



I CAN

helps children
communicate

REACHING OUT

Impact Report
2016/17

I CAN is the children's communication charity

Our mission is
that no child should
be left out or left
behind because of a
difficulty speaking or
understanding

Our vision is a
world where all
children have the
communication skills
they need to fulfil
their potential

Welcome to the 2016/17 I CAN Impact Report

The last 12 months have been a time of making a difference to thousands of children's lives and forging an exciting new future that will help us to transform many more by the turn of the decade.

We have continued to make a big impact on the lives of children with speech, language and communication needs (SLCN). Working directly in our two special schools in Surrey and Nottinghamshire and through our programmes such as *Talk Boost*, we have helped over 50,000 children in early years, Key Stage One and Key Stage Two. We have made great strides in helping children develop their language and communication skills.

Impact is what we strive for and it is clear from evaluations of our programmes that they make a profound difference. For example, after ten weeks of taking part in our *Talk Boost Key Stage One* intervention, 80% of children reached expected levels in their ability to talk in sentences and needed no extra help.

The need is great, 1.4 million children and young people have long-term communication difficulties.

Last year was also a time where we began to build a new vision for I CAN.

Over the next three years we will enhance our position as the most influential charity in the field of children's SLCN.

The Place Strategy – launched earlier this year – is a big part of this shift. The strategy will see I CAN work in greater partnership with local people and organisations in four different regions throughout England. There is more about our Place Strategy on page 16.

The result will be a significant increase in support, from I CAN and others, to the many hundreds of thousands of children with language difficulties, and their families.

We will also focus more closely than ever on the difference we make. Our outcomes framework, which will monitor children's progression in language and communication development in all I CAN related activity, will provide a clear picture of the difference our services make to meeting their needs and supporting their learning.

Our people are crucial to the realisation of these ambitions so we are also investing in their development. This will include the creation of a new organisational development programme aligning recruitment, induction, training, knowledge sharing and performance management.

Finally, we would like to thank all of our funders, donors, volunteers and friends for their invaluable support. Without their generosity, time and expertise we would not be able to provide the high quality services that make such a difference to children's lives.

A handwritten signature in black ink, appearing to read 'Bob Reitemeier'.

Bob Reitemeier CBE
Chief Executive

A handwritten signature in black ink, appearing to read 'Huw Davies'.

Huw Davies
Chair of Trustees

What difference are we making to children with SLCN?

I CAN exists to make a real impact on the lives of children with speech, language and communication needs (SLCN). We do this through a range of programmes and by providing support for children, school and early years professionals and parents.

80%

The percentage of children no longer needing help to talk in sentences after ten weeks of our *Talk Boost Key Stage One* programme

638

The number of tutors that were licensed to deliver I CAN programmes by March 2017

53,906

The number of children that have taken part in our three *Talk Boost* programmes in 2016-17

100%

The percentage of 2016 leavers from Dawn House, an I CAN special school, that completed the college course they enrolled on

72%

The percentage of pupils at Meath School, an I CAN special school, that made outstanding progress over all subjects in 2016

58%

The percentage of children aged three and four that were at expected levels of speaking after taking part in our *Early Talk Boost* programme, compared to 14% before

15,011

The number of people now registered to our *What Works* database of evidence backed interventions. This was created by The Communication Trust, a consortium of organisations focused on children and young people's communication and hosted by I CAN

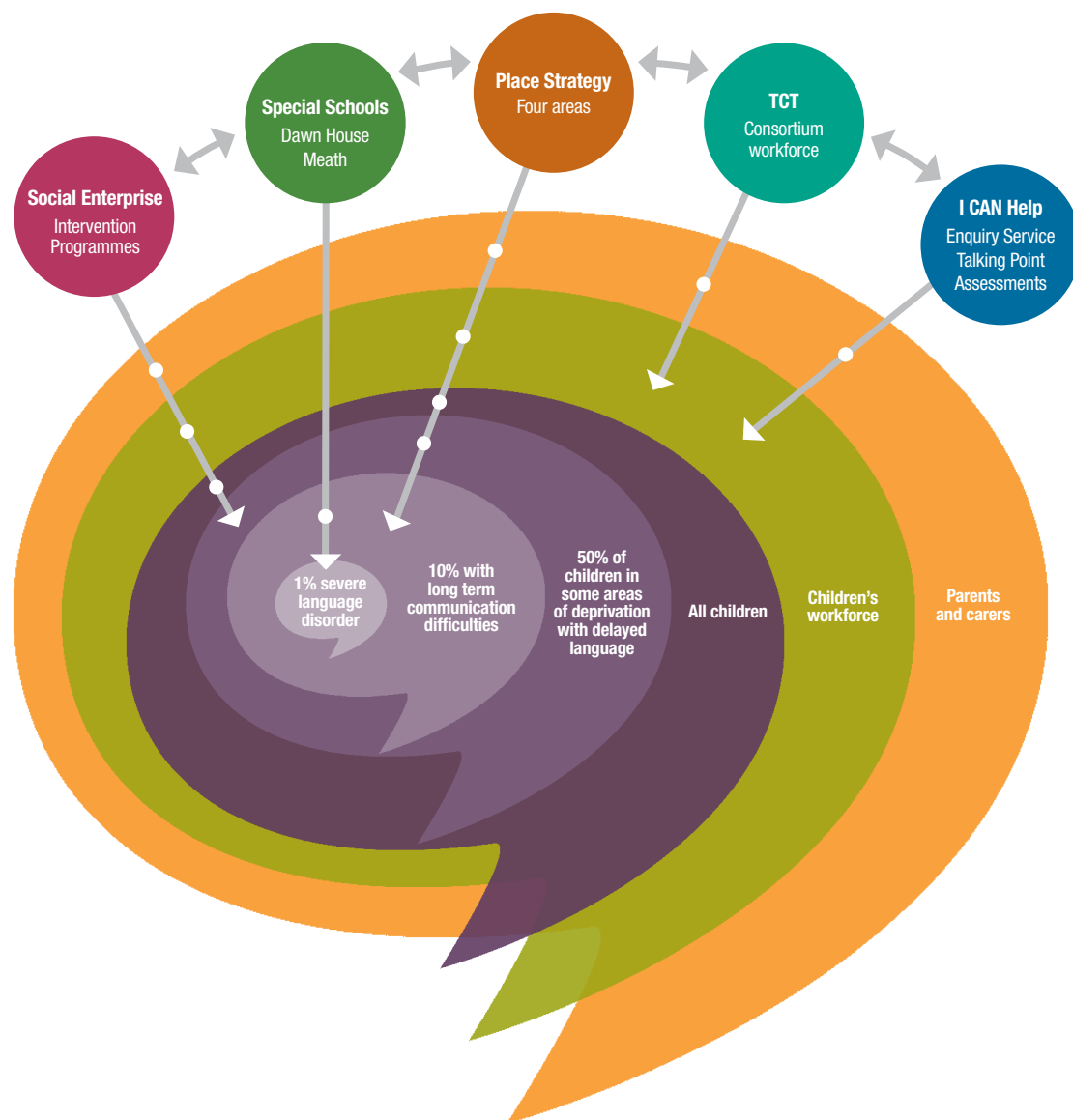
Our three year plan

Our three year plan will double the number of children and young people with speech, language and communication needs (SLCN) we support, from 50,000 to 100,000.

We will do this by: ensuring that we tailor our support to meet the individual's needs, whether it is those young people with the most severe and complex SLCN through our two special schools; developing intervention programmes to support children with delayed language in mainstream

schools and nurseries through our social enterprise; supporting parents to understand their child's SLCN through I CAN Help; upskilling the workforce to effectively support young people with SLCN through The Communication Trust and building capacity within a community to improve SLCN outcomes through our Place Strategy.

I CAN's three year plan will ensure that children and young people with SLCN are empowered to fulfil their potential.



The challenge

Speech, language and communication needs in the UK

Overview

Language is fundamental. It's essential for all learning. For making friends. For life. But 1.4 million children have long-term communication difficulties, and in some areas over half of all children start school with delayed language. Children with communication difficulties find life hard but often their needs are missed so they receive no support.

SLCN in early years

A child's language skills at age two can be used to predict their reading, maths and writing abilities when they start school. Early language is also the most important factor influencing literacy levels at age 11. In fact, language skills have been shown to have greater influence than behaviour, peer relationships, emotional wellbeing and positive interaction and attention.

Key facts

- 18% of children did not meet expected levels of communication and language at age five in 2016 – that's nearly six children in every class who have trouble with language and communication
- 49% of early years practitioners receive little or no training in typical speech, language and communication development in their initial training

Impact

Children with weak early language skills at age five are four times more likely than their peers to have poor reading levels at age 11

SLCN in school

Spoken language is key in all learning and plays an important part in raising attainment for all children and young people. Vocabulary is the most important factor in a child age five reaching expected levels in English and maths at age seven. It's also a strong predictor of qualifications at school leaving age and beyond.

Key facts

- In one deprived area 40% of pupils had SLCN that were not identified, meaning they were missing out on the crucial support necessary to develop good language skills needed for later success
- One third of teachers across primary, secondary and further education have not been trained to support children's SLCN

Impact

15% of pupils with SLCN gain good GCSEs, compared to 57% of their peers. Children with SLCN are less likely to achieve formal qualifications at the end of compulsory schooling

A close-up, profile shot of a young child with dark skin and curly hair, looking down with a sad or thoughtful expression. The child is wearing a light-colored sweater with a diamond pattern. The background is blurred, showing vertical lines of blue and yellow.

**1.4 million
children**

have long-term
communication difficulties

SLCN and mental health

Good communication skills help children build and maintain relationships, understand and express their feelings and emotions, build their resilience and solve problems.

Key facts

- 45% of young people referred for mental health services have communication difficulties
- 81% of children with emotional and behavioural disorders have significant language deficits, often unidentified

Impact

Children with poor vocabulary at five are one-and-a-half times more likely to have mental health problems at age 34 than their peers

SLCN and looked after children

Many looked after children miss out on the positive early interactions with a carer, that are known to be important for developing secure attachments crucial for good communication skills. Looked after children are also less likely to experience pre-school education, missing out on developing early communication skills.

Key facts

- Many children in care have SLCN, but these needs are often missed. In one area 62% of looked after children had communication needs but only 2% had seen a speech and language therapist (SLT)
- Children who are looked after are significantly more at risk of missing out on services that support them, including speech and language therapy

Impact

Difficulty in clearly recounting events, thoughts and feelings can affect a child's ability to cope with transitions such as moving from area and schools, including the transition from primary to secondary school





SLCN and social mobility

Good language at age five is the single most important factor in helping children escape poverty. Good language skills are closely linked to children's attainment and the development of good social skills. Good communication is the most important skill for young people in the jobs market.

Key facts

- Children from the most disadvantaged backgrounds have lower language skills than their better off peers
- Children from low income families are nearly a year behind their better off peers in vocabulary when they start school

Impact

- Disadvantaged children are more likely to lag behind their wealthier peers in language skills if their early language difficulties are not tackled
- Over half of adolescents in some disadvantaged areas have poor language skills
- Language difficulties can lead to young people becoming Not in Employment, Education or Training

Our services

I CAN's programmes and training provide practical help and support at every age and stage of a child's or young person's life.

We work directly with the people who educate, care for, support and advise children, young people and families.

Our approaches are based on the best evidence available so that children receive help that gets results. We also constantly evaluate all our programmes to show evidence of impact.

I CAN programmes help schools and early years settings develop communication skills across the curriculum, and narrow the gap between the lowest and highest attaining children.

Supporting children in early years

Early Talk 0-5 Years

Supports the communication needs of children from birth to age five, aimed at the early years workforce in partnership with parents

Early Talk Boost

Aimed at children aged three and four with delayed language. It is designed to boost their language skills and help narrow the gap with their peers

18%

of children aged five do not reach expected levels of communication



33%

of teachers across primary, secondary and further education have not been trained to support children's SLCN

Reaching out to parents and practitioners

I CAN Help

A free, confidential service for parents/carers and practitioners to ask questions, with a dedicated speech and language therapist, about a child's communication development

For more information and to arrange a phone call or email from an I CAN speech and language therapist, visit www.ican.org.uk/help or call 020 7843 2544

Talking Point website

For parents and practitioners looking for information about supporting children's speech and language development. The site helps users check a child's progress against what is expected for their age and includes a resource database and a searchable map of local services

www.talkingpoint.org.uk

Licensed Tutors

We reach out to nurseries and schools through a UK-wide network of licensed tutors who are trained to deliver programmes to practitioners, which support a child's speech, language and communication

Supporting primary pupils

Primary Talk

A whole school staff training programme to develop children's communication skills and ensure that these skills are prioritised in every aspect of school life

Talk Boost Key Stage One

This programme can boost a child's communication skills by an average of 18 months after ten weeks of intervention

Talk Boost Key Stage Two

For children aged seven to ten with delayed language, this programme boosts their language skills and closes the gap with their peers

Reaching out to secondary pupils

Secondary Talk

Helps schools support young people to develop essential language and communication skills, boosting engagement in learning and attainment

Our reach and impact

We closely monitor all programmes and projects that we deliver for children, young people and their families so that we can be sure that they are as effective as possible.

All I CAN's programmes and projects have an evaluation framework based on a theory of change model. This requires us to gather data about impact in areas such as staff confidence, classroom practice and – most critically – children's language and communication, learning and behaviour.

Early Talk Boost

- **22,563** children have received *Early Talk Boost* since September 2015
- **58%** of children aged three and four were at expected levels of speaking after taking part in *Early Talk Boost*, compared to 14% before

“Early Talk Boost has given us another tool to support early identification of speech, language and communication needs. It has provided a focus around those children who might not have needed a referral but still needed support”
Nursery Manager

Talk Boost Key Stage Two

- **121 schools** have signed up to *Talk Boost Key Stage Two* since its launch in June 2016
- **Over 80%** of children reach expected levels in listening carefully – a vital classroom skill - after participating in the programme

Talk Boost Key Stage One

- **91,784** children have received *Talk Boost Key Stage One* since April 2012
- After **ten weeks** of the programme the number of children who no longer needed help to talk in sentences **doubled**
- After **ten weeks** of *Talk Boost Key Stage One* intervention **80%** of children reached expected levels in their ability to talk in sentences and no longer needed extra help

Early Talk 0-5

- **600 early years staff** trained to deliver *Early Talk 0-5*
- **88% of early years staff** report a significant improvement in children's use of language since using *Early Talk*

"All children who have participated in Early Talk Boost have demonstrated progress. It has not just benefited language but also their self confidence and relationship building with a range of adults" ***Early Talk Boost Practitioner***

Primary Talk

- **250** teaching staff trained to deliver *Primary Talk* in 25 primary schools

Licensed tutors

- **638** licensed tutors of I CAN programmes by March 2017

Quality training

I CAN programme licensed tutors are regularly asked to evaluate their training:

- **100%** said the course was well structured and easy to follow
- **100%** said it was relevant and interesting
- **94%** said the course details were well communicated

"The training I received has helped me to deliver the correct support and also make other staff members aware of what they could be doing with the children in our school with speech, language and communication difficulties"

Trained Talk Boost Practitioner

I CAN Help service

- **1,318** enquiries in 2016-17, including **1,023** from parents
- **547** more enquiries than in 2015-16

Talking Point website

- **1.2 million** unique visitors to the website in 2016-17
- **617,000** visitors to the Talking Point website viewed the "ages and stages" page

Our schools

Children with the most severe and complex speech, language and communication needs benefit directly from I CAN's help through our two 'outstanding' special schools: Meath School and Dawn House School.

These centres of excellence provide high quality care, education and therapy to help children and young people aged 4-19 fulfil their potential.

Dawn House School

Dawn House School in Nottinghamshire is a day and residential non-maintained special school providing intensive and specialist support for children and young people aged 5-19 years with speech and language disorders or Asperger Syndrome and associated difficulties. The school has been rated outstanding by Ofsted since March 2014.

Pupils receive the therapy, education and care they need to learn and develop independence. They receive full access

to the national curriculum up to age 16 and an enriched curriculum from age 16 that supports them as they make their journeys to adulthood.

Staff also work with local schools, helping to improve the support for children's speech, language and communication needs.

Dawn House's further education (FE) department provides education and therapy for 25 young people in a separate centre on the school site. Students can attend the FE department for one to three years. Many then move successfully to a local mainstream FE college, higher education or into work.

Attainment facts

- 100% of 2016 leavers completed the college course they enrolled on
- 100% of students undertaking work placement met the personal and work related targets set for them through their college course criteria.

Dawn House School

A specialist school for communication and interaction





I CAN supports children with severe and complex SLCN through our two outstanding special schools

Meath School

Meath School in Surrey is a day and residential non-maintained primary special school for children aged 4-11 years with speech and language disorders or Asperger Syndrome and associated difficulties.

The school and its care settings have been recognised repeatedly as outstanding by Ofsted since 2008.

Specialist teachers, assistants and therapists work closely together to give pupils a quality education that results in outstanding pupil achievements.

A very high percentage of pupils who attend Meath leave school with higher progress levels in learning and outstanding progress in speech and language in comparison to similar pupils nationally.

Meath School also supports the parents/carers and families of their pupils, and provides speech and language therapy, outreach and training to other schools. Meath staff are active in academic research and provide an independent assessment service to local authorities and families.

Attainment facts

- At least 70% of each year group made upper quartile progress in English and Maths
- 72% of pupils made outstanding progress over all subjects in 2016
- 100% of pupils with mild to moderate Autistic Spectrum Condition difficulties made outstanding progress in attention in 2016

A sense of place

I CAN's three year Place Strategy will enhance our position as the most influential charity in the field of children and young people's speech, language and communications needs (SLCN).

In April 2017, I CAN launched its Place Strategy. This three year pilot project seeks to work in partnership with local people and organisations across selected areas of the country.

The aim is to work in partnership with local organisations, where together we will sharpen the focus on the services supporting children and young people with speech, language and communication needs (SLCN) and to support a range of activities to improve outcomes.

Through this regional approach, I CAN will have more opportunities to support more children, schools, early years settings and parents, as well as work with others to help influence local policymakers and practitioners.

In the initial phase of the project, we will work in the following four areas: Barking and Dagenham, Derby, Knowsley, and West Somerset.

Each of the pilot areas were chosen after analysis of the needs of the community, these included considerations around children's SLCN within the area, deprivation, social mobility, existing partnerships within the area, Ofsted rating of the children and education services at the local authority and the services currently available to children with SLCN.

Investing in children's development at a local level is increasingly important as we live through a period of sustained change in our public services. By working in partnership with other organisations, such as local authorities, voluntary organisations, health commissioners and community groups, we are able to maximise the effectiveness and reach of communication services to those children and families in need.

"That early intervention from I CAN was so key for our daughter. We couldn't believe the difference it has made"
Parent of a child with SLCN



1. Barking and Dagenham

Key Issues affecting the area:

- The authority with the largest proportion of its population at school age
- 12th most deprived borough in the country and the third most deprived in London
- 21% of children are not achieving a good level of development in communication.

2. West Somerset

Key Issues affecting the area:

- Lowest social mobility across all areas in England
- 26% of children live in poverty
- More children with special education needs and disability (SEND) are eligible for free school meals than in other parts of Somerset

3. Knowsley

Key Issues affecting the area:

- Lower than average levels of speech, language and communication
- No sixth form provision anywhere in the area
- Knowsley has a higher than average proportion of lone parent families

4. Derby

Key Issues affecting the area:

- Higher than average level of vulnerable children and young people
- Above national and regional averages for homelessness and child poverty
- Contains districts within the top ten percent of the most deprived in Britain
- 14% increase in referrals to speech and language therapy services over the last year

"I didn't think he would ever speak, so now it is so nice to have a son that can now argue with me! That is all down to Meath School and I CAN Charity." Parent of a child at Meath School



Working together for children

I CAN is a founding member and host of The Communication Trust (TCT). Established in 2007, the trust leads a consortium of over 50 not for profit organisations which all have an interest in and focus on children and young people's communication.

Together we have maximised our impact, collaborated with government and improved the support that is provided to children and young people and their families.

During this last year TCT continued to respond to the needs of the workforce through developing carefully tailored approaches, resources and programmes and ensuring that its existing support was accessed by even higher numbers of the workforce.

Key achievements over the last year include:

- Worked with sector leaders and experts to develop *Talking About a Generation*, a policy and research report setting out current trends in speech, language and communication and providing solutions
- Ran a national consultation to gather information on the training needs of the children and young people's workforce and set out how the trust and our consortium should overcome barriers to the workforce accessing continuing professional development
- Refined and developed the Speech, Language and Communication Framework, providing a user-friendly continuous professional development (CPD) tool and including a new group function that allows practitioners to track their development together



The Communication Trust
Every child understood

Impact

- 15,011 people now registered on our *What Works* database of evidence backed interventions
- 77 Language Leaders recruited into a new network for headteachers, deputy heads and other senior leaders
- 1,441 downloads of *Commissioning speech and language therapy services for your school: The 'One Stop' Guide*
- 3,458 visits to the new *Developing and Using Evidence* web resource
- 5,275 free resources distributed at conferences and events across the country

“Being a TCT Local Champion gives me a lot more influence locally; it opens doors and helps me to get things done”
TCT Local Champion



A group of diverse young children, likely of primary school age, are standing outdoors in front of a wooden building with horizontal siding and a window. The children are wearing school uniforms (blue sweaters and dark trousers or skirts) and heavy winter coats. One child in the foreground is crouching, while others are standing. The scene is set on a paved area.

5,700

schools and early years settings
participated in *No Pens Day*
Wednesday

Investing in the future – influencing work

1.4 million children in the UK have long term communications needs. It's up to us to get the attention of key policymakers so that we can influence improvements to speech and language services for children and young people.

Our influencing and campaigning strategy will target both local and national government, shining a spotlight on the issues faced by children and young people with speech, language and communication needs (SLCN), so that they are at the forefront of the minds of decision makers when considering developing services.

We know that supporting children and young people with SLCN earlier in life directly improves their opportunities and future outcomes. This is the message we need to champion.

“We need to continue working with charities and public bodies to raise awareness of acquired communication difficulties in childhood. With greater public awareness comes greater pressure on funders to provide an appropriate level of service for this population” Speech and language therapist

Our Plan

In Spring 2018 we will launch *Bercow: Ten Years On*, an uncompromising review of support for children with SLCN in England. Working in partnership with The Royal College of Speech and Language Therapists, this report will lay bare the current picture of services for young people with SLCN and make informed recommendations of what should be done to improve the situation at a local and national level.

Working in partnership with The Communication Trust consortium members, we will gather the latest evidence and research to influence our position, using this to focus our work on the issues that affect children and young people with SLCN.

As the leading children's communication charity, we will continue to be proactive in our contributions to government and other research bodies' consultations, to ensure that SLCN is always considered when setting policy.



Thanks

Good sports

A big thank you to all our runners, trekkers, cyclists and others who have raised money for I CAN. You are an inspiration to us all.

We have also had great support and donations for the community. Special thanks go to the nurseries, playgroups and early years settings that took part in our Chatterbox Challenge 2016.

Trusts and foundations

Thank you to the charitable trusts and foundations that made grants to our project in 2016/17, especially:

Paul Hamlyn Foundation
 Garfield Weston Foundation
 St. James's Place Foundation
 The Derrill Allatt Foundation
 Copley May Foundation
 The Karenza Foundation
 The Wates Foundation
 The Eveson Charitable Trust
 The Jones 1986 Charitable Trust
 The Promotion of English Trust
 The Zochonis Charitable Trust
 Pilkington Charities Fund
 The Patrick & Helena Frost Foundation
 The Lake House Charitable Foundation
 CHK Charities Limited
 The Thomas J. Horne Memorial Trust
 The Gerald Micklem Charitable Trust
 Shanly Foundation
 The Beatrice Laing Trust
 The Patron's Fund
 John Horniman's Children's Trust
 The Bothwell Charitable Trust
 The Fifty Fund
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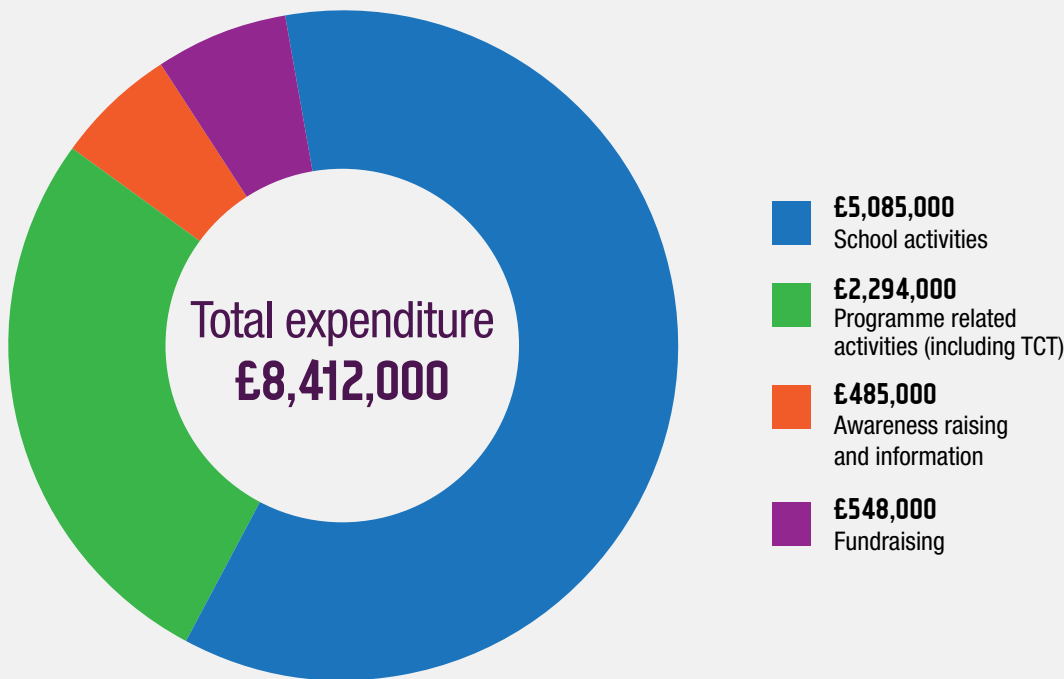
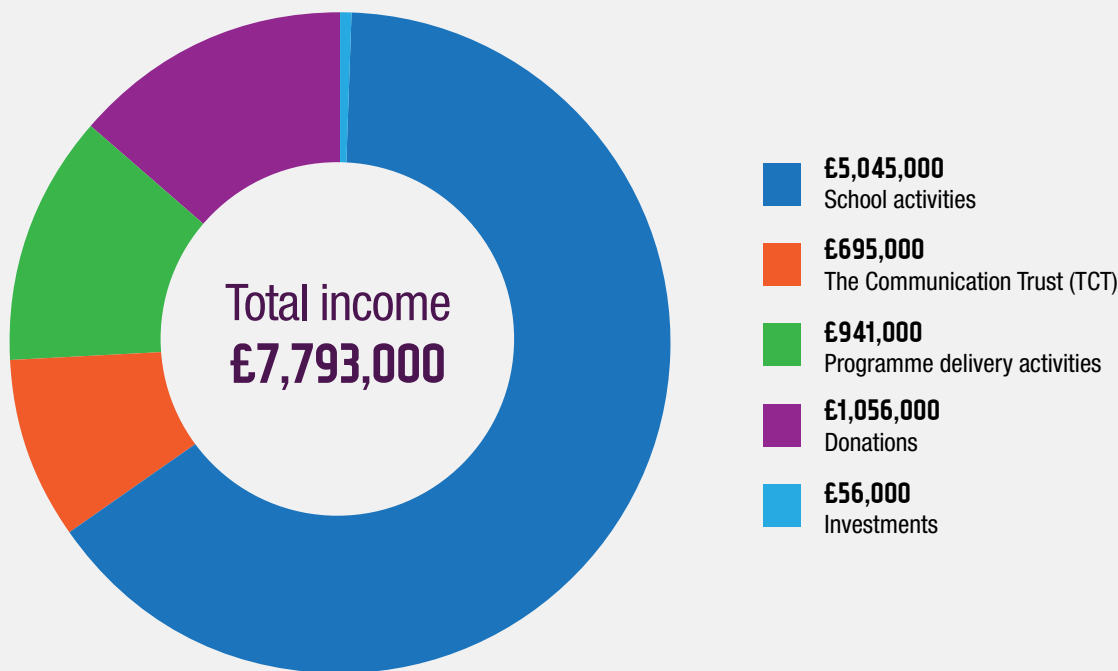
Thank you to the companies whose donations, sponsorship, in-kind support and all-round help has enabled us to continue our work:

Simplyhealth Group Ltd
 London Stock Exchange
 Unum
 Next Retail Ltd
 RR Donnelley
 ICAP
 M&Co
 TRIC - The Television and Radio Industries Club
 Print Data Solutions
 Zoo Communications
 SAP
 Sharegift

Other notable funders

We are very grateful to the Department for Education for supporting The Communication Trust through awarding them a specialist contract to provide speech, language and communication support to those who work with children and young people in England.

2016/17 financial information



Our people

Executive management

Chief Executive

Bob Reitemeier CBE

Deputy Chief Executive and Company Secretary

Patrick Stewart (until September 2016)

Director of Fundraising

Jonathan Pelluet (until November 2016)

Director of Operations

Clare Geldard

Director of Outcomes and Information

Mary Hartshorne

Principal of Dawn House Centre

Angela Child (until June 2016)

Melsa Buxton (from July 2016)

Principal of Meath Centre

Janet Dunn OBE

Director of The Communication Trust

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Patron

HM The Queen

Vice Presidents

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His Grace The Lord Archbishop of York

The Rt Rev The Lord Bishop of London

Susan Blackwood

Donald Chilvers*

Sir John Craven

Frances Jacob

Lesley James CBE

Oliver Thompson

The Council

The Chair

Huw Davies

Trustees

Oliver Bates (from September 2016)

Dr Judy Clegg BSc, PhD, MRCSLT
(from September 2016)

Henry Grafton-Grattan

Susan Gregory

Jean Gross CBE

Christopher Holder

Adrian Hosford

Professor Victoria Joffe MRCSLT, MHPC

Charles Newman

Mark Richardson (until September 2016)

Stuart Shepley (from September 2016)

Katharine Weston

*We would like to acknowledge the contribution of Donald Chilvers, who was Chairman of I CAN between 1983-1989, who sadly passed away in August 2017.

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Charity Founded in 1888
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England and Wales Charity Registered
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I CAN relies on donations, gifts in
wills and supporter fundraising to
help children and families across
the UK. To find out how you can
make a difference visit
www.ican.org.uk/supportus



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