DfE Early Outcomes Fund Project in Leicester City, Nottingham City & Derby City

Strategy For Change
Pathway to Outcomes

15th June, 2021

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Project outcomes overview

Using the Balanced System framework:

- Improve strategic integration within each City
- Understand the SLC needs
- Develop strategy and pathway for SLC
- Drive the service delivery model for children, young people and families

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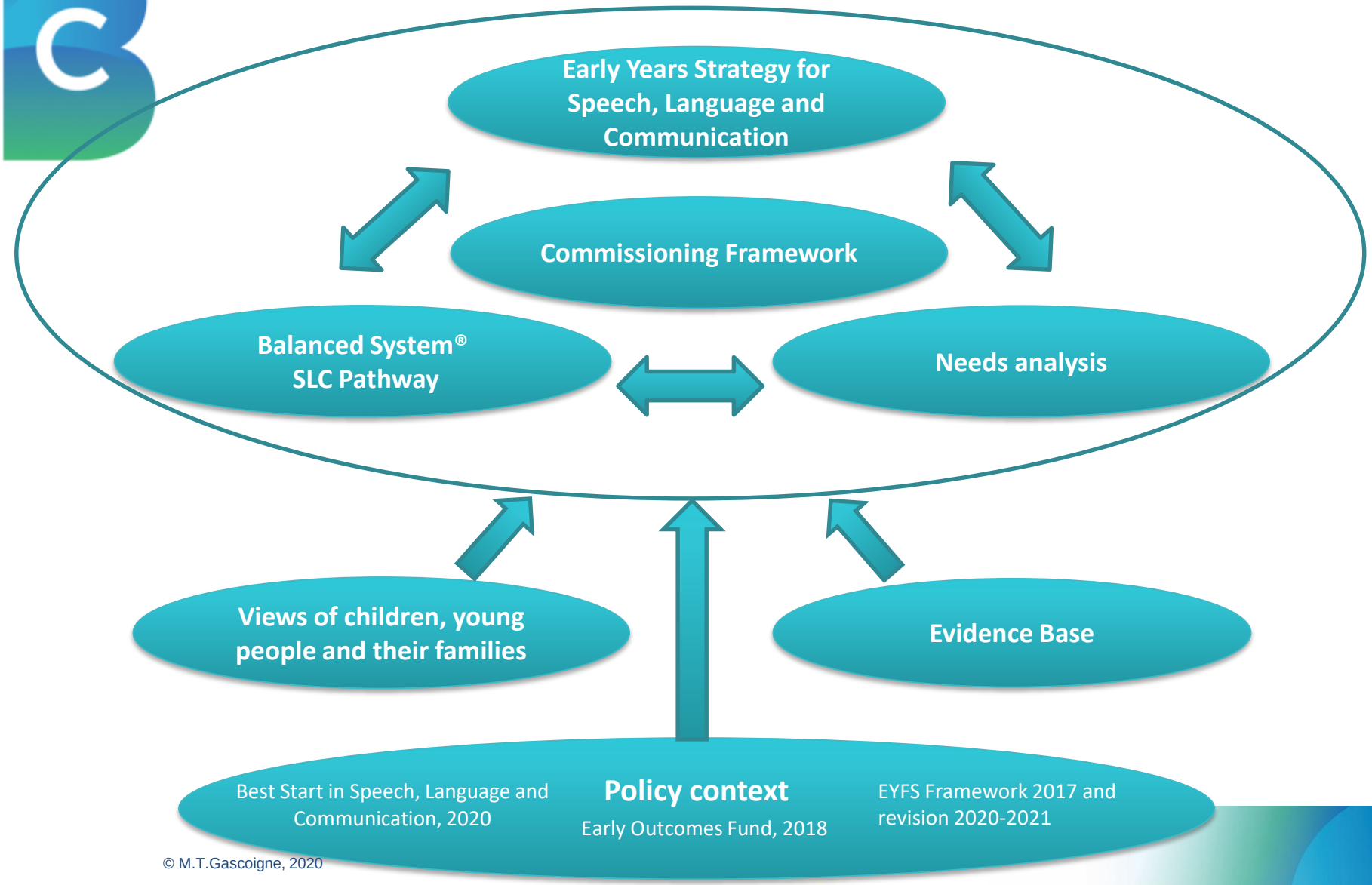

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THE BALANCED SYSTEM®

“What?”

“So what?”

“Prove it!”

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THE BALANCED SYSTEM®

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WORKING ACROSS THE FIVE STRANDS OF THE BALANCED SYSTEM®

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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.

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The Balanced System®

- Outcome focused ✓
- Strategic framework ✓
- Child and young person centred ✓
- Needs led ✓

- Prescriptive ✗
- Intervention ✗
- Professional group focused ✗
- Demand led ✗

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EQUALITY VS EQUITY

DIFFERENT INPUTS REQUIRED TO ACHIEVE SIMILAR OUTCOMES

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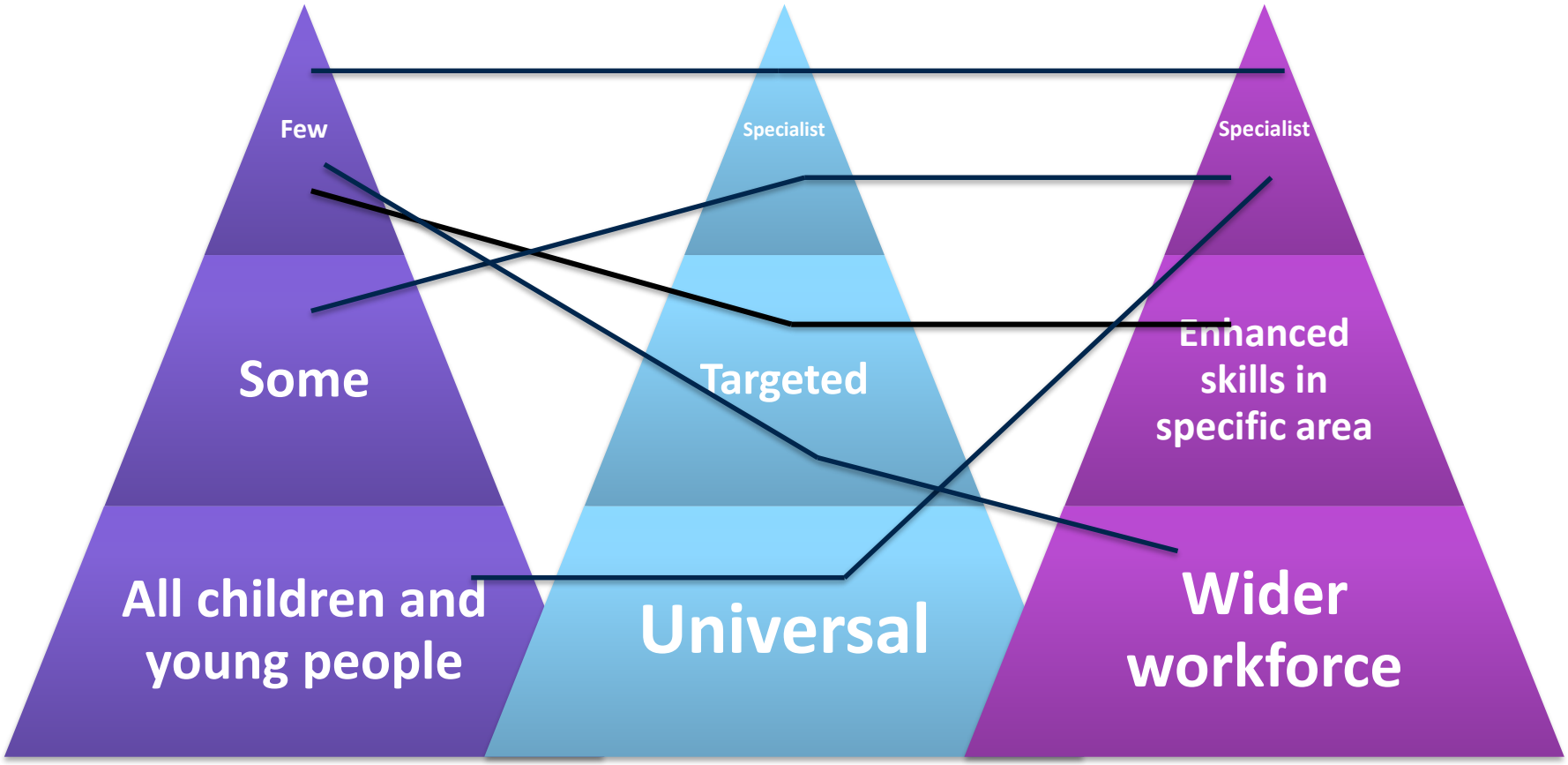
RELATIONSHIP BETWEEN POPULATION, INTERVENTION AND WORKFORCE



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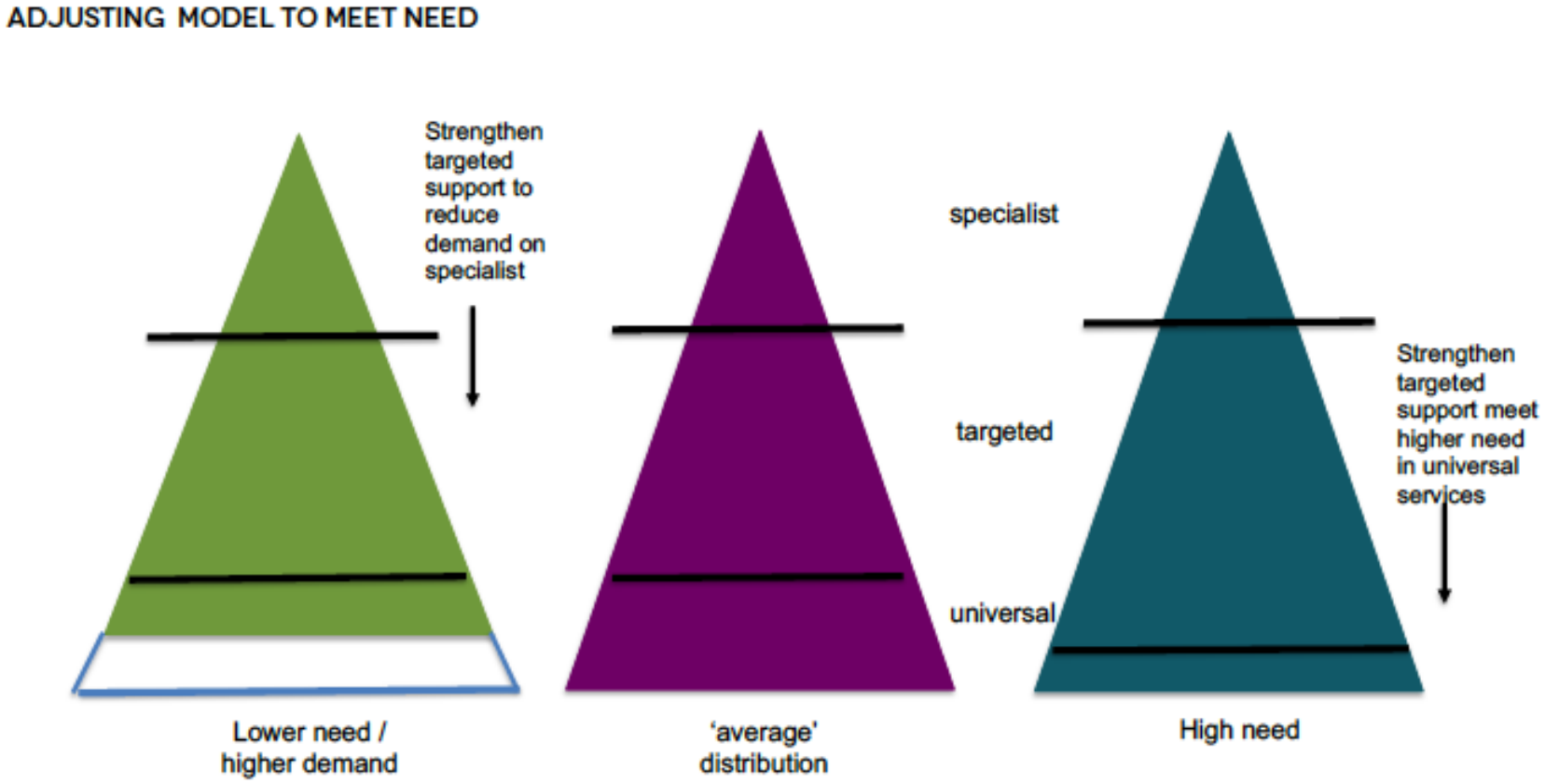
ADJUSTING PROVISION TO ACHIEVE EQUITY OF OUTCOME



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PRINCIPLES OF BALANCED SYSTEM® SERVICE DELIVERY

- The **system** is the focus to ensure that for **every child or young person** the most **facilitating** stepping stones are available
- **Functional outcomes** are key
- Simplest **and easiest access and journey** through the system
- Delivered in **most relevant place** for child or young person development and learning
- **Outcomes** continually appraised for delivery of **impact**
- Development of strong **universal and targeted** provision is key
- This facilitates access to **specialist** as and when **needed** for a **finite** time
- Working across Balanced System® **Five Strands** to effect sustainable **whole system change**

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THE BALANCED SYSTEM®

measure what YOU value

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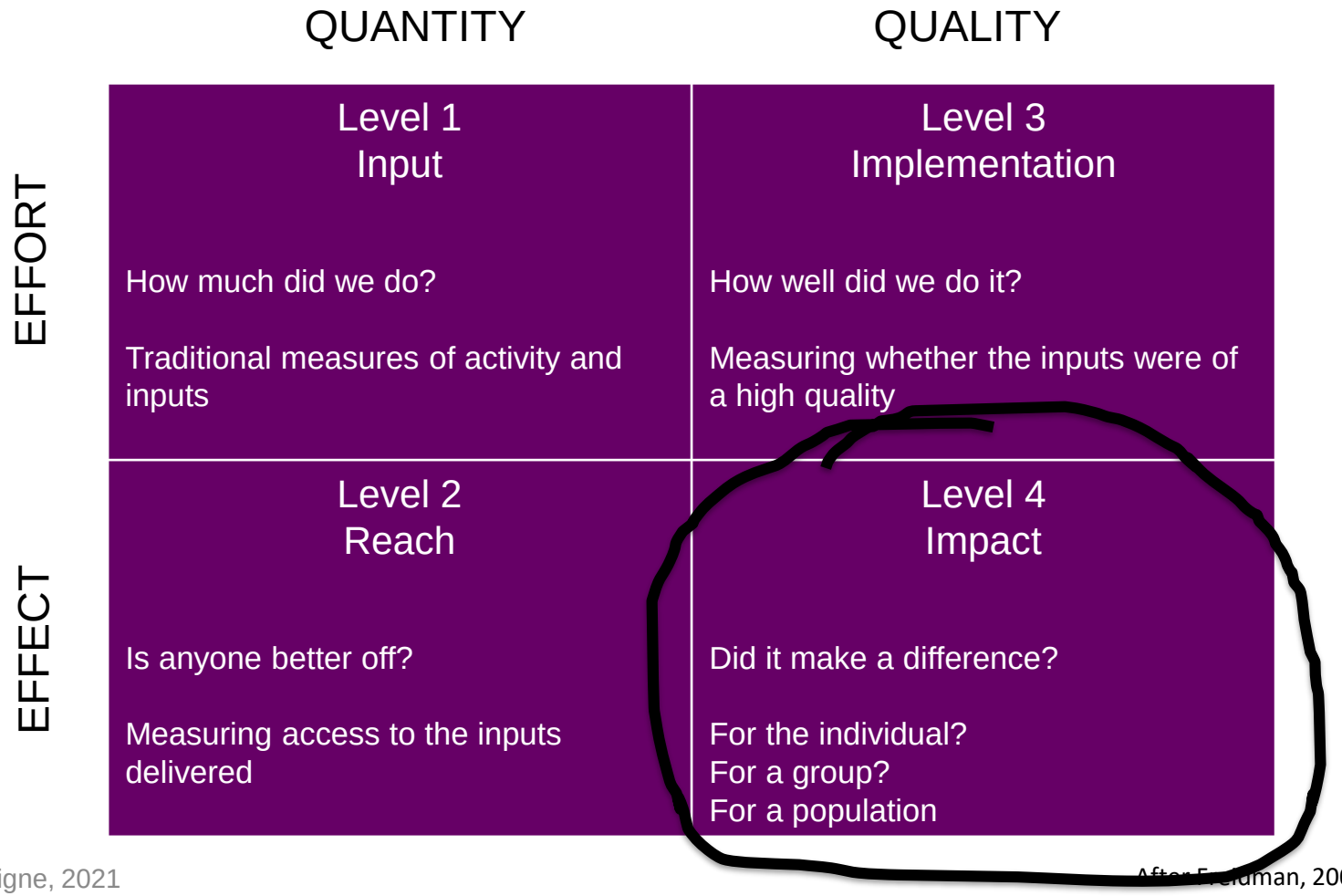
OUTCOME MEASUREMENT FRAMEWORK



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After Friedman, 2005 and "Turning the Curve" (DCSF, 2008)

Strategic integration

- Identify starting point for strategic integration in each city
- Use to inform change programme
- Re-evaluate

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Derby Baseline Evaluation

DERBY 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?

Leicester Baseline Evaluation

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?
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Nottingham Baseline Evaluation

NOTTINGHAM 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?
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Understand SLC Needs

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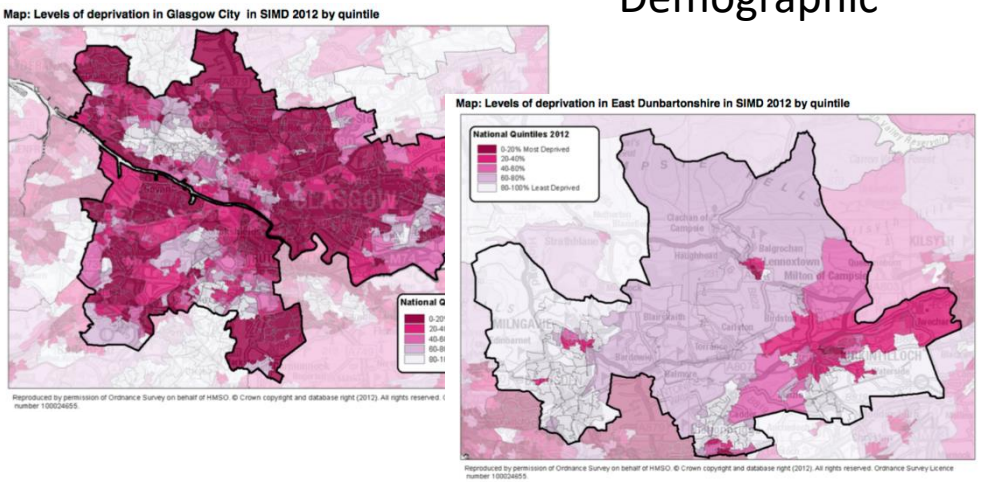
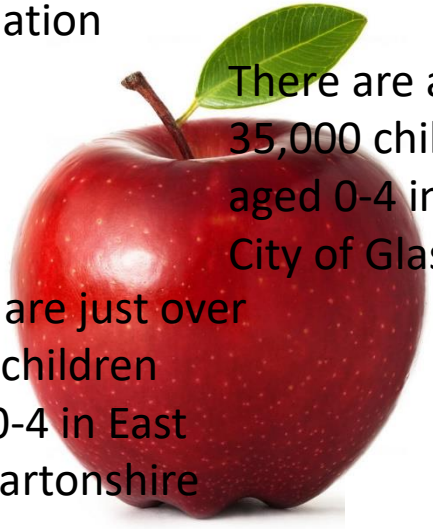
MAKING SENSE OF DATA

Demographic



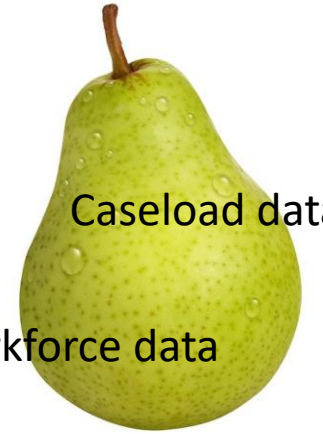
Population



There are almost 35,000 children aged 0-4 in the City of Glasgow

There are just over 5,000 children aged 0-4 in East Dumbartonshire

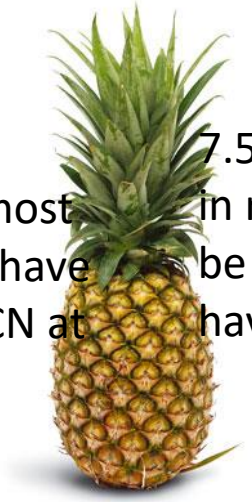
Service



Caseload data

Workforce data

Finance



50% of CYP in most deprived areas have measurable SLCN at school entry

7.58% of children in reception can be expected to have DLD

Evidence base

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Population headlines

- Population data is presented by city, by ward and by operational localities

- More detailed analysis by age shows that all three cities have a percentage of 0-4 year olds that exceeds the national average

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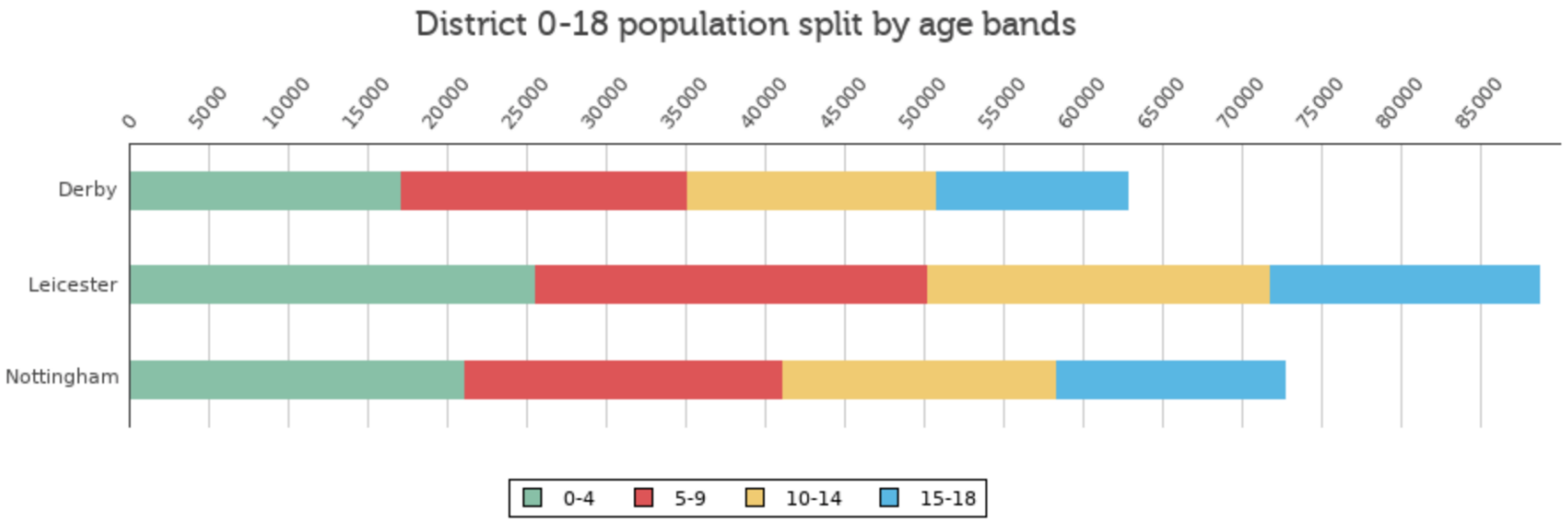
Population



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Disadvantage and social mobility

- All three cities fall into the most disadvantage 20% of LAs with Nottingham being the most disadvantaged
- The three cities share one common statistical neighbour in Coventry
- Coventry sits next to Derby in the rank order for disadvantage nationally and yet is identified as providing significantly more social mobility that any of the three cities
- Disadvantage alone does not account for poor social mobility

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Social disadvantage

DERBY CITY

Area	IMD	LSOA	IDACI	Social Mobility
Derby	55 out of 326 areas	44.4%	51 out of 326 areas	316

LEICESTER CITY

Area	IMD	LSOA	IDACI	Social Mobility
Leicester	21 out of 326 areas	60.4%	28 out of 326 areas	289

NOTTINGHAM CITY

Area	IMD	LSOA	IDACI	Social Mobility
Nottingham	8 out of 326 areas	73.1%	4 out of 326 areas	312

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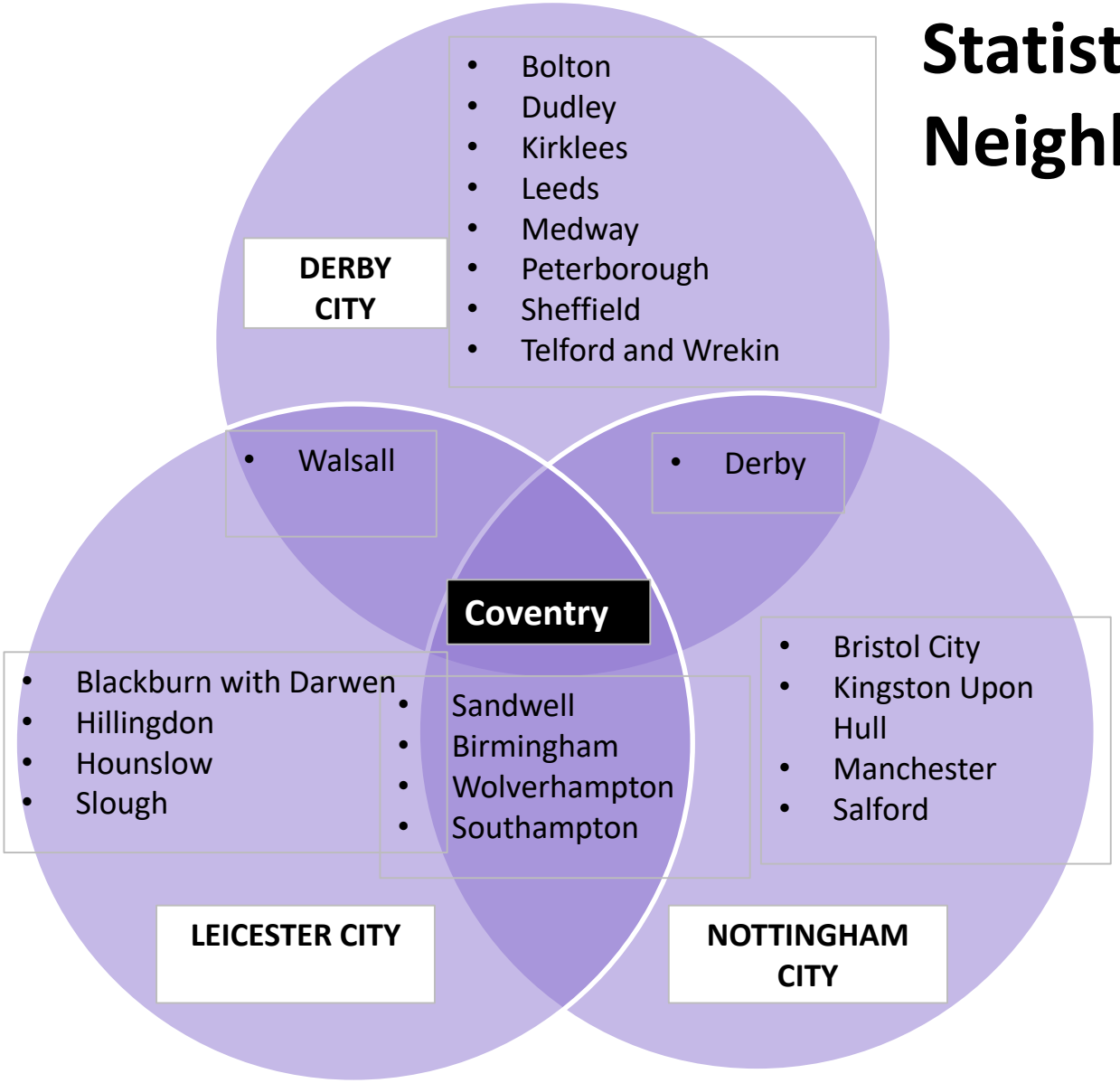
Statistical Neighbours



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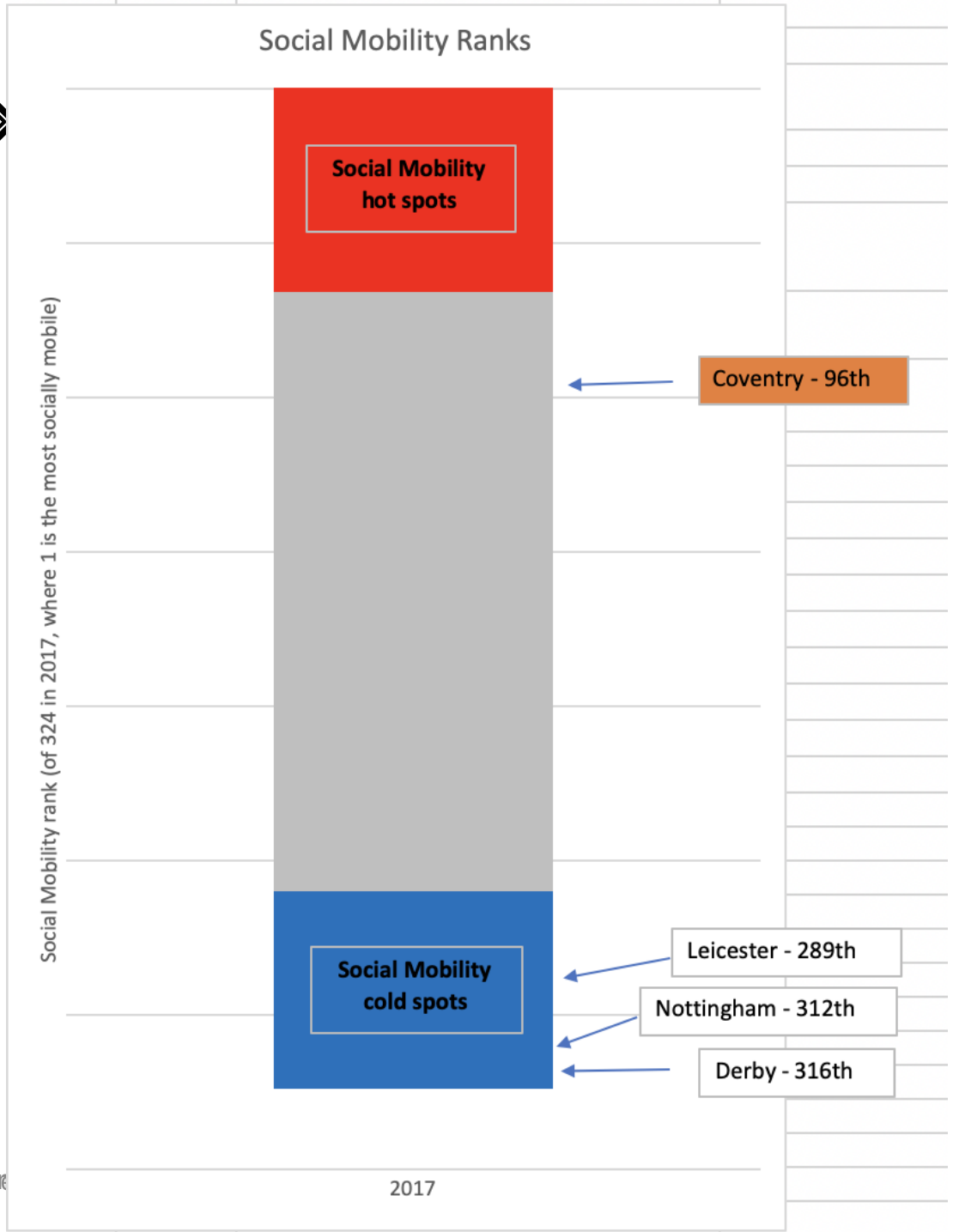
Social Mobility



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Predicted SLCN headlines

- The Balanced System® prediction of SLCN factors both prevalence rates for types of SLCN expected in any population (for example Developmental Language Disorder, DLD) and the impact of demographic factors on early language and communication
- These factors interact with population data to provide a predicted overall need across a spectrum
- This does not suggest that all those predicted require access to speech and language therapy but will have needs that the 'system' needs to address

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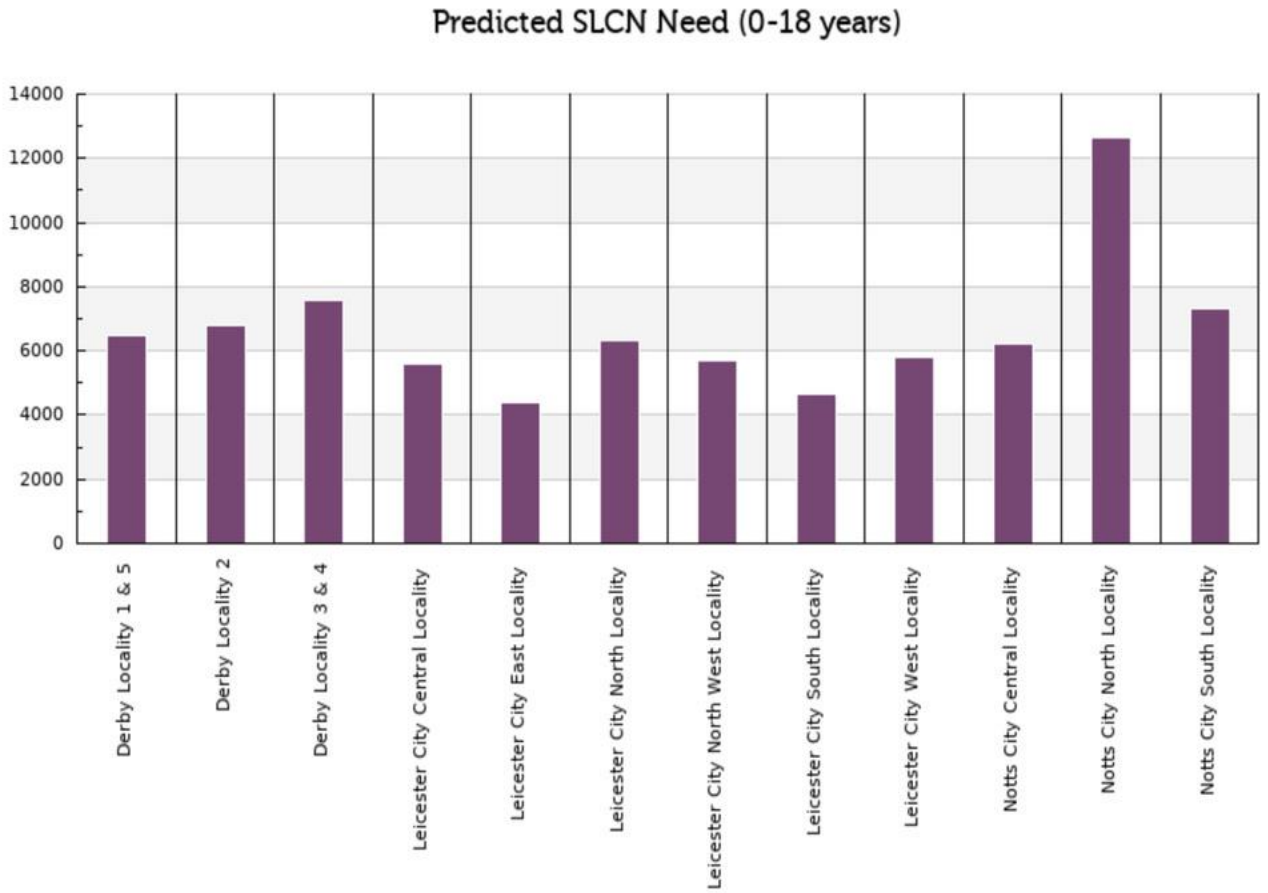
Predicted SLCN



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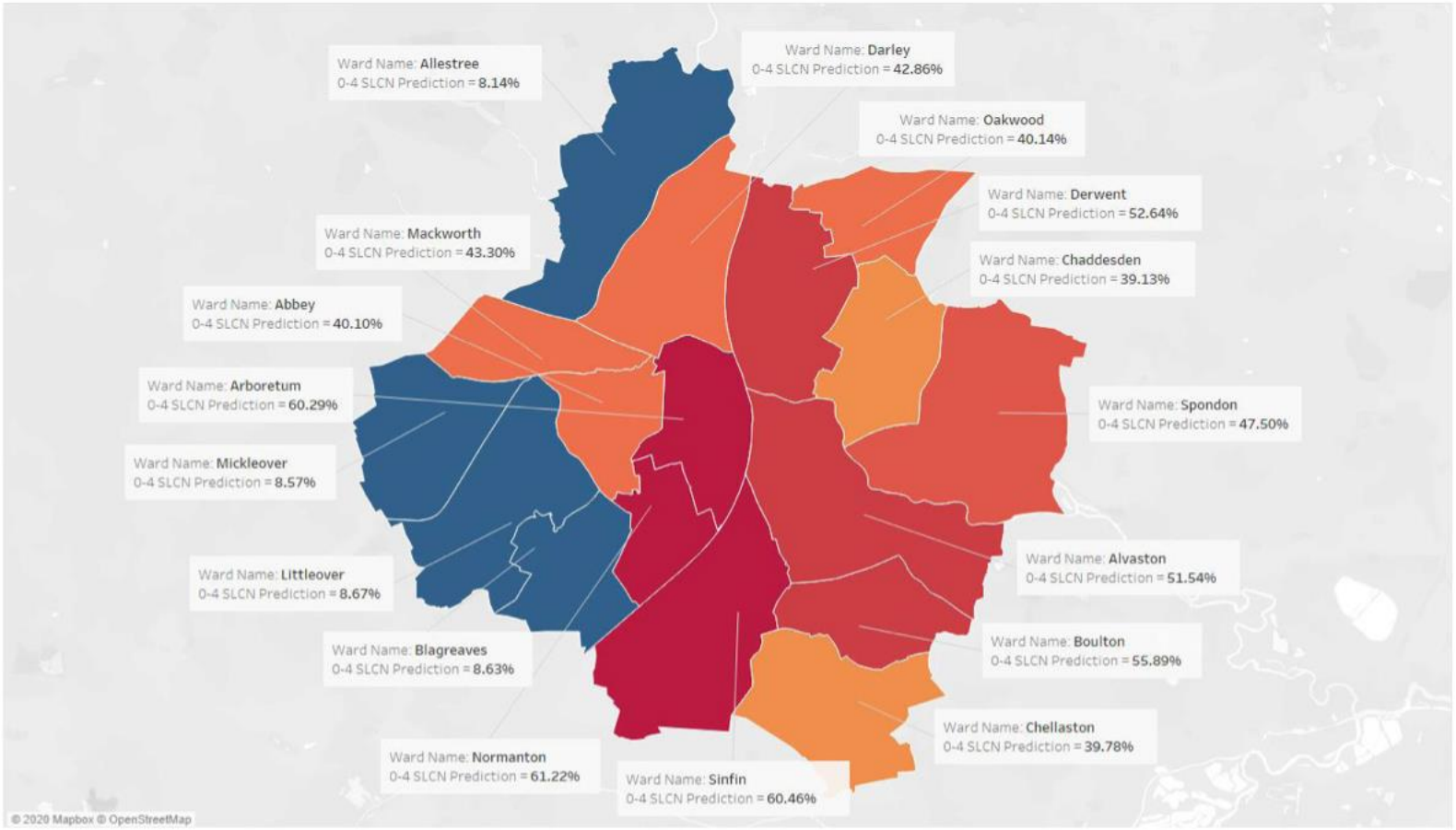
Predicted SLCN 0-4
Derby



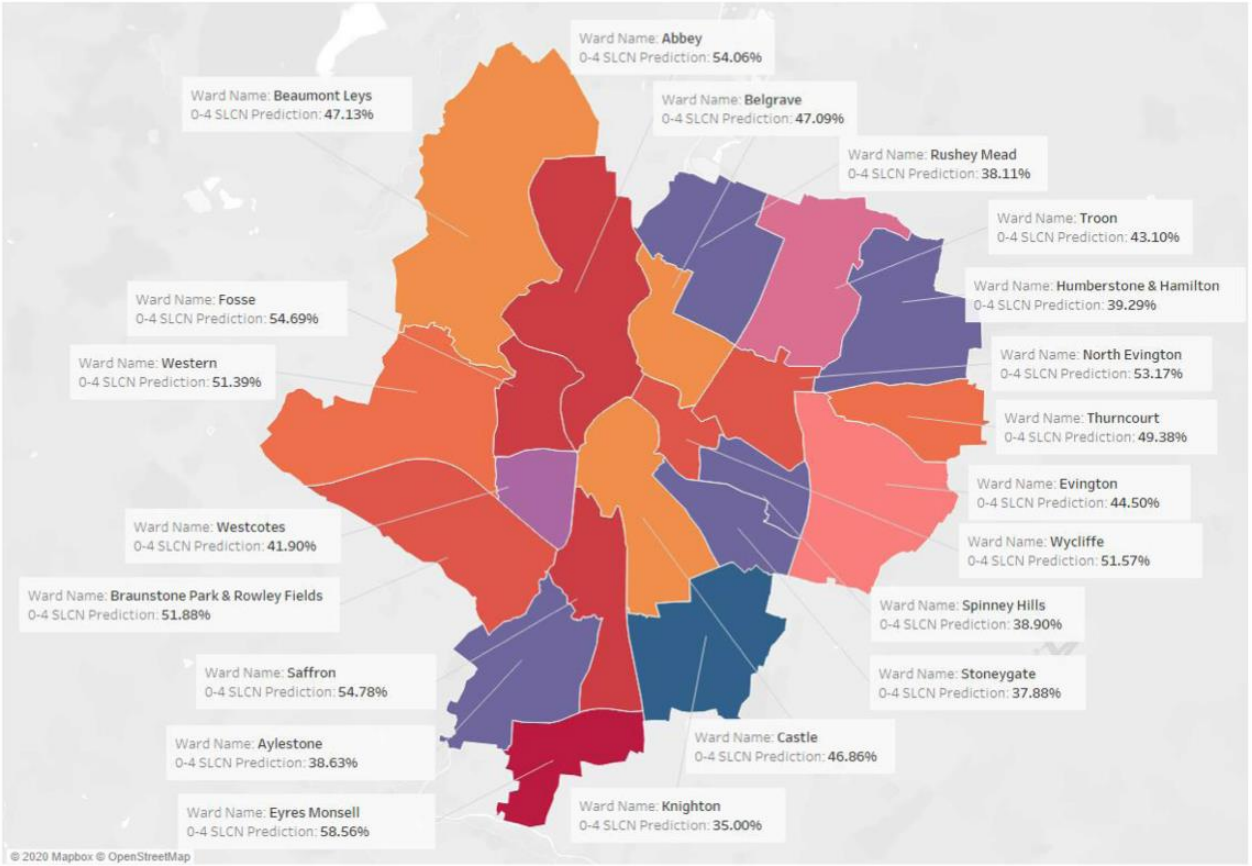
SUM (% 0-4 PREDICTED SLCN)

8.14 61.22

© I

Predicted SLCN 0-4 Leicester

Figure 6: % predicted SLCN by ward for 0-4 year olds



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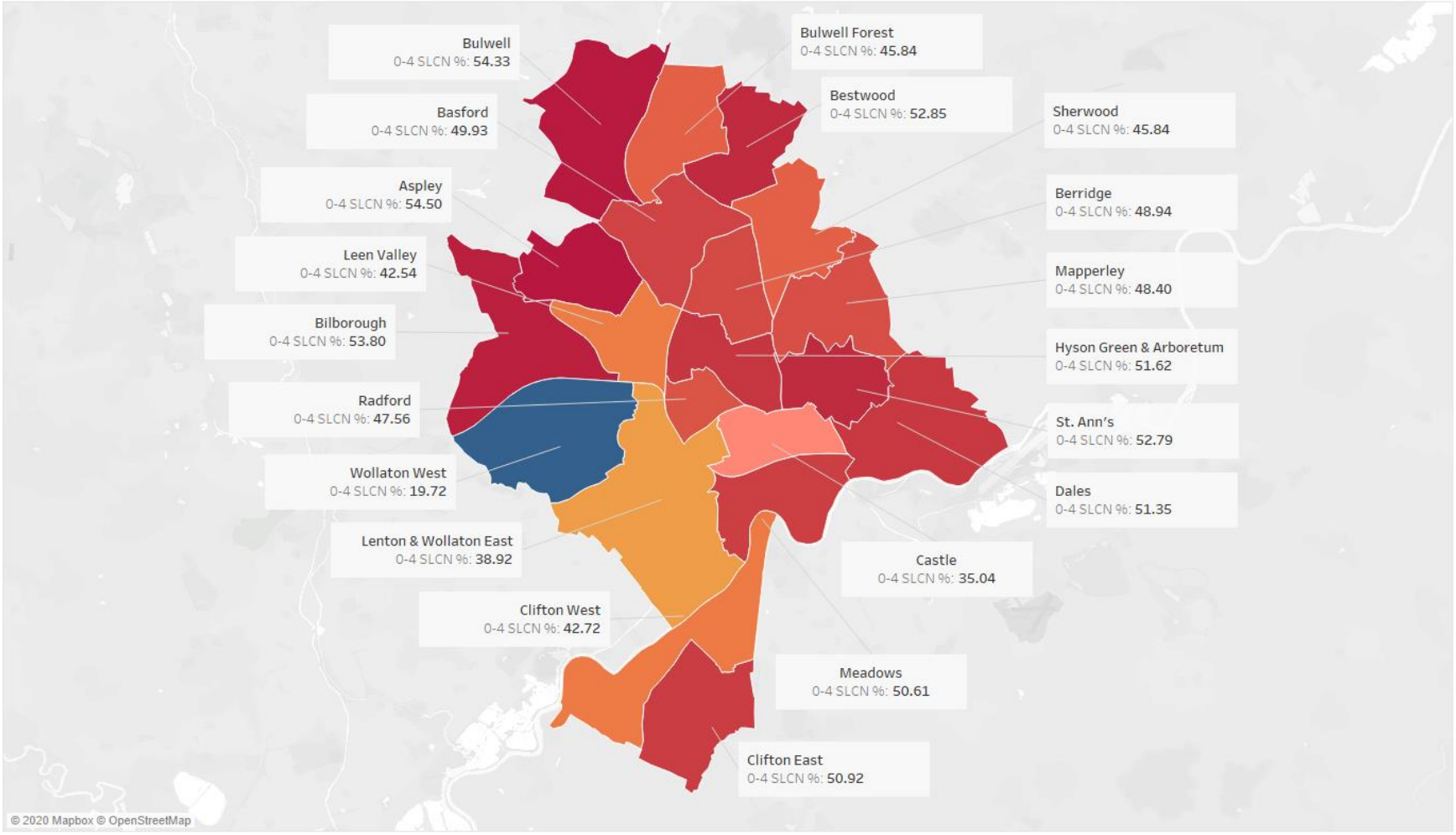
Predicted SLCN 0-4 Nottingham

% predicted SCLN by ward for 0-4 year olds



Map based on Longitude (generated) and Latitude (generated). Colour shows details about 0-4 Slcn %.

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Workforce - SLT

- The reported SLT workforce for each city has been triangulated as
  - A ratio to the population as headcount
  - A ratio to the predicted SLCN
- The second ratio is more meaningful in that it takes account of the demand which the workforce faces not just numbers

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SLT Workforce to meet need

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

0.24
LEICESTER CITY

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

0.64
LEICESTER CITY

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

0.27
DERBY CITY

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

0.82
DERBY CITY

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

0.2
NOTTINGHAM CITY

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

0.53
NOTTINGHAM CITY

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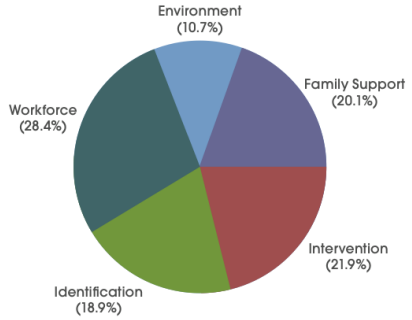
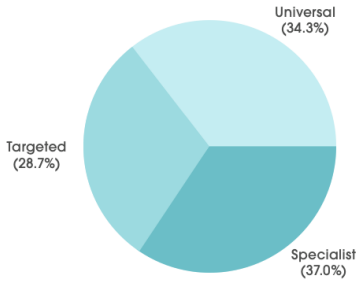
Provision to meet need
Derby example

2017 – 2018 MAPPING INFORMATION

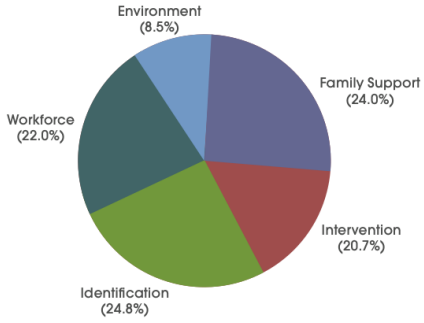
COMBINED PROVISION SPLIT BY STRAND & LEVEL

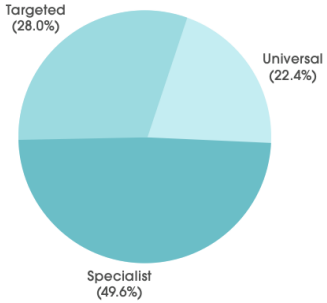




2019 MAPPING INFORMATION

COMBINED PROVISION SPLIT BY STRAND & LEVEL





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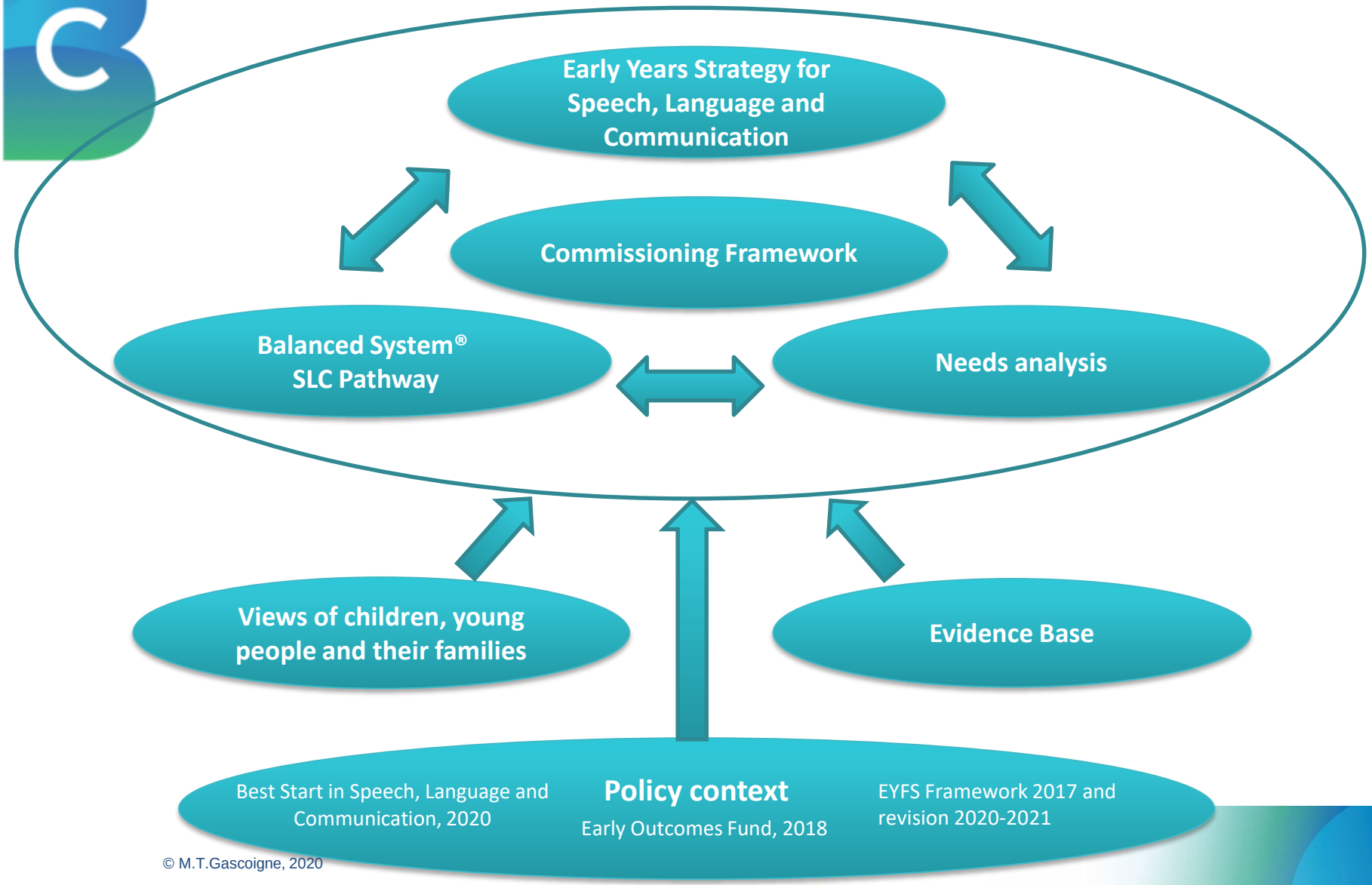

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So what?

- All three cities taken a slightly different approach to strategy development
- The process of undertaking the work has been part of the increased integration
- Impact on the system will need to be continually evaluated over time

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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 workshops suggests that professionals will find this helpful to structure conversations with parents and carers as well as to use independently

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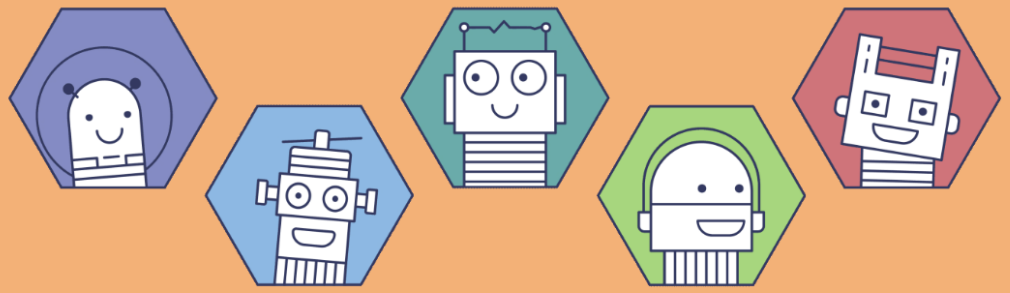
Welcome to The Balanced System®
speech, language and communication pathway

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.

Derby City Council

Leicester City Council

Nottingham City Council

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PATHWAYS, TRAIN TRACKS AND STEPPING STONES

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PATHWAYS, TRAIN TRACKS AND STEPPING STONES

Outcome

B

A

For whom?

Child
Young Person
Family
Practitioner
Setting
School

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THE BALANCED SYSTEM®

Home | + Parents and carers | + Professionals | My pathway | Search | + Login

Select Language

Powered by Google Translate

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

Add more to your pathway

Information and sources of advice for parents and families

Talk Matters video

Children's Centres

Health Visiting Team

Information and sources of advice for parents and families of children with identified speech, language and communication needs

NHS Services and support for ...

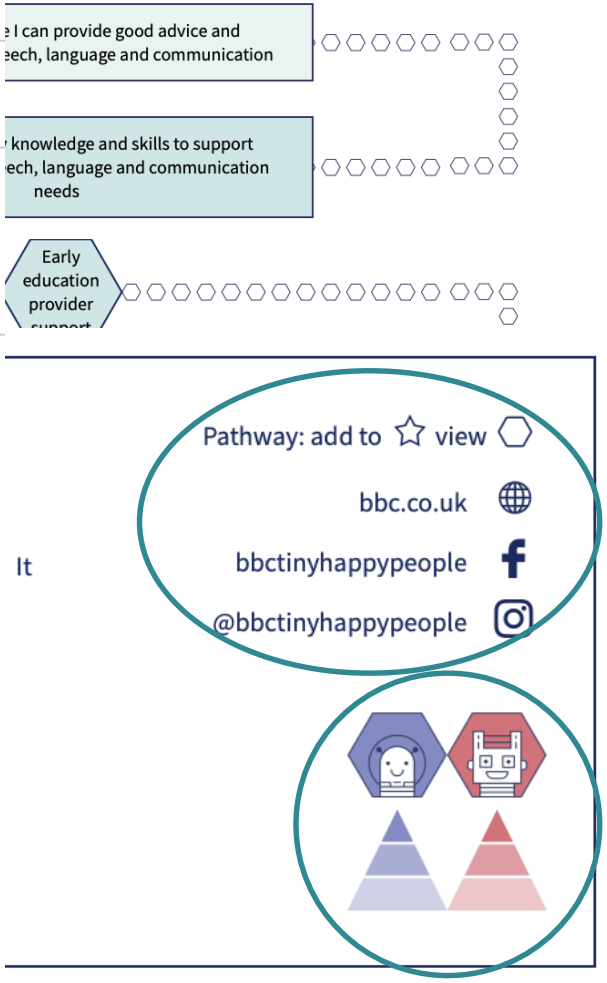
Reduce screen time

Balanced System for Schools ...

How to make nursery or school a place that helps understanding, talking and communication

Let's Get Talking Programme

How to provide extra support to make nursery or school a place that helps understanding, talking and communication



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?

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