Welcome to the webinar:

Placing children and young people at the heart of delivering quality speech and language therapy:

An introduction to your guidance and how you can be involved

Tuesday, 29th January 2019
#RCSLTwebinar
Chair of webinar:

Kamini Gadhok MBE
CEO, RCSLT

Presenters:

Morag Dorward
Chair of the RCSLT Strategy for Children’s Services Steering Group and CYP & AHP Lead for NHS Tayside

Lorna Baxter
Professional Guidance Manager, RCSLT
Housekeeping

• Send in chat messages at any time by using the Chat button

• Send in questions by using the Q&A button

• This event is being recorded. See here for recordings: https://www.rcslt.org/past-events-and-webinars

• Please do fill in the survey that will pop up at the end of the webinar. The link will also be included in the post-event email

• Kaleigh Maietta is on hand to help!
Aims and objectives

After this webinar, participants will:

• Be aware of the children’s services strategy guidance and have an understanding of how it can be used in practice
• Be aware of the resources available to them from the RCSLT children’s services digital hub
• Have an idea of how they can get involved in the children’s services strategy
• Feel empowered to apply the children’s services guiding principles in their own service
Morag Dorward
Chair of the RCSLT Strategy for Children’s Services Steering Group and CYP & AHP Lead for NHS Tayside
Context

- Bercow 10 years on
- Scottish Government Action plan for breaking the intergenerational cycle of poverty

- Publication of new RCSLT guidance document
- Publication of RCSLT position statements:
  - Assessment only services
  - Caseload management
  - Supporting access and engagement
The **strategy**: a two-pronged approach

- A new document to replace the existing children’s services position statement
  - Principles
  - Theory of Change with additional activities at a service level

- A digital home for children’s services-related materials
  Makes the strategy ‘interactive and practical’, linking to:
  - Other relevant areas of the website (clinical and professional guidance)
  - Practice based scenarios
  - Evidence and research
  - Relevant policy context and updates
  - External resources and good practice examples
Why was the guidance needed?

• Recognition that changes had taken place since the publication of the last position paper (2006)
• Provide leadership in meeting the needs of the children and young people and the profession

<table>
<thead>
<tr>
<th>The children</th>
<th>The profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>• More than 10% of children have speech, language and communication needs (SLCN)$^1$</td>
<td>• Approximately 60% of SLTs within the RCSLT membership work with children and young people across the UK</td>
</tr>
<tr>
<td>• In areas of social deprivation, upwards of 50% of children can start school with communication difficulties$^2$</td>
<td>• Members work in a range of settings and within varying local and national policy and legislation</td>
</tr>
<tr>
<td>• The guidance was co-produced with those it intended to support – the voices of children and their families is at the heart of this strategy</td>
<td>• Navigating through so diverse a landscape requires both a detailed route map and a clear sense of direction</td>
</tr>
</tbody>
</table>
The journey

1. Building a theory of change through conversations with members, parents/carers, other professionals
2. Developing guiding principles
3. The strategy: a two-pronged approach
4. What happens now?
Building a theory of change

Through online conversations with members, parents/carers and other professionals

To co-produce a set of **interim outcomes** that are appropriate for children and young people with SLCN that will help achieve the ultimate life outcomes

This process engaged

- 1,362 RCSLT members
- 184 practitioners and professionals
- 440 parents and carers
- 19 organisations
Building a theory of change

Through online conversations with members, parents/carers and other professionals

Speech and language therapy activities

• Doing this ...

Communication and participation outcomes

• means that ...

Life outcomes

• so that ....

Ultimate life outcomes for children and young people:

• I feel supported and safe
• I am healthy and happy
• I am able to achieve my goals
• I am in control of my life
• I am able to learn
• I feel valued, included and accepted
Building a theory of change - examples

**Speech and language therapy activities**

*Individual level*
- Provide children and young people with access to approaches and resources so they can communicate

*Service level*
- Understand the systems and community context in which speech and language therapists work

**Communication and participation outcomes**

*Individual level*
- I am involved in decisions that affect me

*Service level*
- I feel accepted and supported to take part in activities I enjoy

**Life outcomes**

*Individual level*
- I am in control of my life

*Service level*
- I feel valued, included and accepted
Guiding principles

- **Children and young people: at the heart of quality speech and language therapy support**
- Access to a needs-led service
- Demonstrating leadership
- Delivering quality services
- Building effective partnerships
How the guidance is being used in practice – emerging ideas

1. Evidence of clinical outcomes
2. Encouraging the service-user voice
3. Strategic commissioning
4. Developing a quality framework
How the guidance is being used in practice – emerging ideas

Evidence of clinical outcomes
1. Evidence of clinical outcomes – Get Hackney Talking

Context:

- Isabel, a 2 years 5 months old attended Hackney Talking Walk-in drop-in session.
- Referral due to concerns she had a developmental delay and family history of learning difficulties, autism and hearing difficulties.
- She had few words and difficulty following one step commands.
- It was identified that she may have eating and drinking difficulties when she started nursery.
1. Evidence of clinical outcomes – Get Hackney Talking

Speech and language therapy activities

• Isabel was seen for Parent Child Interaction (PCI) therapy.
• Her mother was supported to attend therapy sessions by her portage worker.
• She was seen at home for a review assessment due to difficulties with her mother attending appointments at clinic.
• The SLT completed an eating and drinking screen and observation at home.
• A mealtime plan was made with her mum and shared with nursery.
• Strategies were also provided to nursery about how to support her communication.

Communication and participation outcomes

• My speech, language and communication needs are identified early on.
• People around me who support my learning and education will understand, and respond to, my speech, language, communication, eating and drinking needs.
• My family understands my needs and is equipped to support my speech, language, communication, eating and drinking, and social skills development.
• My community is aware of, and adaptable to, my speech, language and communication needs.
• I feel accepted and supported to take part in activities I enjoy.
• I am able to eat and drink safely and enjoy my mealtimes.

Progress

• In the review assessment, she had made some progress with her communication skills e.g. Isabel was now able to sit and attend a play activity and interact with her mother during this activity.
• She was also observed to be using more ways of communication e.g. using a variety of sounds and gestures.
How the guidance is being used in practice – emerging ideas

Encouraging the service user voice
2. Encouraging the service-user voice – London North West Healthcare

Using the 12 communication and participation outcomes to develop questions for annual service-user survey

My family understands my needs and is equipped to support my speech, language, communication, eating and drinking, and social skills development

<table>
<thead>
<tr>
<th>Questions to parents</th>
<th>Is the SLT support provided helping you to support your child’s speech, language and communication needs at home?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Is the written information provided useful?</td>
</tr>
<tr>
<td></td>
<td>Are you involved in agreeing outcomes and targets set to support your child’s speech language and communication needs?</td>
</tr>
<tr>
<td></td>
<td>Is the SLT support provided enabling</td>
</tr>
<tr>
<td></td>
<td>• Your child to be included in school activities</td>
</tr>
<tr>
<td></td>
<td>• Your child to access lessons and curriculum</td>
</tr>
<tr>
<td></td>
<td>• Teaching and school staff to understand his speech language and communication needs</td>
</tr>
<tr>
<td></td>
<td>Are you able to contact your child’s SLT where you have queries or concerns?</td>
</tr>
</tbody>
</table>
How the guidance is being used in practice – emerging ideas

Strategic commissioning
3. Example of a draft framework from NHS Orkney

<table>
<thead>
<tr>
<th>National Outcomes</th>
<th>Key C&amp;YP life outcomes</th>
<th>Speech and Language therapy Activities/Outputs</th>
<th>Outcome Indicators (Communication and participation outcomes)</th>
<th>DRAFT Evidence/Reporting Mechanisms</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFE</td>
<td>I am able to learn</td>
<td>• Provide learning opportunities for the development of skills, confidence and competencies through a range of mechanisms and mediums including coaching, modelling and learning activities.</td>
<td>• I can express myself, be understood and understand others.</td>
<td>One annual report covering:</td>
</tr>
<tr>
<td>HEALTHY</td>
<td>I am able to achieve my goals</td>
<td>• Raise awareness of speech, language, communication and swallowing needs and their impact on an individual’s ability to take part in day-to-day activities (especially in the workplace and educational settings) and advocate for children and young peoples’ rights and needs.</td>
<td>• People around me who support my learning and education will understand, and respond to, my speech, language, communication, eating and drinking needs.</td>
<td>• Numbers of children covered by the range of activity described (with 40% of this considered to be via contribution from SLA)</td>
</tr>
<tr>
<td>ACTIVE</td>
<td>I feel valued, included and accepted</td>
<td>• Provide reassurance, coaching and learning opportunities to enable families to support communication and swallowing development. Provide advice, training and support to early years, schools, community and other settings to foster inclusive environments.</td>
<td>• My speech, language and communication needs are identified early on.</td>
<td>• C&amp;YP experience feedback samples</td>
</tr>
<tr>
<td>NURTURED</td>
<td>I am healthy and happy</td>
<td>• Develop and deliver evidence-based functional interventions in partnership with children and young people, their families and others around them.</td>
<td>• My family understands my needs and is equipped to support my speech, language, communication, eating and drinking, and social skills development.</td>
<td>• Education staff – measure in response to second bullet point in orange italics in outcomes section</td>
</tr>
<tr>
<td>ACHIEVING</td>
<td>I feel supported and safe</td>
<td>• Provide children and young people with access to approaches and resources so they can communicate.</td>
<td>• I am able and confident to develop and maintain meaningful relationships.</td>
<td>• Education attainment measures?</td>
</tr>
<tr>
<td>RESPECTED</td>
<td>I am in control of my life</td>
<td>• Provide training and support to families and other professionals so that they can safely support children with eating, drinking and swallowing needs and make mealtimes enjoyable.</td>
<td>• I am involved in decisions that affect me.</td>
<td>• A sample of individual child speech and language vocabulary measures</td>
</tr>
<tr>
<td>RESPONSIBLE</td>
<td></td>
<td>• Signpost families and relevant others to speech, language and communication information, tools and advice.</td>
<td>• I have the functional skills I need to participate in everyday activities.</td>
<td>• Collation of compliments (stories from interventions) and complaints</td>
</tr>
<tr>
<td>INCLUDED</td>
<td></td>
<td>• Agree functional targets in partnership with children and young people, their families and people around them based on outcomes that are important to them identify appropriate strategies to enable children and young people to self-monitor, repair communication breakdown and support implementation.</td>
<td>• I am aware of my capabilities and needs and am able to ask for help.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Conduct specialist assessment of speech, language, communication and swallowing needs, ensuring culturally and linguistically appropriate approaches. Ensure families in the home and other family contexts have culturally and linguistically appropriate support. Raise the profile of speech and language therapists and of their role and value in supporting the wellbeing of children and young people.</td>
<td>• My community is aware of, and adaptable to, my speech, language and communication needs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Support implementation of evidence-based language programmes in early years and education settings to support children and young people at risk of delayed language development.</td>
<td>• I am able and confident to take part in learning and education activities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• I feel accepted and supported to take part in activities I enjoy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• I am able to eat and drink safely and enjoy my mealtimes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How the guidance is being used in practice – emerging ideas

Ideas for developing a quality framework
Guiding principles

Access to a needs-led service

Children and young people: at the heart of quality speech and language therapy support

Demonstrating leadership

Delivering quality services

Building effective partnerships
4. Ideas for developing a quality framework – Monitoring your service against the guiding principles

Access to a needs-led service
- Addressing barriers to access
- Prioritising early identification and intervention at all ages and stages
- Child-focused environments
- Child-focused planning

Delivering quality services
- Continuing professional development
- Growing the evidence base
- Focusing on outcomes and quality assurance

Building effective partnerships
- Engaging and empowering children and their families
- Collaborative working
- Raising awareness, advocating and influencing: as an individual professional, at service level and as a professional body

Demonstrating leadership
- Strategic vision
- Innovative and value-focused approaches
- Leadership in planning
- Leadership in evidence-based practice
Lorna Baxter
Professional Guidance Manager,
RCSLT
Children’s services digital hub

- Public pages
- Member pages
  - Guidance
  - Learning
  - Evidence
  - Influencing
  - Contacts

Not logged in: Menu > Speech and language therapy > Where SLTs work > Children’s services
Logged in: Menu > Guidance > Settings > Children’s services
Children’s services digital hub – Public pages (overview)

- Information for the public/non-members
  - Overview of speech and language therapy and its role for children/young people
  - Guidance document
  - Information on Bercow 10
  - Relevant resources including factsheets and links to external organisations
Children’s services digital hub – Members pages (guidance)

- Professional guidance to support members in delivering quality services for children and young people
  - Guidance document
  - RCSLT position statements
  - Case studies reflecting good practice for each guiding principle
  - External resources
  - Policy context for England, Scotland, Wales, Northern Ireland
Children’s services digital hub – Members pages (learning)

- Resources to support members to implement guiding principles and continually improve their skills and expand their knowledge (CPD)
  - Tools and frameworks
  - Learning resources
  - Practice based scenarios
  - Case studies
  - Webinars
  - Books and websites
Children’s services digital hub – Members pages (evidence)

- Overview of evidence and research relating to the role of SLTs working with children and people
  - Systematic reviews
  - Journal articles
  - Research impact case studies
  - Research priorities
Children’s services digital hub – Members pages (influencing)

- Information and resources to help with
  - Influencing local decision-makers and budget holders
  - Raising awareness of the role of speech and language therapy
  - Demonstrating the value of a service
  - Developing leadership skills
What happens now?

We need you!

• Are you using the guidance? Get in touch to let us know how!

• Are you aware of any examples of good practice taking place in children’s services that you think the RCSLT should know about?

• The RCSLT will be running some workshops to help you make best use of the guidance – watch this space for further information

Contact: lorna.baxter@rcslt.org
Join us on for the next webinar in this series:

Placing children and young people at the heart of delivering quality speech and language therapy:

_Putting children, young people and their parents/carers at the centre of decision-making_

Wednesday, 20th March 2019
13.00 – 13.45
Any Questions?