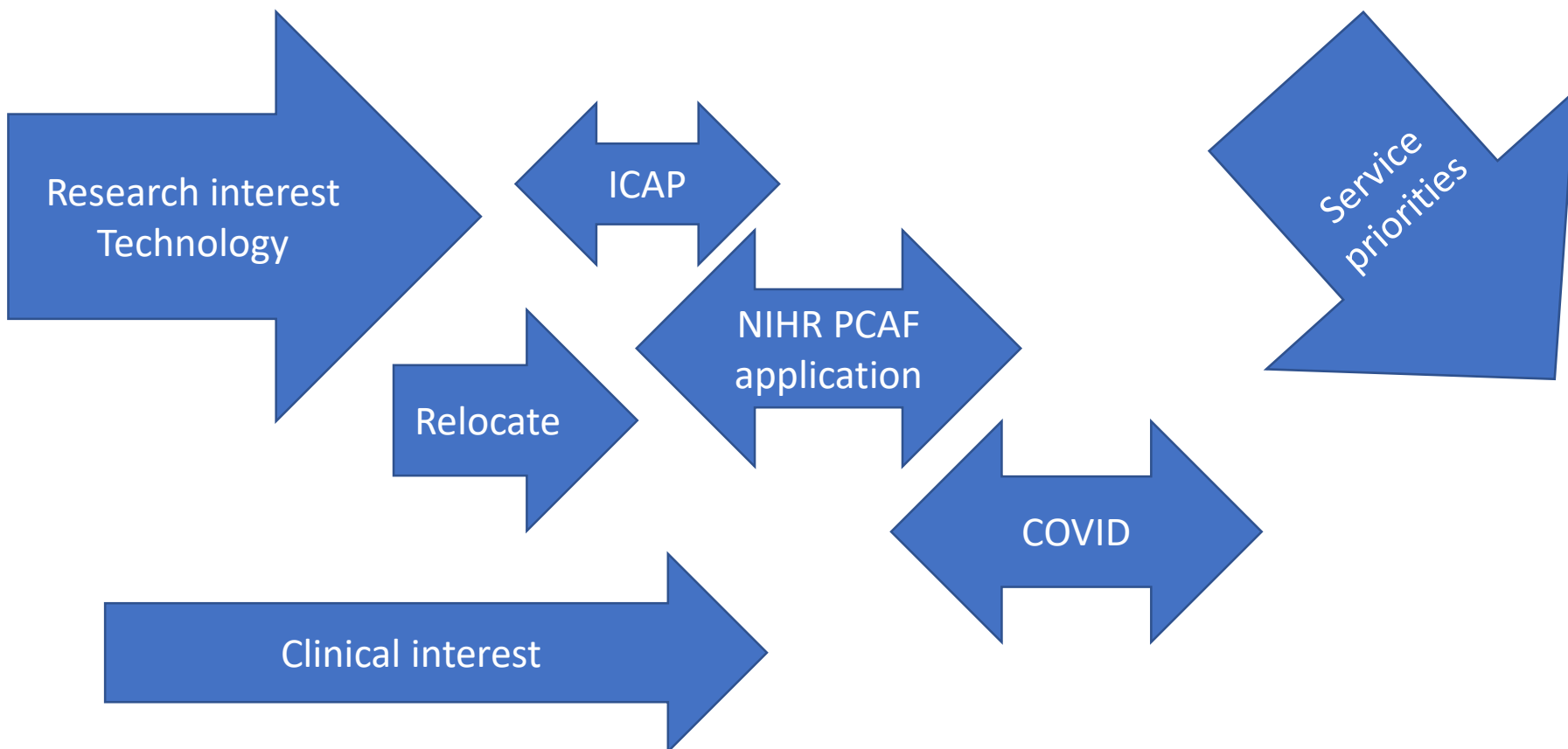
Highly Specialist Speech and Language Therapist



# Springboard Award



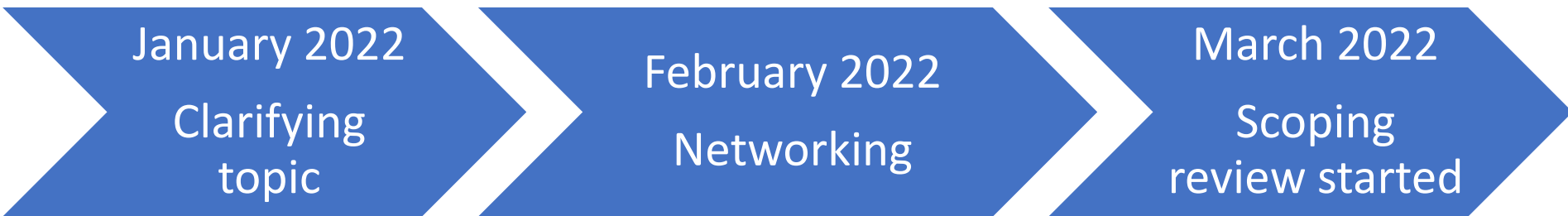
# Pre-Springboard Award




# Post-Springboard Award



# Springboard Award



# Springboard Award



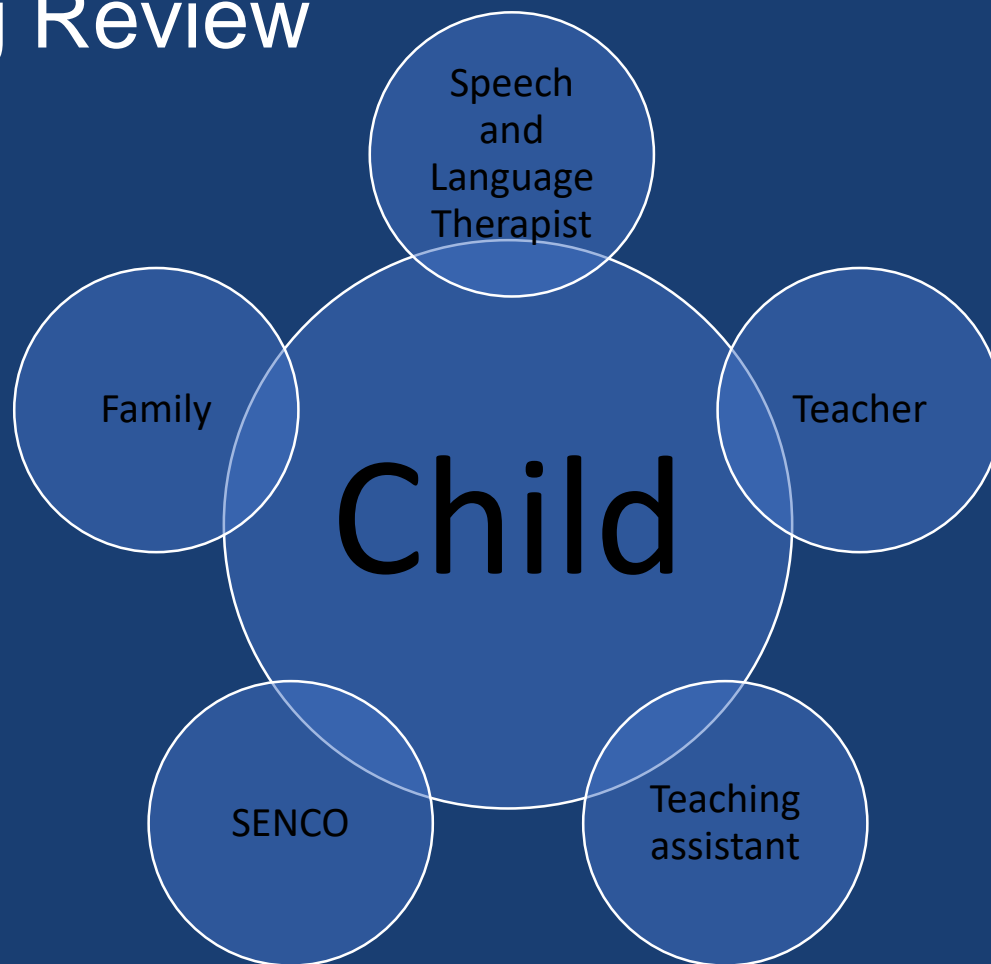
April 2022  
Produced protocol

May - June 2022  
Carrying out searches  
Writing introduction and  
methodology

# Scoping Review

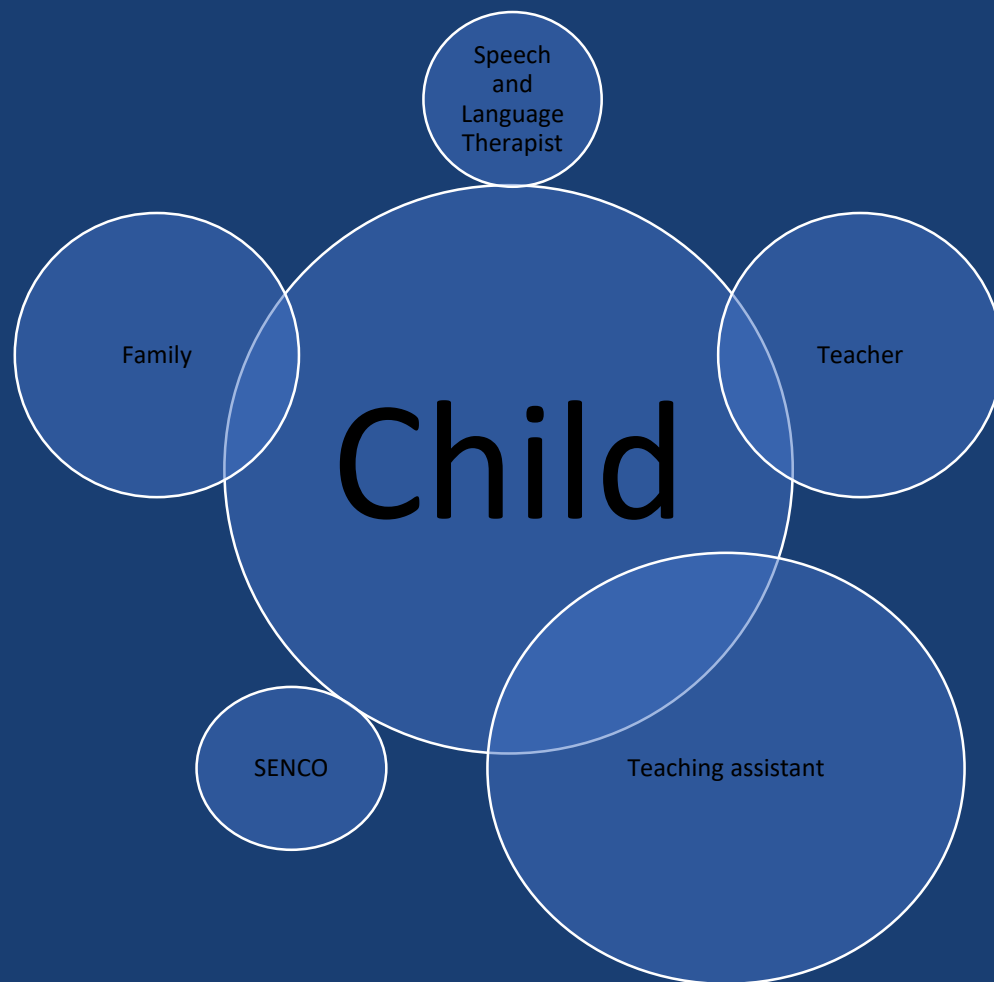
- More than 10% of children have Speech, Language and Communication Needs (SLCN)
- Most common SEN need type
- SLCN impacts on educational attainment, social, emotional and mental health, and life chances (ICAN and RCSLT 2018)

# Scoping Review





# Scoping Review



# TAs delivering interventions - the evidence

- Boyle et al (2009): effective under direct supervision from an SLT
- Mecrow, Beckwith and Klee (2010): effective when delivered by specialist teaching assistants.
- McCartney, Boyle, Ellis, Bannatyne and Turnbull (2010): an intervention delivered by SLTs and SLTAs was effective. Delivered by teachers or teaching assistants - not effective.

# Why?

- Didn't follow the manual closely enough
- Didn't record what they were doing
- "Classroom language learning activities taking place"
- "Fully engaged" support staff

## Recommendations:

- Agree expectations
- Make it explicit how and when intervention will happen
- Implementation needs to be closely monitored

# Easy?

- This research does not consider the social dynamics, and complex relationships that the Speech and Language Therapist, education service, school service, teacher, and teaching assistant are working within

# Objective

- To identify what research there is into collaboration, the roles and relationships between SLT and teaching staff within schools
- To clarify how the concepts of roles/relationships/collaborative working are described in the literature
- To clarify which primary school staff (teachers, teaching assistants, SENCOs) are considered in the literature in this field
- To identify the research designs used

# Inclusion and Exclusion Criteria

## Inclusion criteria:

- Research takes place within the context of a mainstream primary school
- Research within the UK
- Research refers to services working within the school (i.e. not a purely clinic based model)
- Research investigates teaching staff (SENCOs, teachers, teaching assistants) and SLTs working practices, relationships and experiences
- Where only one of these groups views is investigated, this relates to working with the other group within mainstream primary schools
- Research investigates relationships/collaboration (other terms relating to these concepts accepted)

## Exclusion criteria

- Where teaching assistants are the focus of the research, this should relate to teaching assistants who have a direct role working with children at least some of the time (rather than purely administrative or advisory)
- Research relates only to efficacy of SaLT intervention delivered by teaching assistant, not to the role/relationship between TA and SaLT

Ovid Medline Search

Titles, abstracts and key words analysed, relevant key words added to search string

Search of all databases using full search string.

156 papers identified

Duplicates removed = 59

Title and Abstract screened to identify whether paper meets eligibility criteria

97 papers screened

Papers removed = 62

Full text screened

Data collected and charted

34 papers screened

Papers removed = 21

References of included texts screened and any additional sources screened following the above steps

Additional papers identified = 2

Final papers for inclusion identified

15

Full text analysed

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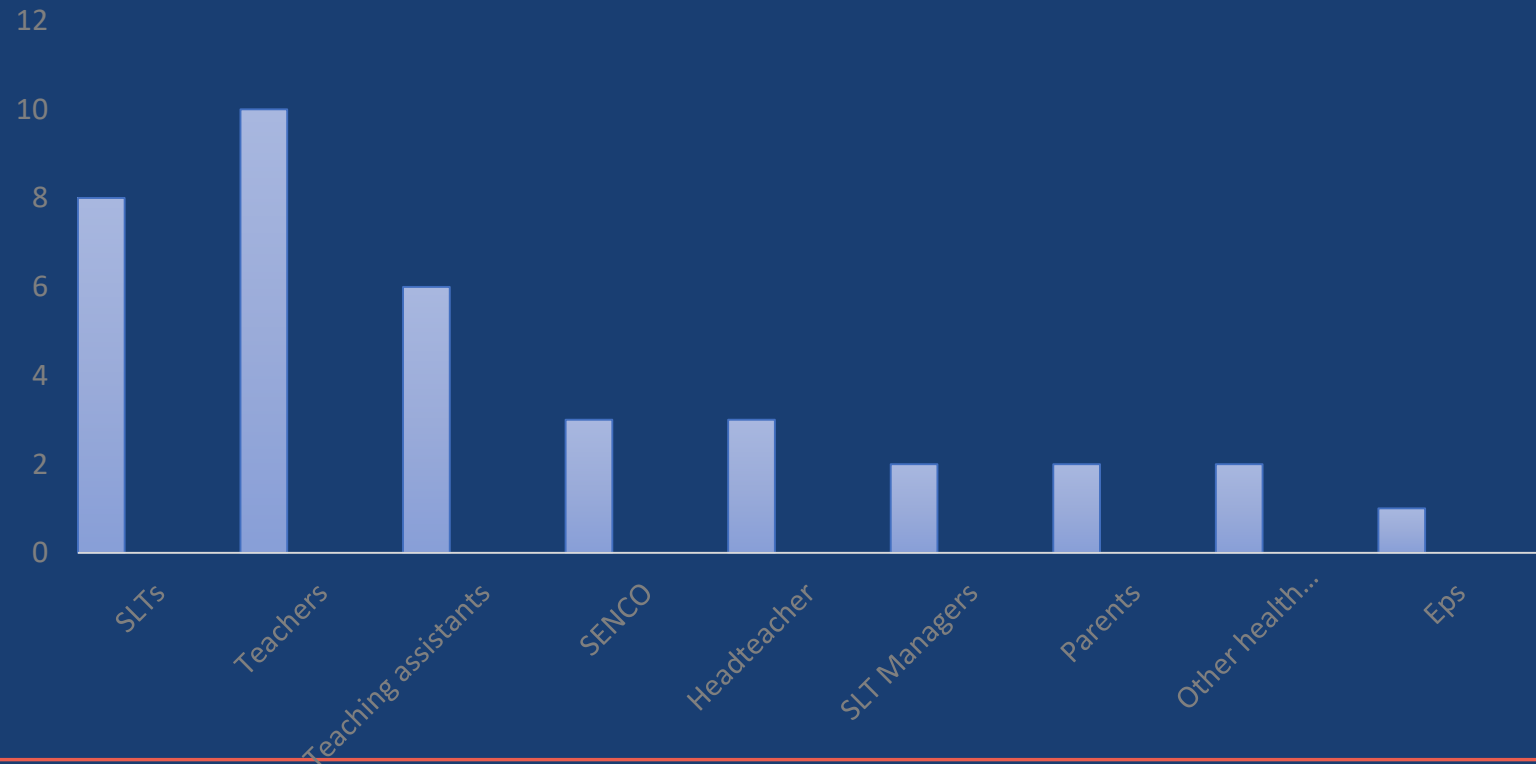
# Objective:

To clarify how the concepts of roles/relationships/  
collaborative working are described in the literature



# Objective:

- To clarify which primary school staff (teachers, teaching assistants, SENCOs) are considered in the literature in this field



# Objective:

- To identify the research designs used

Focus groups = 2

Interviews = 13

Questionnaire = 4

Diary = 1

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# Post-Springboard Award





# Thank you for listening

[alys.mathers@nhs.net](mailto:alys.mathers@nhs.net)  
[@alys\\_mathers](#)

