



Developmental Language Disorder: Moving Forward Together

The Commissioning Perspective

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NAPLIC
21st March, 2020

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My brief for today

- The **commissioning perspective** on how we can **all move forward together** to ensure **best outcomes** for children, young people and adults with **DLD**

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Commissioning for DLD

“What?”



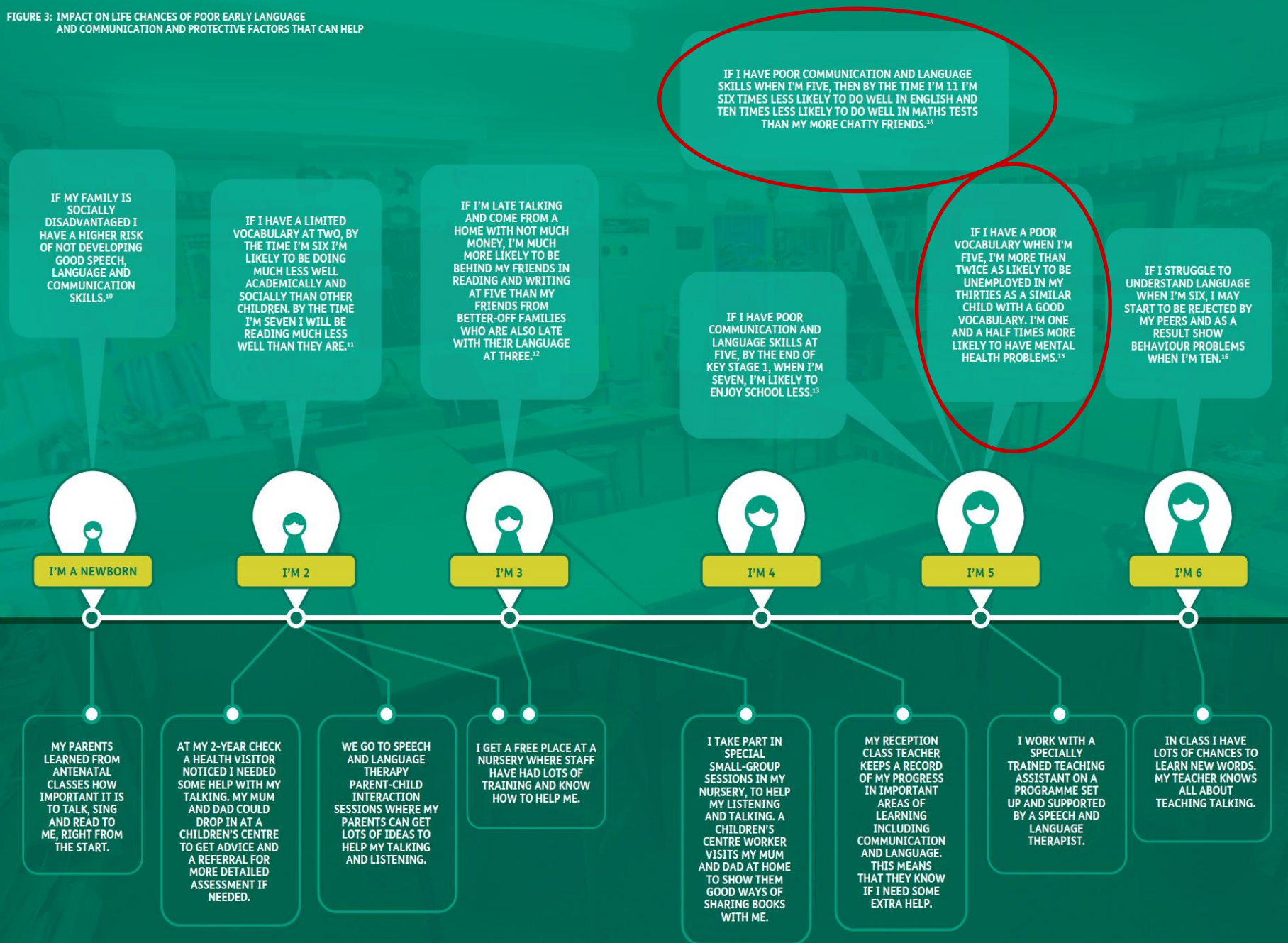
**“So
what?”**

“Prove it!”

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FIGURE 3: IMPACT ON LIFE CHANCES OF POOR EARLY LANGUAGE AND COMMUNICATION AND PROTECTIVE FACTORS THAT CAN HELP





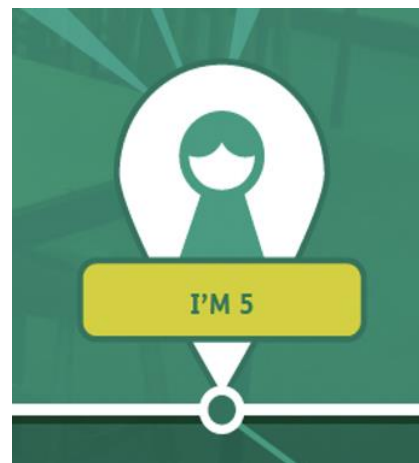
The 'So What?'

IF I HAVE A POOR VOCABULARY WHEN I'M FIVE, I'M MORE THAN TWICE AS LIKELY TO BE UNEMPLOYED IN MY THIRTIES AS A SIMILAR CHILD WITH A GOOD VOCABULARY. I'M ONE AND A HALF TIMES MORE LIKELY TO HAVE MENTAL HEALTH PROBLEMS.¹⁵

IF I HAVE POOR COMMUNICATION AND LANGUAGE SKILLS WHEN I'M FIVE, THEN BY THE TIME I'M 11 I'M SIX TIMES LESS LIKELY TO DO WELL IN ENGLISH AND TEN TIMES LESS LIKELY TO DO WELL IN MATHS TESTS THAN MY MORE CHATTY FRIENDS.¹⁴

¹⁴ Save the Children (2016) Early Language development and children's primary school attainment in English and maths: new research findings. London: Save the Children

¹⁵ Law, J. et al (2010) Modelling developmental language difficulties from school entry into adulthood. Journal of speech, language and hearing research, 52, 1401-1416



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EQUALITY VS EQUITY



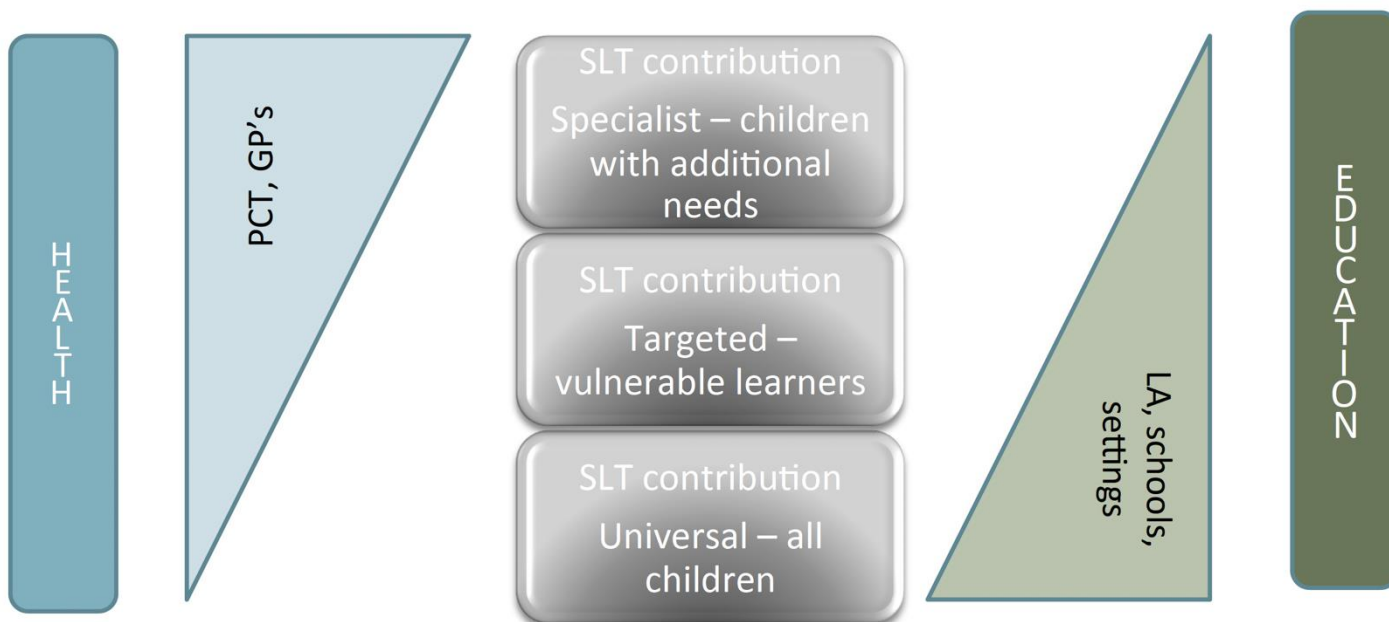
DIFFERENT INPUTS REQUIRED TO ACHIEVE EQUITABLE OUTCOMES

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NAPLIC 2008

Commissioning accountability for SLCN



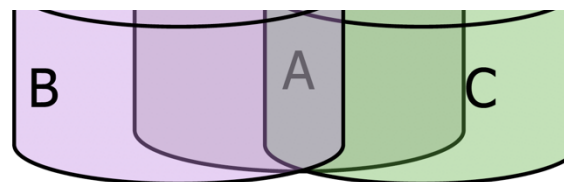
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Children's COMMISSIONER

We need to talk

Access to speech and language therapy

JUNE 2019

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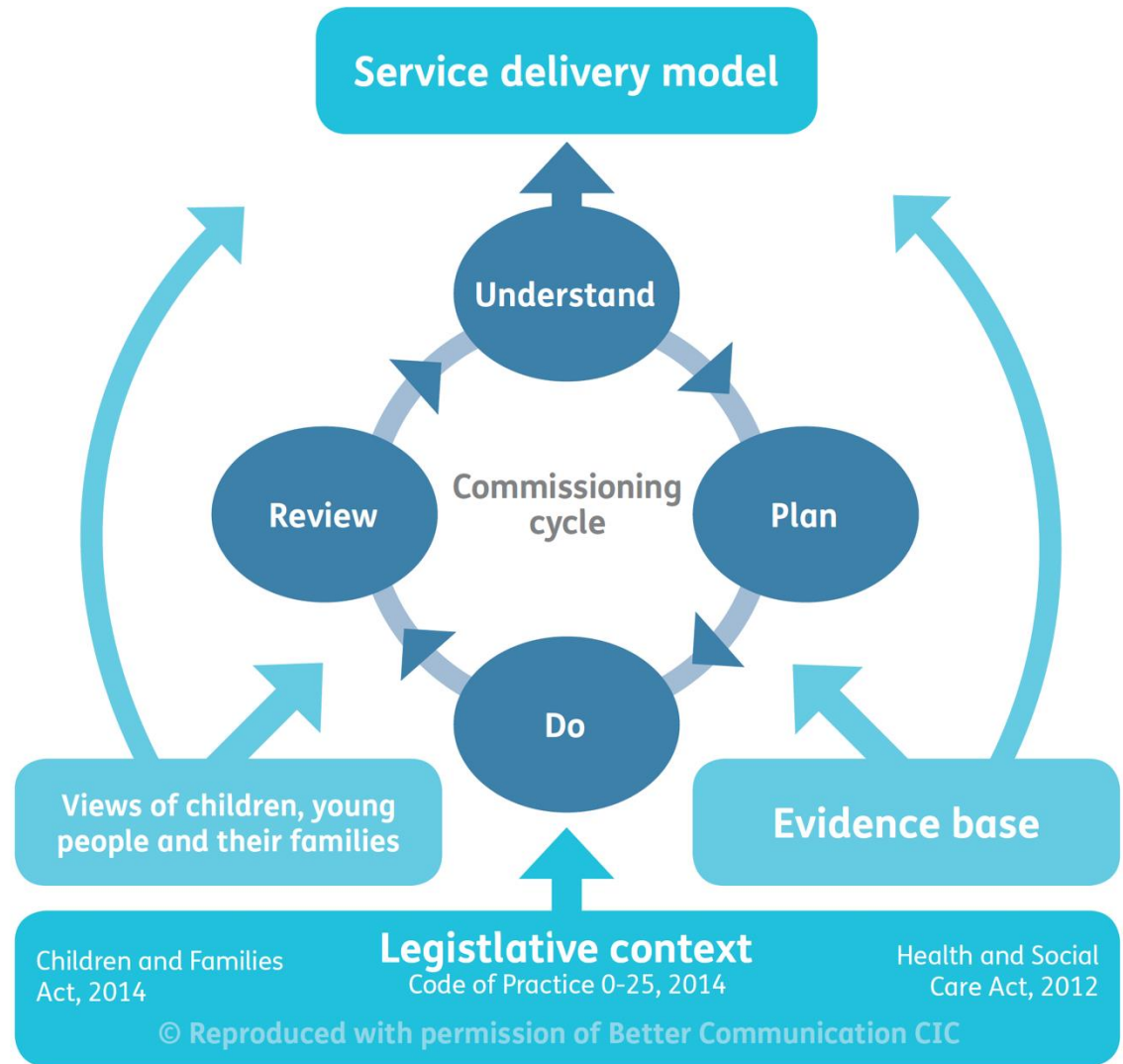
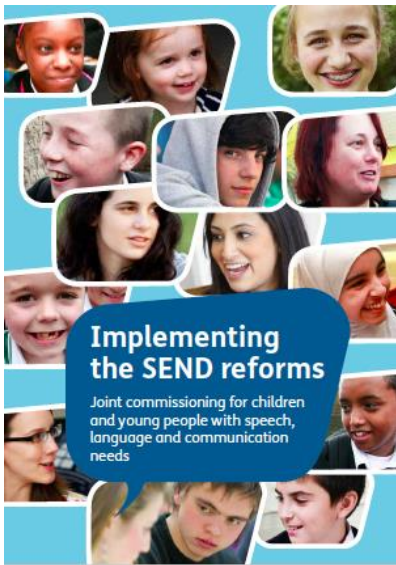


Figure 1: Key elements and how they inter-relate

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SUMMARY OF KEY MESSAGES FOR COMMISSIONERS

Commissioners need to apply **both** predictive **population based** calculations based on prevalence based on a **broad definition of SLCN** and analysis of **real time profiling data** from the SEN system in order to **triangulate the need** in a given area

2

Commissioners also **need to complete a qualitative whole systems map** of the interventions provided for children and young people in order to understand how data may be impacted by existing positive interventions

3

Commissioners need to begin the needs analysis process by deciding and **clearly stating** the target population for which they are commissioning. Usually this will be for the **full range** of needs and therefore will be a **broader group** than those defined by the SEN category of SLCN

This would include **all** children and young people who have difficulties with their speech, language and communication, regardless of the reasons why

1

Commissioners must to **involve children, parents and young people** in the commissioning process so that they can influence the service provision

12

Commissioners need to ensure that **outcomes that drive commissioning intentions** include those that are of **high importance to parents and young people** as well as more traditional measures

11

Commissioners should endeavour to consider **cost effectiveness** as well as cost in commissioning

Commissioners need to ensure that providers demonstrate that they are either using **evidenced based interventions** or are **engaged in evaluative activities** which will add to the emerging evidence base



COMMISSIONING FOR SPEECH, LANGUAGE AND COMMUNICATION NEEDS (SLCN): USING THE EVIDENCE FROM THE BETTER COMMUNICATION RESEARCH PROGRAMME

MARIE GASCOIGNE

[HTTP://WWW.BETTERCOMMUNICATION.ORG.UK/SUPPORT-FOR-COMMISSIONERS/](http://www.bettercommunication.org.uk/support-for-commissioners/)



4

Commissioners need to **collect data on the key risk factors** within the local area or school and **understand the impact** on predicted SLCN

5

Going forward, **prior attainment data** and **pupil premium calculations** may need to be used more as part of the needs analysis as the SEND reforms and changes with the SEND Code of Practice 0 to 25 are implemented

PLAN

6

Commissioners need set the **scope** of their commissioning relative to the spectrum of **universal, targeted and specialist** need. Understanding that **all levels are essential** to achieving a holistic offer for children and young people

7

Commissioners need to understand the necessary requirements to facilitate **good universal services** (including the commissioning of specialists to provide training and support to the wider workforce)

Commissioners need to understand that interventions at the targeted and specialist level need to be **made available flexibly and not tied to diagnostic pathways**



Who are 'the commissioners'

- Clinical Commissioning Groups (CCGs)
- Local Authority Commissioners
 - Public Health Commissioners
 - SEND
 - Early Years
- Schools, settings, FE Colleges
- Third Sector
- Parents and Young People

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Commissioning Conundrum

Helpful

Hard

- ✓ Identifying funding across the whole system
- ✓ Shared, pooled or aligned budgets
- ✓ Shared outcomes
- ✓ Schools taking a strategic view of commissioning enhanced support to develop SLC skills

Less helpful

Easy

- ✗ Separate 'pots' of funding in times of austerity
- ✗ Individual commissions from different agencies
- ✗ 'Health' or 'Education' needs
- ✗ Schools either not commissioning or commissioning for inputs

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Commissioning Conundrum

Helpful **Hard**

- ✓ Needs based
- ✓ Outcomes focused
- ✓ Impact focused
- ✓ Whole system approach

- ✓ Integrated workforce delivering shared outcomes
- ✓ Flexible and responsive pathways

Less helpful **Easy**

- X Demand led
- X Input driven
- X Input driven
- X Diagnostic category approach
- X Silo commissioning

- X Train tracks

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Needs based

- We have evidence suggesting the % of children and young people with DLD in any population
- We have evidence indicating a relationship between disadvantage, impoverished vocabulary exposure and poor early language and communication skills

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Needs based

- **Needs** led commissioning requires an understanding of the predicted need in a given population
- Patterns of **demand** (either evidenced by SLT referrals or SEND identification) do not necessarily follow need

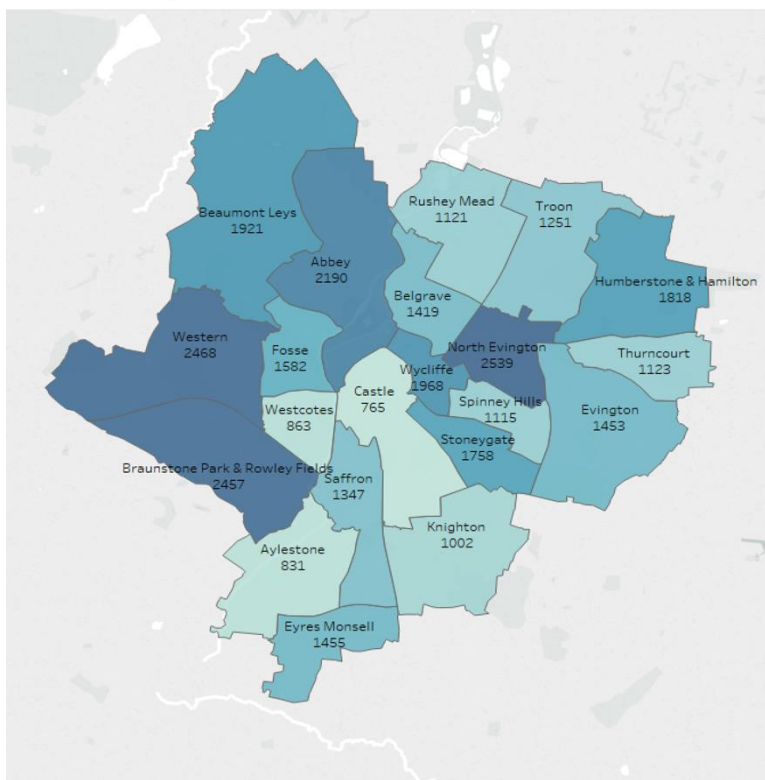
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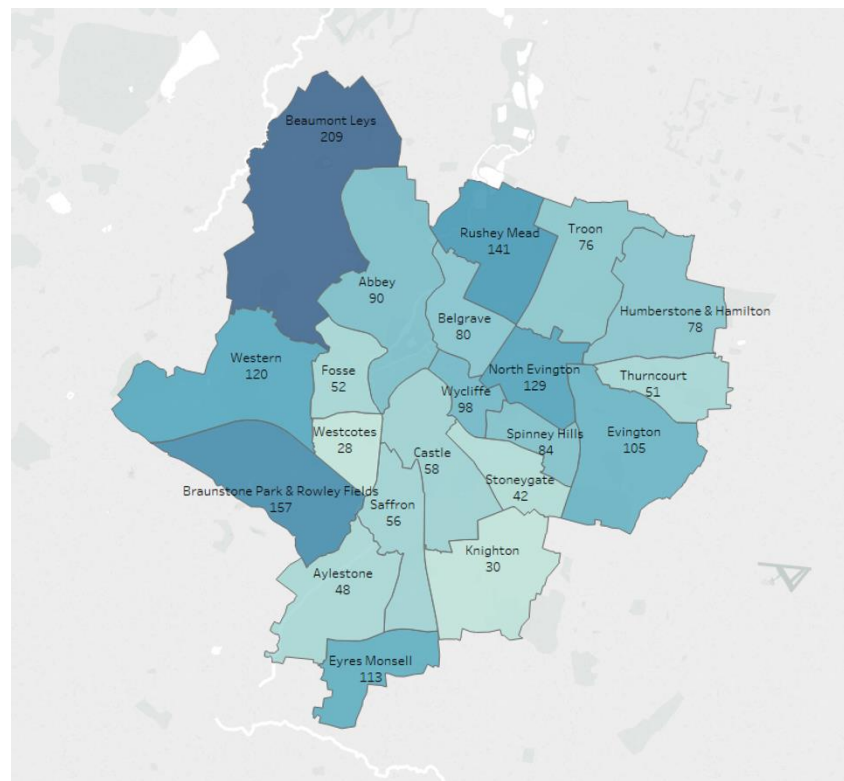
Need vs Demand

Predicted need

Need shown by ward



SEND census



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Outcomes and Impact Focused

- Commissioning measures tend to focus in measuring inputs
 - How much did we do?
- Knowing that a child saw a SLT, or that a parent or TA received training – does NOT tell us that anything impactful has happened for the child as a consequence
- Need to move to measures of the positive functional impact
 - Did it make a difference?

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Beware of valuing what we measure
rather
We must measure what we value

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Whole Systems Approach

- If we can get the whole system right everyone benefits
- Children and young people with DLD are part of the wider population
- In order to achieve the best outcomes children and young people with DLD need a system built across all these areas





Integrated workforce delivering shared outcomes

Myth

- SLT commissioned at universal, targeted and specialist levels detracts from outcomes for CYP with DLD
- Workforce development programmes will solve the problem
- Children with DLD can only achieve their outcomes with specialist SLT

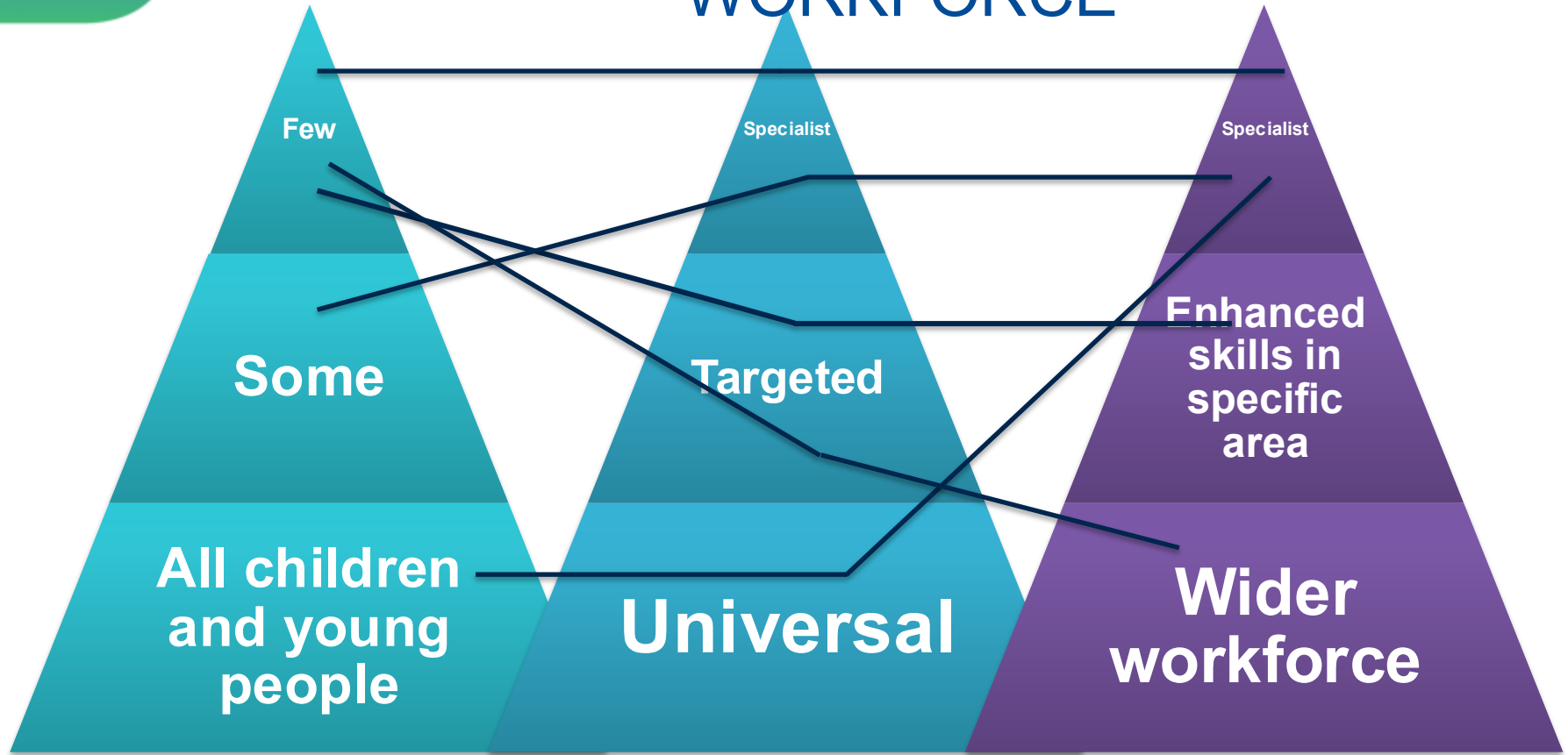
Reality

- A robust universal and targeted offer enables access to the specialist elements of the system more efficiently
- Workforce development is for life not a fixed term project!
- Specialist SLT is a crucial part of the support to enable a child with DLD to achieve their outcomes – but **ONLY** a part – without the rest of the system the impact is reduced

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RELATIONSHIP BETWEEN POPULATION, INTERVENTION AND WORKFORCE



Population of CYP

Intervention

Workforce

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PATHWAYS, TRAIN TRACKS AND STEPPING STONES



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PATHWAYS, TRAIN TRACKS AND STEPPING STONES



Outcome



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Commissioning for DLD

Good news

- SEND joint inspections and LGA Peer Reviews **are** having impact at a strategic level
- Commissioning **is** being influenced by these
- National Social Mobility in the Early Years programme has provided significant funding to build the **evidence of systems change**

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Commissioning for DLD

Room for improvement

- Inequalities remain in the system
- Commissioning capacity and competence remains variable
- Providers of services remain variable
- The 'system' remains driven by inputs not impact

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DLD challenge

- Do you seek to offer equity of outcome rather than equality of input?
- Do functional outcomes for CYP with DLD drive commissioning **and** provision in your area?
- The DLD commissioning elevator pitch?
 - What would you ask for and what impact would it have if granted?

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Take the test!

- Baseline assessment and detailed evaluation self-assessments available here
- <https://www.thebalancedsystem.org/downloads/balanced-system-tools/>

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- Marie@bettercommunication.org.uk
- Better Communication CIC is a not for profit organisation founded to support change for children and young people with SLCN
- The Balanced System® is a whole systems framework for commissioning and provision of services within integrated children's services
- The Balanced System® Schools and Settings is an accreditation offered jointly by Better Communication CIC, NAPLIC and Afasic for schools and settings who complete the Balanced System® understand, plan, do, review cycle and evidence impact outcomes within their school or setting
- https://www.thebalancedsystem.org/2019.04.09%20BC_Flyer_v5_Online.pdf

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2020 and beyond

- Between writing slides 4 weeks ago and recording yesterday v early and this morning been having major deliberations!
- I'm thinking. Times of unprecedented change. Our models all need re calibrating if daily life, social interaction, education all impacted long term
- However, this makes the whole system approach more critical than ever even if we have to completely rethink the inputs. If we keep the impacts and outcomes at the centre of planning - the change in inputs will follow.
- Five strands hold good I think

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