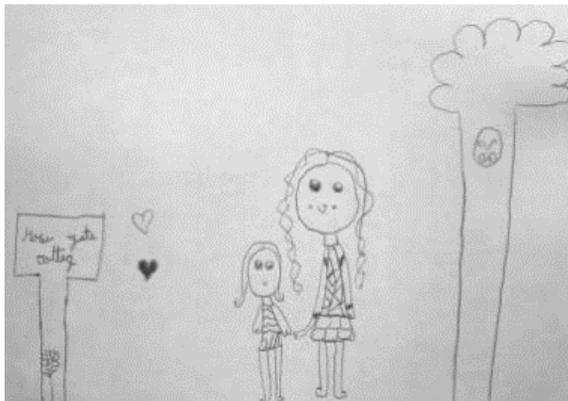


Leading Strategic System Change Leicester City

Sue Welford, Education
Clare Mills, Public Health
James Hickman, Clinical Commissioning Group



LEAD ■ ENGAGE ■ CREATE ■ EMPOWER



Starting off

We had...

- Low outcomes on entry to school
- Readiness for school group
- Good people with good ideas

But there was...

- No clarity of issues at strategic level
- No strategic ownership
- Each organisation own priorities and own commissioning

LEICESTER CITY SLCN UNDERSTAND BASELINE EVALUATION

Not at all

Partially

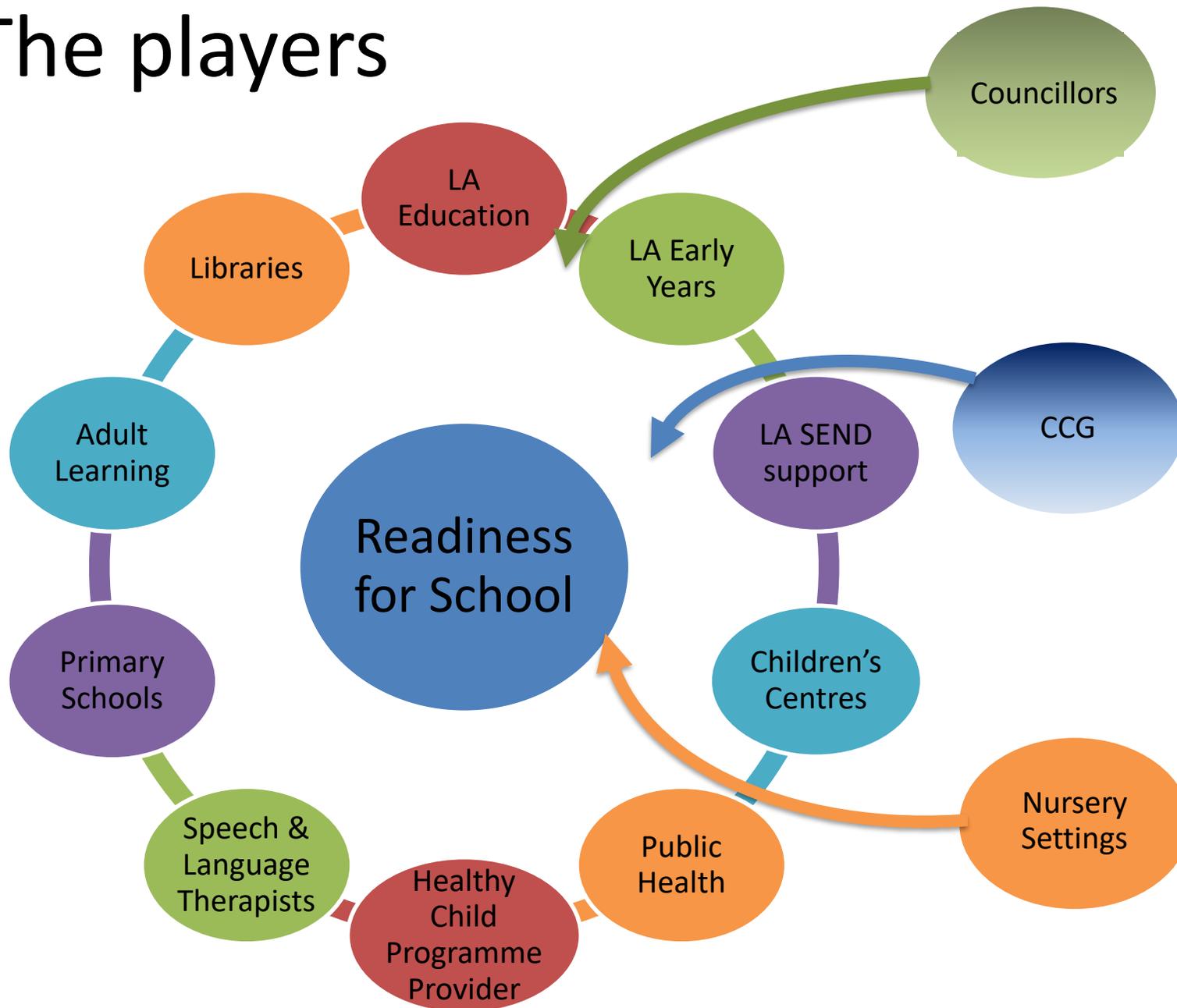
Mostly

Complete

Don't know

AREA	LEVEL 1: INPUT	LEVEL 2: REACH	LEVEL 3: QUALITY	LEVEL 4: IMPACT
Commissioning / funding	To what extent are all commissioners with a remit for children and young people including the needs of this population in needs assessment and commissioning of their element of children and young peoples' services?	To what extent are commissioners ensuring that their collective activity reaches the full population of children and young people with SLCN?	To what extent are providers delivering services to meet the specifications developed by commissioners as intended?	To what extent has the collective commissioning activity for children and young people yielded demonstrable change in their speech, language and communication skills?
Integrated workforce	To what extent is the workforce working in an integrated way?	To what extent does an integrated workforce support all pupils with SLCN?	To what extent is the integrated workforce demonstrating high quality collaborative working?	To what extent is the integrated workforce impacting on the wider community?
Engaging parents and carers	To what extent are services for children and young people with SLCN engaging with parents in support of their children's SLCN?	To what extent are parental engagement strategies and activities reaching all parents of pupils with SLCN?	To what extent is parental engagement consistently of high quality?	To what extent are improved parental participation and confidence in supporting pupils' SLCN demonstrated?
Leadership and management	Is there leadership and management of provision across agencies and disciplines?	Are the leadership and management arrangements facilitating services to reach all children with SLCN as appropriate?	Is the leadership and management of high and consistent quality?	Does the leadership and management contribute to achieving improved speech, language and communication skills for children and young people with SLCN?
Training and development	Is there a range of training and development on offer to parents and the workforce?	Is the training and development accessible in terms of funding, time, location?	Is the training and development of high and consistent quality?	Does the training and development result in improved skills to support children and young people with SLCN?

The players



- Good relationships
- Willingness to work together and change practice
- Drive and determination
- The right mix of people

Where do you think you are

- Strengths
- Who are the influencers/change agents?
- Barriers

CREATING TOMORROW TODAY: SEVEN SIMPLE RULES FOR LEADERS

1 DEFINE OUR SHARED PURPOSE

FIRST THE WHO. THEN THE WHAT

WHAT UNITES US?

2 ROOT OUR TRANSFORMATION EFFORTS IN A SENSE OF BELONGING

3 PREDICT & PREVENT

START AT AN EARLIER STAGE (UPSTREAM) IN THE INTERVENTION OR CARE PROCESS

4 SUPPORT PEOPLE TO BUILD THEIR AGENCY (POWER) AT EVERY LEVEL OF THE SYSTEM

UNDERSTANDING THAT IMBALANCES IN POWER & PRIVILEGE MEAN THAT PEOPLE HAVE UNEQUAL STARTING POINTS

5 EMBRACE CONTRADICTIONS AND TENSIONS

6 UNLEASH LEARNING AS A POWER FOR TRANSFORMATION

7 ACTION small-scale CHANGES WITHIN A FRAMEWORK LARGE-SCALE

Engaging others

- Tools – audit
- Data – information and sharing
- Capacity - Project role – pivotal
- Strength in communication and coproduction
 - Engaging others
 - Principles of engagement
 - Clarity of vision
 - No proprietorship
 - No ego massaging

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Challenges

- Easier wins:
 - Schools / settings/ in LA
 - Health provider (LPT) –
- Big challenges for the CCG
 - Restructuring
 - Clinical capacity above activity required by law
 - Changes in continuity
 - Stronger engagement at operational level
- What do you think would be your challenges
- Addressing the challenges – regular meetings / working outside -/
continual drip feed – up and down the system – and using voice / agency.

Overcoming Barriers

What would be your challenges?

Where are the strengths in your system?

How will you engage with Change Agents?

How will you know you have made a difference?

SLC system change



Lead



Engage



Create



Empower

Supporting children and young people's voice, agency and wellbeing through responsive interactions

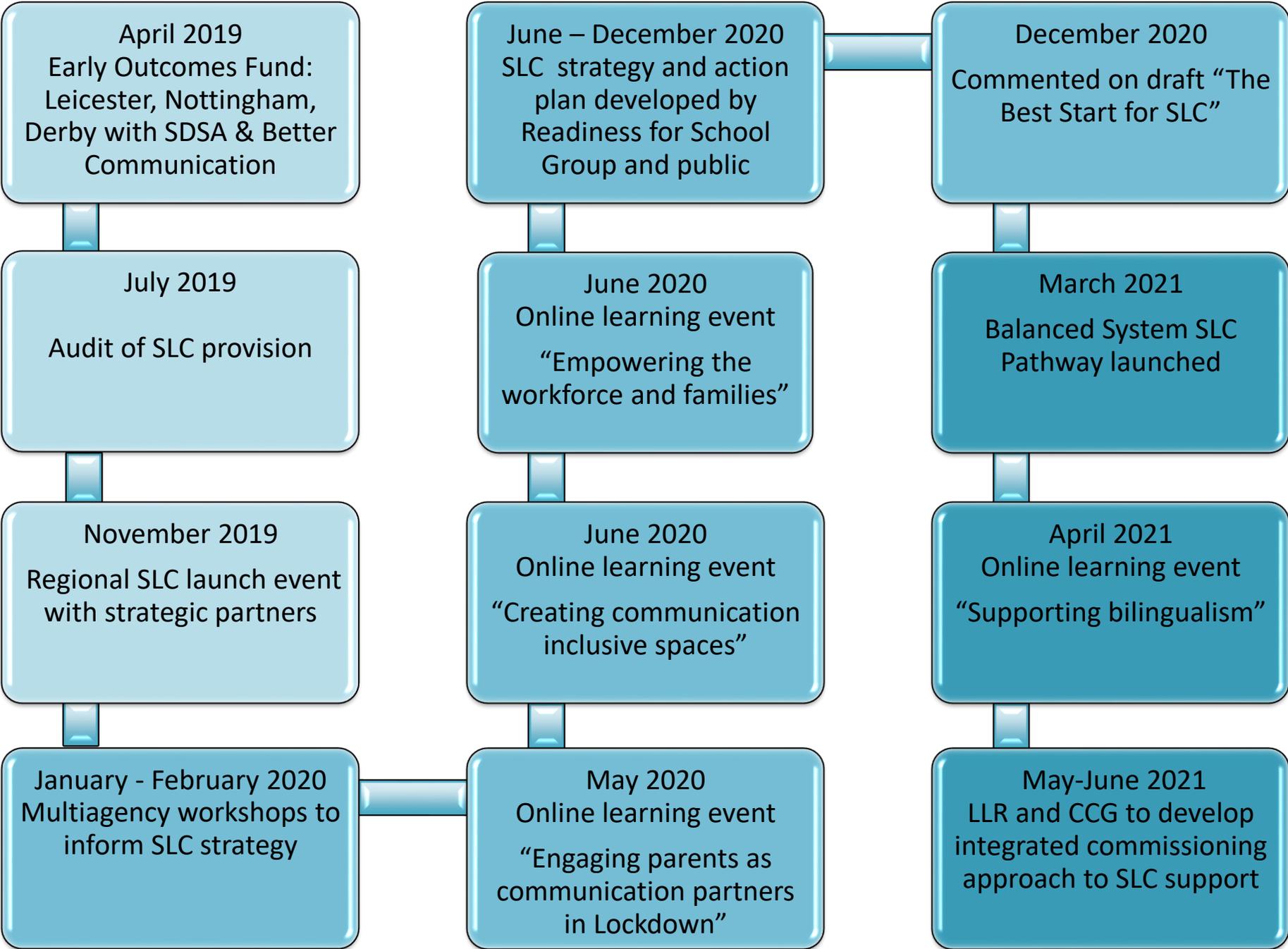
Impact

- More children feel happy, healthy and heard
- Fewer children and young people live in poverty
- Community and peer-led responses are at the heart of integrated SLC support from early in life, or when needs first arise

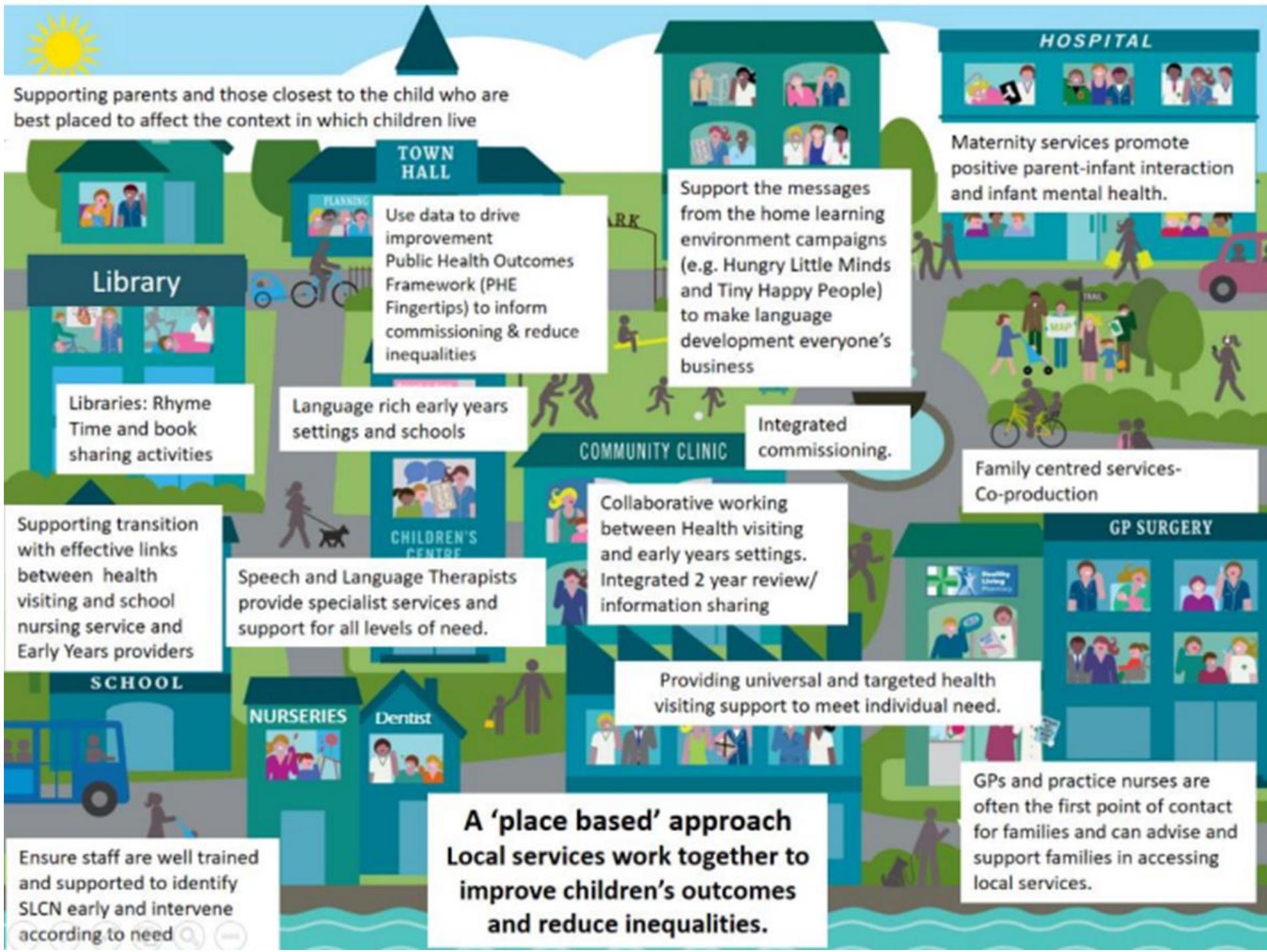
Successes

- Greater access to support
- Longer-term impact on children
- Joint & system-wide commissioning
 - Targeted approach
 - Not pooled budget
 - absolutely clear vision and desire to make a difference at strategic level – and for it to system wide –
- Additional funding response demonstrated a joined up system

Leicester Early Outcomes Fund Speech, Language and Communication (SLC) Project, 2019-2021



[Best start in speech, language and communication](#)



SLC Action Plan 2021-2025

PRIORITY

Lead system change to develop a proportionate universalist 'place based' approach to SLC.
Address the root causes of many SLC needs (SLCN): poverty and discrimination

Engage parents/carers, families and friends as responsive communication partners

Create communication inclusive spaces where children and young people live, play, learn and spend time

Empower all those in the lives of children and young people to identify and address SLCN early in life or when needs first arise

2021

- Integrated commissioning framework across PH, CCG, SCE developed by Leicester, Leicestershire and Rutland commissioners and service leads
- Needs/outcomes data drives change
- Co-production of SLC support with families

- Disseminate SLC Pathway widely
- Use and quality monitored
- Locality partners and Parent Peer Champions support access to SLC Pathway and in their role as communication partners offer mentoring and guidance to families & friends

- Communication at Home leaflet developed
- Communication Inclusive Framework for schools and settings developed and adopted
- Neighbourhoods, libraries and parks engaged as spaces to grow communication skills

- SLC Framework to audit skills and CPD
- Integrated approaches established to support early identification of SLCN (e.g. 27 month development review) and interventions to address SLCN in First 1001 critical days

2025

- High quality community and peer-led SLC support is available for SLC from earliest days of life onwards
- Early language gap between deprived children and peers is reduced
- Fewer families are living in poverty

- More parents feel confident in their role as responsive communication partners
- More children and young people feel happy, healthy and heard

- Places where children live, play, learn and spend time encourage the development of their communication skills, confidence and wellbeing

- Children and young people are empowered to develop their SLC skills and improvements in their learning, health and wellbeing outcomes support their wider life opportunities and aspirations