

Developing a whole system approach to early years' speech, language and communication development



Tuesday 15 June 2021, 9.30am – 12.00pm
(via MS Teams)

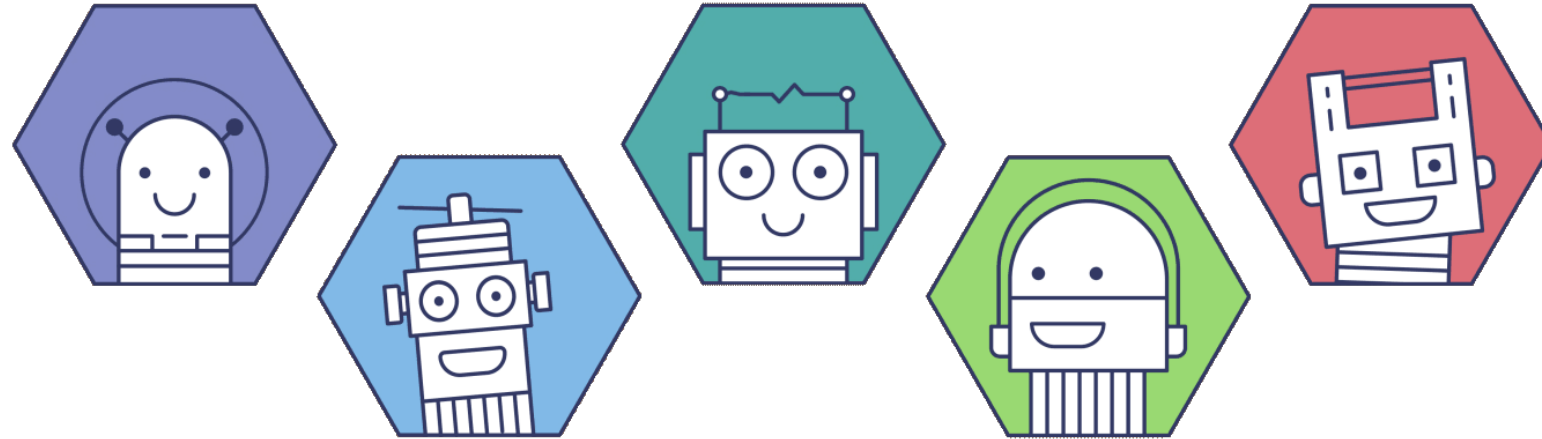


Introduction

- What we did and what our journey looked like – An overview of the 3 cities
- Our learning curve and how it has led us to know what we need to do next to drive this agenda forwards further

Welcome to The Balanced System[®] speech, language and communication pathway

A journey to support children for parents, carers and professionals



Select your area to see local resources

If your area isn't listed, you can still browse and access information and resources from across the UK that help towards outcomes for children and young people.





Three cities one pathway

- Pathway tool has been developed to allow a parent, carer, or professional to build a personalised journey depending on the outcome area that is most pressing for them at a given time
- Early feedback from suggests that professionals will find this helpful to structure conversations with parents and carers as well as to use independently

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THE BALANCED SYSTEM® HIGH LEVEL OUTCOMES FOR SPEECH, LANGUAGE AND COMMUNICATION NEEDS



FAMILY SUPPORT	ENVIRONMENT	WORKFORCE	IDENTIFICATION	INTERVENTION
FS3. Specialist - Parents and carers of children with specialist SLCN receive specific specialist support to ensure confidence in their role as a key communication partner for their child and to increase their understanding of the specific communication challenges associated with their child's needs. Young people with SLCN are enabled to be active participants decisions about their support.	EE3. Specialist - Places where children and young people with specialist and complex SLCN spend their time for learning and leisure are communication friendly. The necessary adaptations are in place to maximise access in addition to the enhancements expected at a universal and targeted levels.	WW3. Specialist - Knowledge skills and expertise are developed in identified members of the wider workforce in order to ensure that, working with specialist support, there are staff that are confident and competent to support the delivery of specialist interventions including individual and small group work, support parents, adapt the environment and identify children who need specialist support.	ID3. Specialist - Children with specialist SLCN have their needs identified effectively and quickly. This includes multidisciplinary assessment where appropriate.	IN3. Specialist - Children and young people needing specialist intervention for their SLCN receive appropriate and timely provision in the most functionally appropriate context for their needs. Progress measures will include activity, participation and well-being goals in addition to goals relating to their core SLC impairment.
FS2. Targeted - Parents and carers of children with identified speech, language and communication needs (SLCN) access additional specific support to ensure confidence in their role as a key communication partner and educational support for their child. Families and young people with SLCN are supported to make choices and access services.	EE2. Targeted - Places where children and young people with identified SLCN spend their time for learning and leisure are communication friendly. Appropriate additional enhancements are made that enable children and young people with identified SLCN to more easily understand and to express themselves.	WW2. Targeted - The wider workforce is supported to develop specific knowledge and skills to support children and young people with identified SLCN. Setting and school staff are confident and competent to deliver targeted interventions, support parents, adapt the environment and identify children who need additional support.	ID2. Targeted - Efficient and accessible processes are in place that support the identification of more specific SLCN. The wider workforce, setting and school staff are supported to be confident and competent to identify children and young people who may require targeted support and/or referral to specialist services for their SLCN.	IN2. Targeted - Children and young people benefiting from targeted interventions will have access to evidence based targeted interventions to develop core speech, language and communication skills delivered in the most appropriate functional context. These might include 1:1 and / or small group interventions that are typically designed by specialist practitioners and delivered by those with appropriate training.
FS1. Universal - All parents and carers are supported with information and resources to encourage their role as effective primary communicative partners for their children. Families and young people are able to make proactive choices with respect to their child's or own needs.	EE1. Universal - Places where children and young people spend their time for learning and leisure are communication friendly. Environments have appropriate enhancements that make it easier for all children and young people to understand and express themselves.	WW1. Universal - The wider workforce is supported to have a good basic understanding of speech, language and communication including supportive strategies. Setting and school staff are confident in their role as facilitators of communication. The wider workforce has access to appropriate training around speech, language and communication.	ID1. Universal - Early identification of children and young people whose speech, language and communication needs may require targeted or specialist support is as efficient and accessible as possible. Preidentification information and advice is available in a given area, school or setting.	IN1. Universal - Homes, settings and schools are supported to develop the language and communication skills of all children and young people through language enrichment and supportive activities.



PATHWAYS, TRAIN TRACKS AND STEPPING STONES



Outcome

B



A

For whom?

Child
Young
Person
Family
Practitioner
Setting
School

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Helping your toddler



Your toddler is ready to soak up everything around them including what they see, feel and hear! They may be on the move, exploring objects and toys and communicating with the people closest to them in lots of different ways including through gestures, sounds and words. For mums, dads and carers, the toddler years provide you with a great opportunity to really help your child on their way to discovering, learning and doing the very best that they can.

Take a look and click on the questions below to find out where to go for more information and advice; how to make changes both at home and out and about to make communication easier; who is available to help you; what to expect and when; and ideas for games, activities and simple, effective strategies for you to use.



Information

How do I help my toddler to understand, talk or communicate?

How do I help my toddler I have concerns about, understand, talk or communicate?

How can I use specialist advice to help my toddler understand, talk or communicate?



Your home

What changes can I make at home to make it easier for my toddler to understand and communicate?

What extra changes can I make at home to make it easier for my toddler to understand and communicate?

What changes can I make at home to help my toddler with their particular difficulties with understanding, talking or communicating?



Services

Who can help me with my toddler's understanding, talking or communication?

Who can help me with concerns about my toddler's understanding, talking or communication?

Who can help me with identified concerns around my toddler's understanding, talking or communication?



Your child's progress

How do I know what to expect, and when, with my toddler's understanding, talking or communication skills?

Where do I go for extra help about what to expect, and when, with my toddler's understanding, talking or communication?

Where do I go for specialist help about what to expect, and when, with my toddler's understanding, talking or communication?



Activities

What will help my toddler's understanding, talking or communication?

What particular things can I do to help my toddler with their understanding, talking or communicating?

What specialist activities can I do to help my toddler with their understanding, talking or communication?



View your pathway



Here you can see the items you previously selected in each strand. Click an item to view full details or remove it from your pathway. You can save your pathway by downloading a pdf or creating an account so that you can come back another time to add more.

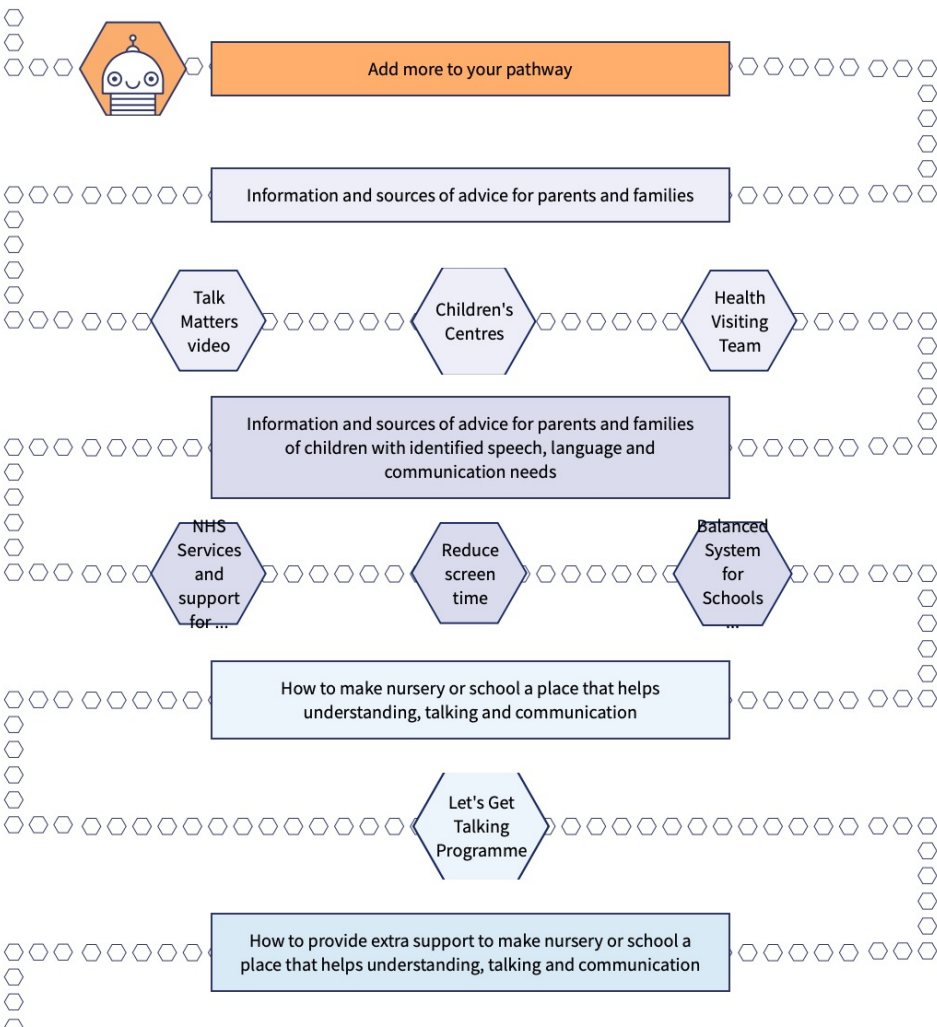
Download PDF



I can provide good advice and
speech, language and communication

knowledge and skills to support
speech, language and communication
needs

Early
education
provider
support

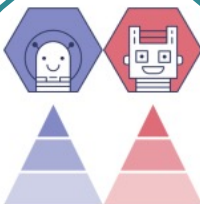


Pathway: add to ☆ view

bbc.co.uk

bbctinyhappypeople

@bbctinyhappypeople



rt children with identified speech,
and communication needs

NHS
Services
and
support
for...

ore to your pathway



Today

- The pathway tool we share today is focused on early years but we have designed the system to extend to 0-25 and Leicester is already populating these older age ranges
- The intention was always that the learning from this pathway development would allow the possibility of other areas choosing to have their own version
- We are please to say that the Worcestershire SLCN pathway will be the first additional area

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Demo

<https://youtu.be/t6QEiOhqB8I>

Visit the pathway at

<https://pathway.thebalancedsystem.org>

Email us at

pathway@thebalancedsystem.org

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Needs Analysis Led Project for 0-2 Year Olds – Jo Flanagan & Kerry Hodges, Derby City

This workshop will discuss how Derby identified the strengths and gaps in their whole system approach to supporting children's speech, language and communication in the 0-2 year age range.

Leading Strategic System Change – Sue Welford, Clare Mills and James Hickman, Leicester City

As system leaders we work in our own areas of expertise. We identify strengths and weaknesses and promote actions that address areas of concern. How do we do that as a system? How can we coordinate and bring together our collective efforts to make a real change for children. In Leicester through our work in the EOF programme we've begun to deliver system change in our approaches. In this workshop we'll share our learning about how to bring about this system change – some of the pros and cons and share some good practice. It will be of interest to those involved at a strategic level in improving outcomes for children.

The Balanced System® – Marie Gascoigne, Better Communication CIC

This workshop will provide more detail of how the Balanced System® has supported the three cities as part of the Early Outcomes Fund project. The Balanced System® is an outcomes based, strategic framework developed to support local area systems across health, education and social care and ensures that there are joint outcomes for children and young peoples' speech, language and communication needs that are responsive to the needs of the given population.



B

Parents as Communication Partners – Monica Hingorani, Leicester City, Richard Jaramba, Leicester City Parent Carer Forum & Sally Etheridge, Leicester Mamas

This workshop will be a chance to hear about how families and communities have co-produced our Leicester SLC strategy to support children and young people's voice, agency and wellbeing. It will be of interest to everyone who wants to engage and empower families in improving educational, health and wellbeing outcomes.

Beyond 0-5 Years – Kathryn Bouchlaghem & Sonia Burton, Nottingham City

60% of young offenders have low language skills. This workshop looks at how the immediate focus of SLC on the 0-5 years links to improved attainment and life chances in later years, sharing findings of having a dedicated SLT within the Youth Justice System, providing a broader pathway to support early language development, plans to upscale this work and strengthen the call for extending SLC strategies over a wider age range.

Co-ordination for the Workforce – Jo Flanagan & Coral Golding, Derby City

Come to this session if you would like to hear about how the Early Outcomes Fund programme helped Derby to understand which services in the city could support children's speech, language and communication in the 0-5 year age range and how we identified training and development needs.

Next Steps

- Where is each City going next? What are our next steps?
- How are we going to take what we've learned and move forwards, building away from COVID19?
- How are we going to develop a whole systems approach to improve outcomes for SLC?



Any Questions?



Closing Remarks

Marie Gascoigne
Better Communication CIC



Better Communication CIC
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Questions

- Evidenced based resources
- Criteria for identifying under 2's
- <https://pathway.thebalancedsystem.org>
- <https://www.thebalancedsystem.org/downloads/leicester-derby-and-nottingham-early-outcomes-fund/>
- How much is spent on SLC per child?

SLT Workforce to meet need

WORKFORCE (WTE) PER 1,000
CHILDREN (AGED 0-18)



WORKFORCE (WTE) PER PREDICTED
1,000 SLCN NEED (AGED 0-18)



WORKFORCE (WTE) PER 1,000
CHILDREN (AGED 0-18)



WORKFORCE (WTE) PER PREDICTED
1,000 SLCN NEED (AGED 0-18)



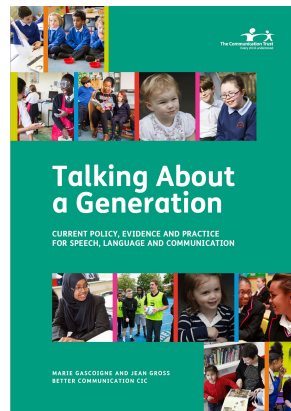
WORKFORCE (WTE) PER 1,000
CHILDREN (AGED 0-18)



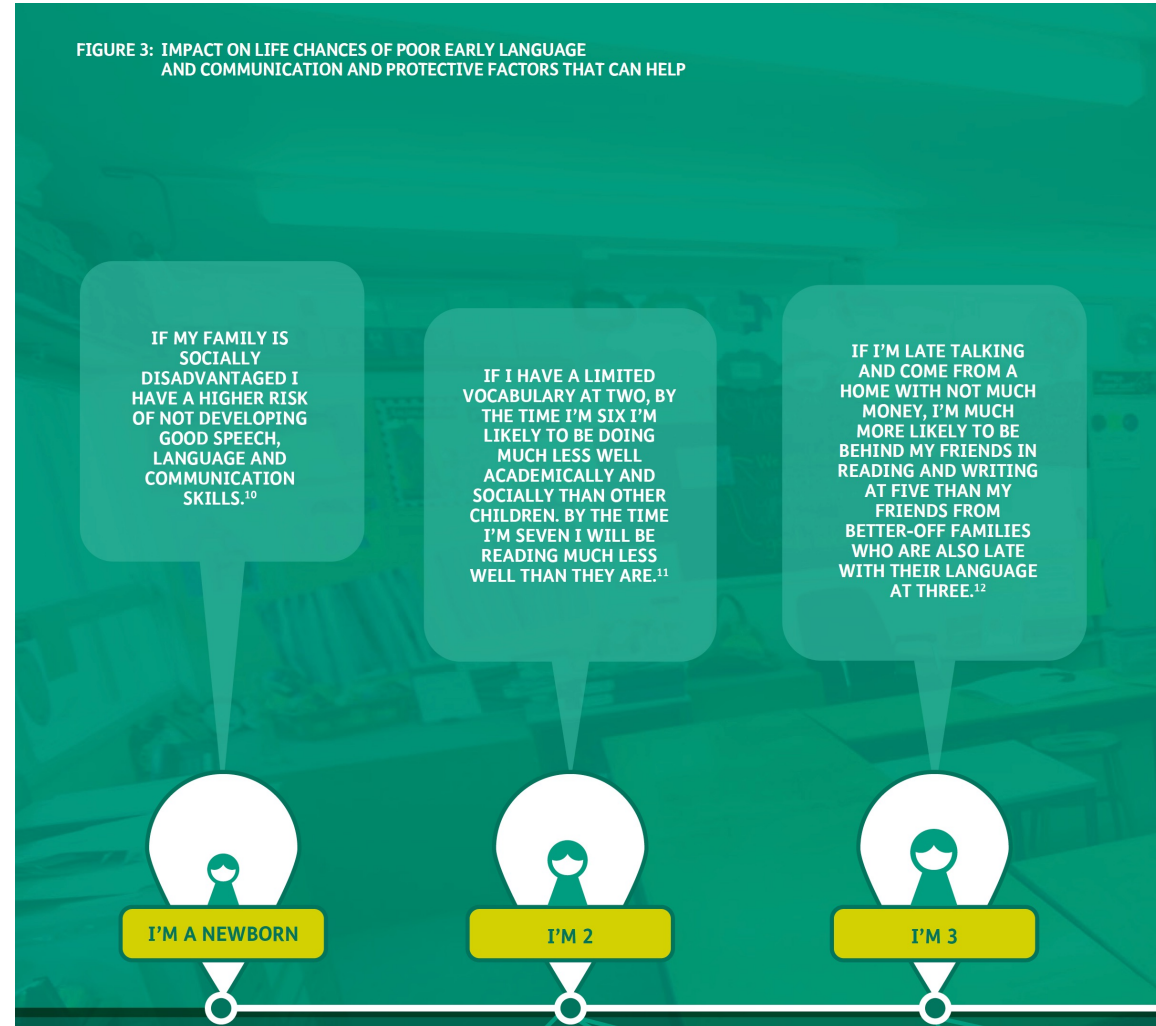
WORKFORCE (WTE) PER PREDICTED
1,000 SLCN NEED (AGED 0-18)



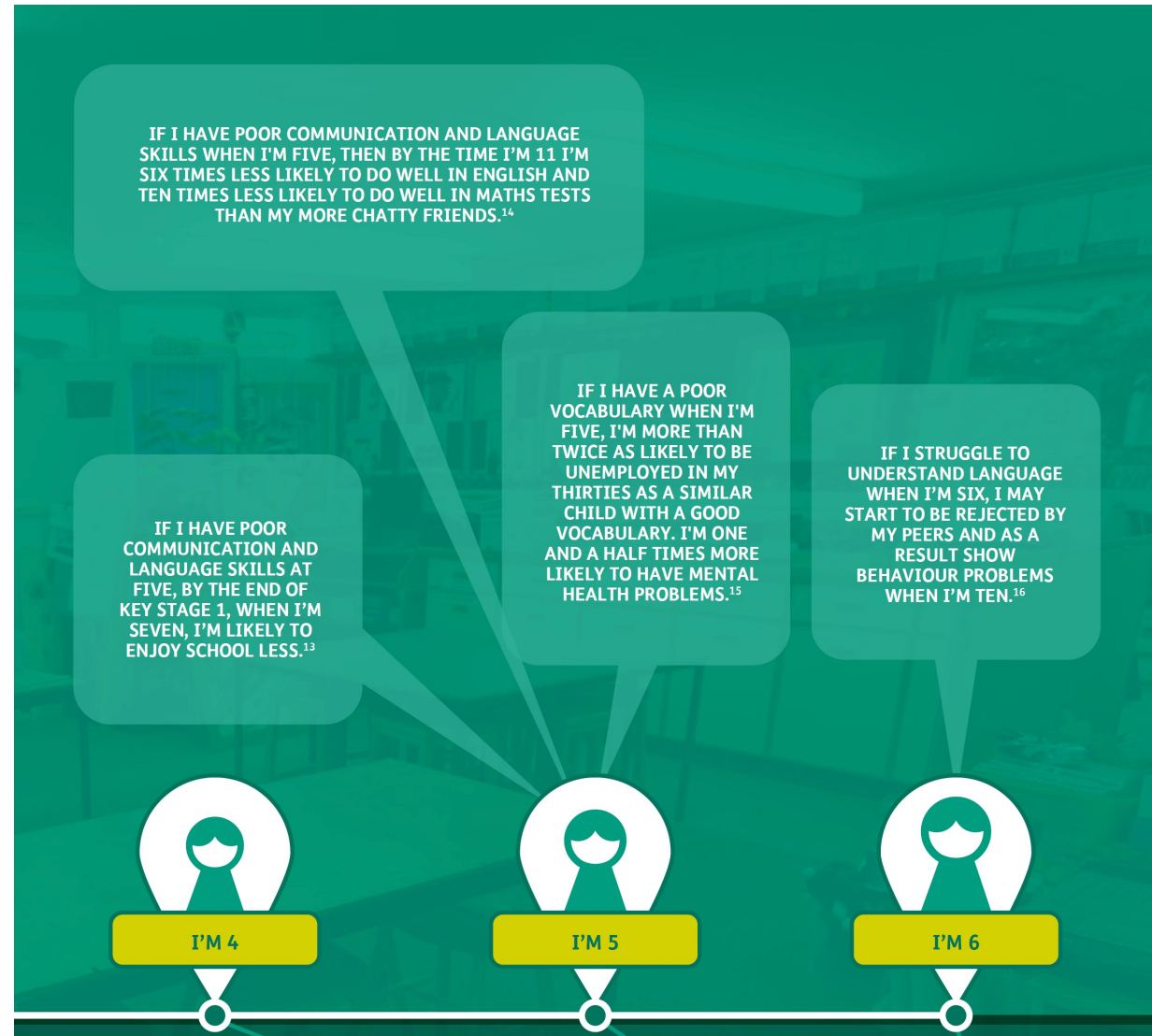
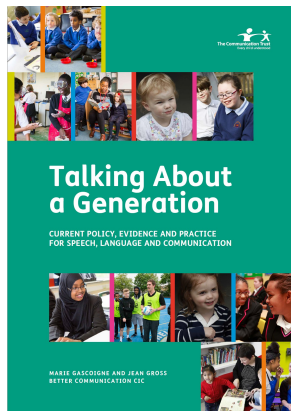
Why is this so important?



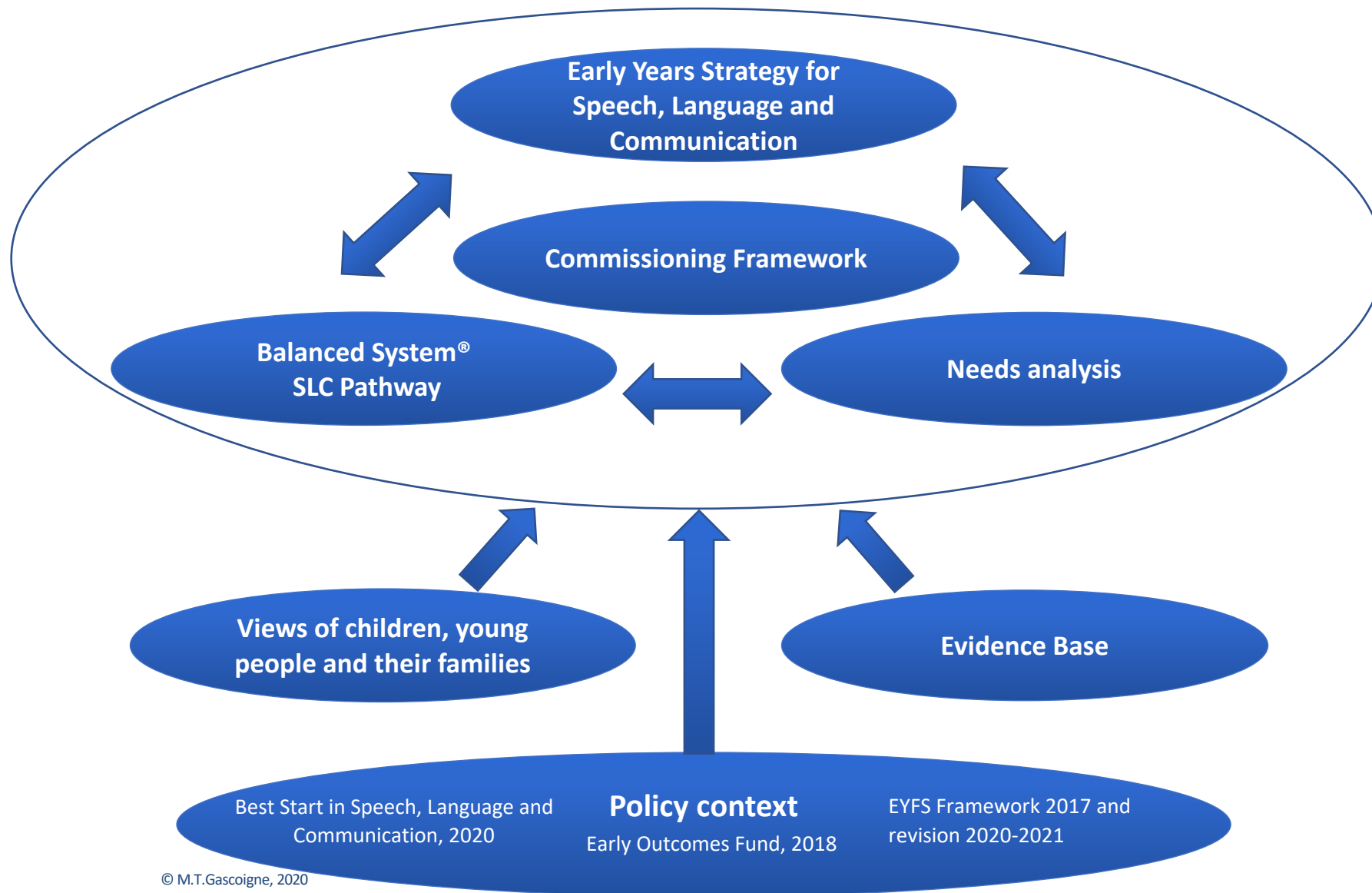
https://ican.org.uk/media/3215/tct_talkingaboutageneration_report_online_update.pdf



Why is this so important?



*“Why do the most powerful in the system expect the least powerful to change?”
(anon posted on Twitter)*



Our learning

- Strategic change is hard!
- All about people and relationships
- All partners need to be involved
 - Health, education, social care, schools, settings, families
- Needs to keep the focus on
IMPACT not INPUTS

Contact Us

Nottingham City

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Leicester City

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Derby City

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- Jo Flanagan – Senior Programme Manager, Early Outcomes - joanne.flanagan@derby.gov.uk - 07876 217509

Better Communication CIC

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contact us

Thank you for joining us!

