



What *really* makes a difference for children and young people with SLCN?

Delivering services for maximum impact

Marie Gascoigne
NAPLIC
21 April, 2012

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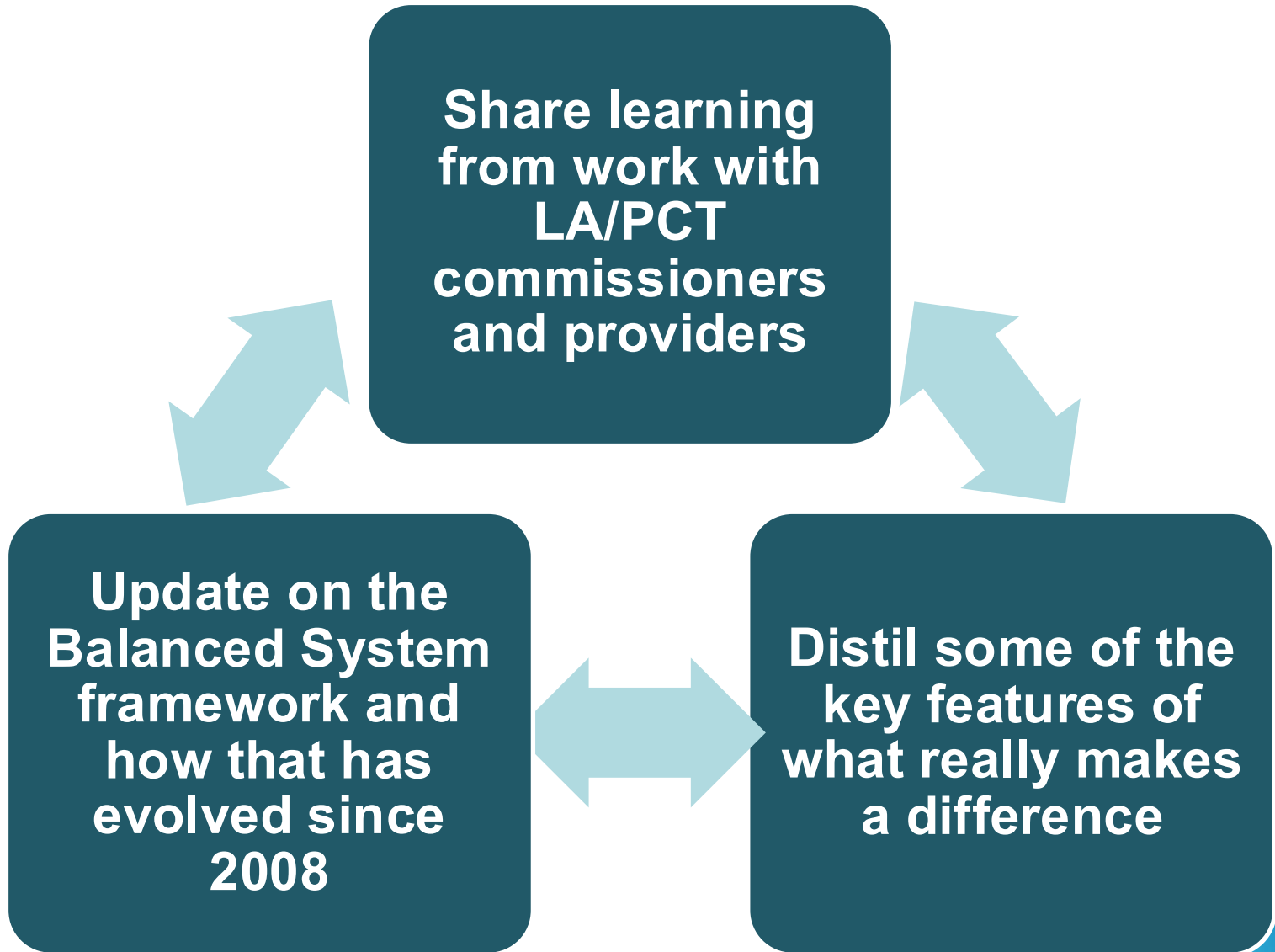
It's all about
them!





**Today I
have been
asked to....**

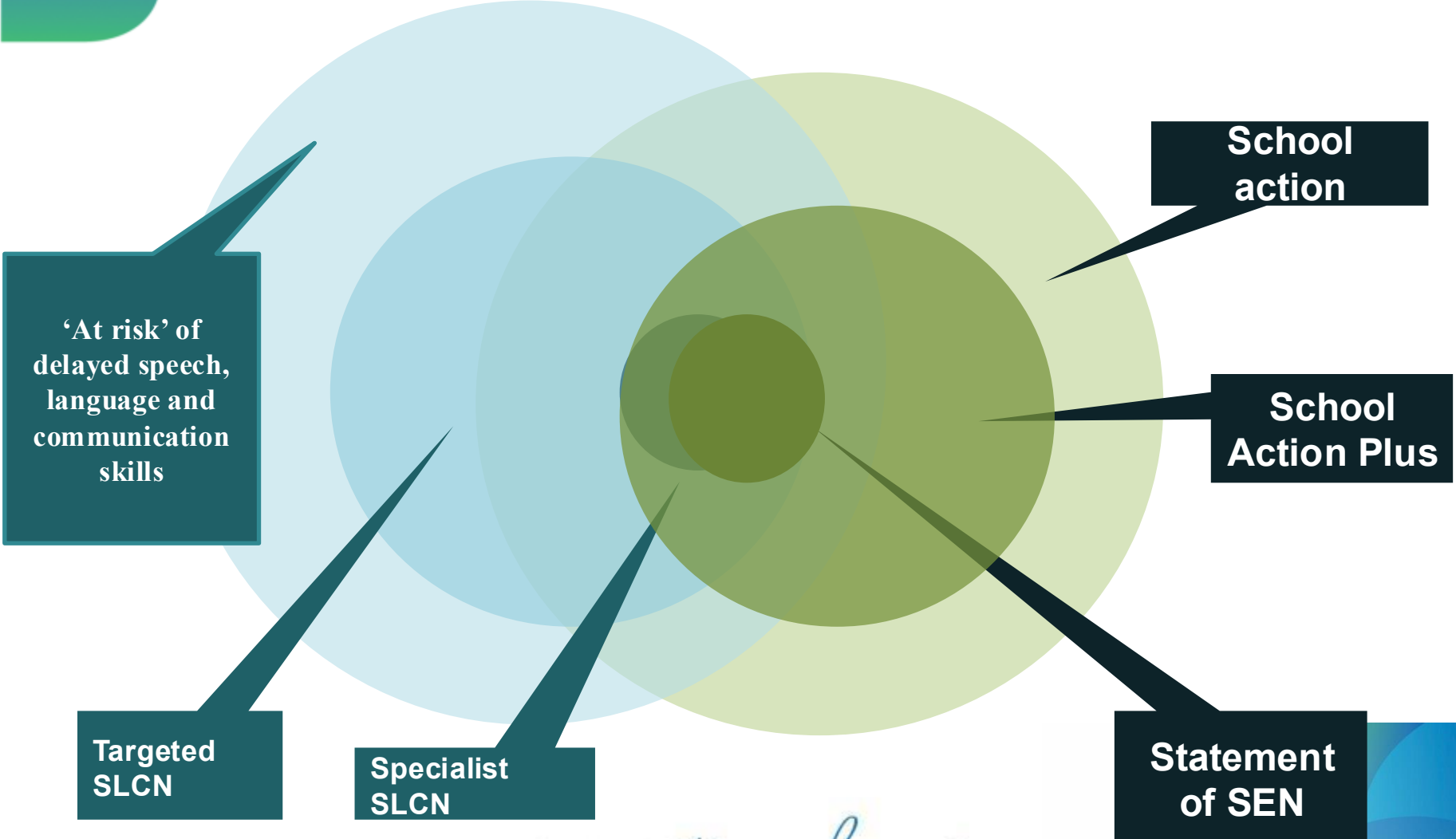






SLCN

SEN



**'At risk' of
delayed speech,
language and
communication
skills**

**School
action**

**School
Action Plus**

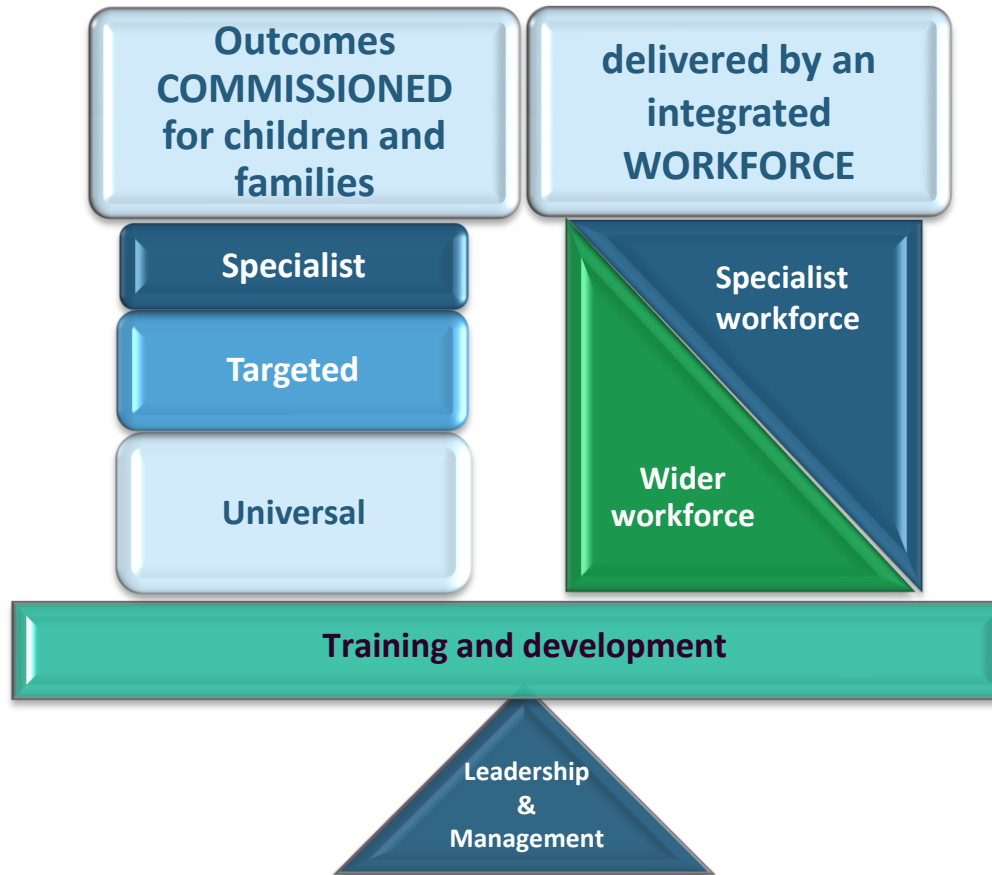
**Targeted
SLCN**

**Specialist
SLCN**

**Statement
of SEN**

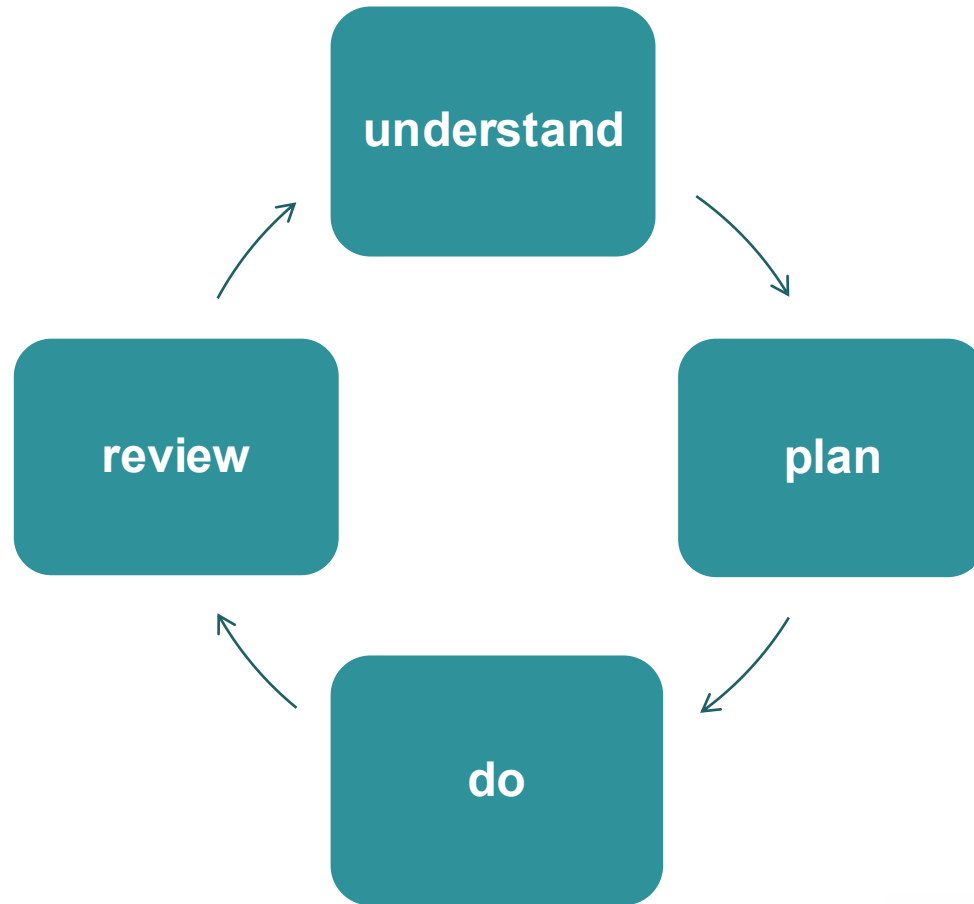


The Balanced System™





Commissioning process



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Understand

- Needs assessment
 - Local authority / NHS local level
 - School level
- Whole system mapping
 - Local authority / NHS local level
 - School level
 - Classroom level

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Children and young people & their parents and carers

- Are supported with **appropriate information and skills** to enable them to be pro-active in making choices and in supporting speech, language and communication skills

Environments

- In which children and young people spend time for **learning** and **leisure** are **communication friendly** and have the appropriate enhancements and adaptations

Workforce

- Using **specialist knowledge and expertise** to **build skills** in the **wider workforce** in order to ensure that speech, language and communication skills are appropriately supported across universal, targeted and specialist tiers

Early Identification

- Is efficient and **accessible** systems enable **early identification** of speech, language and communication needs, including **training of others** to identify and **providing pre-referral advice** within **community settings**

Intervention

- Is **appropriate and timely**, which may include **direct or indirect** work with **individuals and groups** of individuals, delivered in the most **functionally appropriate context** relative to specific need

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Pre-identification

Identification

Intervention

Evaluation

Specialist

Targeted

Universal

Specialist intervention within school setting

Rolling programme of groups

Language enrichment within the setting

HV 2.5 year check

SUPPORTIVE CONTEXT

The Balanced System™ Integrated Solution

The levels of provision	The Balanced System Specification Levels	Outcome	Output	Process	Outcomes Measure	Speech and Language Therapy	Other specialist workforce	Wider workforce	Context
Universal	Supporting parents and carers	The final result	The tangible elements which have to be produced	The processes which have to take place	Level 1: Input; Level 2: Reach; Level 3: Implementation; Level 4: Impact				Detail features required for success
	Supporting the environment to facilitate communication								
	Supporting the workforce to facilitate communication								
	Identification of SLCN								
	Intervention for SLCN								
Targeted	Supporting parents and carers					Detail activity required	Detail activity required	Detail activity required	
	Supporting the environment to facilitate communication								
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Specialist	Supporting parents and carers					Detail activity required	Detail activity required	Detail activity required	
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	Intervention for SLCN								



The Balanced System™ Outcome Framework Levels

Quantity

Quality

Effort

Level 1: Input

How much did we do?

Traditional measures of activity and inputs

Level 3: Implementation

How well did we do it?

Measuring whether the inputs were delivered to a high standard

Effect

Level 2: Reach

Is anyone better off?

Measuring access to support and amount of support delivered

Level 4: Impact

Did it make a difference?

- For the individual?
- For the group?
- At a population level?

After Friedman, 2005 and 'Turning the Curve', DCSF, 2008

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The Balanced System™ Integrated Solution

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Balanced System™ Integrated Solution

- Provides an outcome focused integrated specification across all tiers of provision
- Details what has to happen for a given outcome to be achieved
- Evaluates outcomes in terms of impact as well as inputs

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Balanced System™ Integrated Solution

- Details the contribution required of each element of the workforce and the supporting context
- Allows commissioners and providers to see the relative contribution of different workforce elements and ‘pull out’ a uni-professional specification if required

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Balanced System™ Integrated Solution

Example

- Universal early years outcome
- Targeted school age outcome

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Result

- Parents and carers who are supported with information and resources to encourage their role as the primary communicative partners for their child
- Children will have improved core language and communication skills, accessing a rolling programme of evidenced based targeted interventions across a range of core speech, language and communication skills

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Outputs

- Information in a range of media
- Informal advice sessions
- Opportunities to develop basic communication strategies

- A regular programme of group activities is available across for common needs eg. Attention and listening; vocabulary development

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Processes

- Locally sensitive leaflets, posters, DVD's, activity packs
- Use of social media
- Advice sessions provided in a range of locations and at times to meet local need
- SLCN component included in other universal training and advice for parents and prospective parents

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Processes

- Joint planning and training takes place in order to establish the targeted interventions in settings and schools
- Materials have been provided or sign-posted and are regularly reviewed
- Staffing is identified to deliver interventions
- SLT time is allocated to support and co-work

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Outcomes

- Evidence of materials widely available
- Evidence that material is reaching x%
- Measures of parental confidence as communicative partners for their child
- Evidence of improved communicative experience for children

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Outcomes

- Evidence of delivery of targeted interventions
- % of children accessing targeted interventions
- Evidence the targeted interventions were of high quality
- Evidence of individual and group progress following targeted interventions

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SLT specification

- Write, commission or provide professional oversight of all information provided regarding SLCN to parents/carers
- Be available to provide informal advice
- Plan and deliver specific training regarding basic communication strategies with colleagues

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SLT specification

- Establish the targeted intervention providing both programmes of work and resources
- Co-running interventions with school staff to ensure confidence levels are reached and maintained
- Monitor the selection and progress of children accessing targeted interventions
- Lead targeted interventions as appropriate

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Other specialist specification

- Health visitors and early years advisors: need to disseminate information from a range of media to parents/carers at key milestones
- Specialist teachers, advisors, EPs working in partnership with SLTs across any element of the targeted offer

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Wider workforce specification

- Early years practitioners need to be aware of available information and promote these within their settings
- Independent delivery of school based targeted interventions supported by SLTs and specialist teachers
- Planning and recording sessions and complying with agreed schedule for delivery

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What really makes a difference?

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Balanced System levels



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Balanced System levels

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Environments	<ul style="list-style-type: none">• Working with others to ensure that environments in which children and young people spend time for learning and leisure are communication friendly and have the appropriate enhancements and adaptations
Workforce	<ul style="list-style-type: none">• Using specialist knowledge and expertise to build skills in the wider workforce in order to ensure that speech, language and communication skills are appropriately supported across universal, targeted and specialist tiers
Early Identification	<ul style="list-style-type: none">• Ensuring efficient and accessible systems to enable early identification of speech, language and communication needs, including training of others to identify and providing pre-referral advice within community settings
Intervention	<ul style="list-style-type: none">• Providing appropriate and timely intervention, which may include direct or indirect work with individuals and groups of individuals, delivered in the most functionally appropriate context relative to specific need



What really makes a difference?

- A whole system view
 - The vision
- Clarity about the component parts
 - My responsibility



What really makes a difference?

- Solutions not problems
 - ‘Can do’
- Strong leadership
 - The ‘I’ principle



It's all about them!

