Welcome to the:

RCSLT South West Hub Roadshow

11 July 2018
Bercow: Ten Years On
Using the report findings to support campaigning and influencing

Caroline Wright, Policy Adviser
Coming up today…

- Key findings
- Facts with impact
- Bercow: Ten Years On - 100+ days in
- Making change happen in the South West
- Leads a local or national campaign, identifies new opportunities and mentors others to get involved.
- Invests time in promoting the report, writes blogs about its importance, coordinates use of speech bubble as part of #Bercow10relay.
- Presents findings about the report at a team meeting, writes to MP.
- Shares the 2-page summary with colleagues, tweets about the report and petition encouraging others to get involved.
- Visits the Bercow: Ten Years On website and follows the #Bercow10 hashtag on Twitter.
- Read Bulletin article about Bercow: Ten Years On, aware that there is a website but has not visited it.
- Has heard of Bercow: Ten Years On but does not know what it’s about.
The Bercow Report

A Review of Services for Children and Young People (0–19) with Speech, Language and Communication Needs

Bercow: Ten Years On

An independent review of provision for children and young people with speech, language and communication needs in England.
What’s changed?

### Key changes since 2008

**POSITIVE**
- More evidence about SLCN through the Better Communication Research Programme.
- Consistent government funding for workforce development in SLCN.
- A national service specification for Alternative and Augmentative Communication (AAC).
- Increased recognition of SLCN in the justice system.
- Language and communication as one of the three prime areas of the Early Years Foundation Stage curriculum.

**THE CHANGING LANDSCAPE**
- Reforms and reorganisation of the NHS.
- Academies and free schools – increased autonomy for schools.
- Reforms to support for children with special education needs and disabilities (SEND).
- Significant changes in the use of technology.

**NEGATIVE**
- Austerity and resulting cuts to services.
- Loss of senior and specialist speech and language therapy posts.
- Removal of speaking and listening from the National Curriculum.
- Removal of a judgement of communication from the Ofsted framework.
- No assessment in spoken language after age five within the curriculum.
Evidence

- Children and young people
- Parents and carers
- Professionals
- Employers and commissioner

Share your experiences of SLCN support and help change the future.

#Bercow10
The voice of children and young people

“It isn’t good when they shout if we don’t understand, ’cause people might get a little bit sad”
How easy was it to get help for your child with their speech, language and communication needs?

- Very easy, 6%
- Quite easy, 21%
- Quite difficult, 28%
- Very difficult, 45%
Parents and carers

- 78% said information about SLCN was either not easily available or not available at all.
- 42% said their child’s SLCN was noticed too late.
- 54% had to wait over six months to get the support they needed.
- 52% said their family’s experience of speech, language and communication support was poor.
- 59% said services did not work well together.
38% of survey respondents felt that commissioners’ understanding of speech, language and communication required significant improvement.

95% felt that central Government’s contribution to raising standards and improving outcomes for children and young people with SLCN is either not clear or in need of strengthening.

53% of survey respondents did not feel that the way children learn in schools supports their spoken language development.
Five key themes

• Communication is crucial

• Strategic system-wide approaches to supporting SLCN are rare

• Services are inaccessible and inequitable

• Support that makes an difference

• Too many children with SLCN are being missed
Recommendations for Government and national bodies including:

- Department for Education
- Department of Health and Social Care
- NHS England
- Youth Justice Board
- Ofsted
- CQC

Specific, realistic and impactful
Which facts have the most impact?

- SLT service managers
- School leaders
- Local authority decision makers
- Health commissioners
- MPs
- The general public
Bercow: Ten Years On
100+ days in...
Social media

Deborah Powers @deborahberzins · May 11
Highlights from Warwickshire SLT #10WordChallenge for #Bercow10 and

Anna Westaway @anna_westaway · Jul 5
Here’s Jess and @tobynfoster from @BBCSheffield showing their support for

NAPLC @NAPLC · Apr 30
This is what 260 people who support the #Bercow10 review looks like! Find out more: bercoolow10yearson.com #Bercow10relay

#Bercow10
#10daysofBercow10
#10wordchallenge
#Bercow10champions
#Bercow10relay
#Bercow10relay in the South West
Torbay & South Devon NHS Children’s SLT Service

#Bercow10startsworthme
#Bercow10relay in the South West
Plymouth Marjon University
#Bercow10relay
in the South West
Bristol Speech & Language Therapy Research Unit
The petition

Petition

UK Government to implement the Bercow: Ten Years On recommendations

I CAN and the Royal College of Speech and Language Therapists have just published a review of provision in England for children and young people with speech, language and communication needs. We are calling on the Government to implement its recommendations and MPs to support the review’s findings.

More details

Sign this petition

10,755 signatures
Government responded

This response was given on 3 July 2018

“We are considering the report’s recommendations and will respond appropriately in due course. We will keep I CAN and the Royal College of Speech and Language Therapists updated on progress.

Read the response in full

We welcome the Bercow Ten Years On report and it raises some important issues. The government is currently considering the report and an appropriate response will be provided in due course.

Speech, language and communication skills are fundamental in helping children and young people flourish in life, and the government is firmly committed to ensuring that those with speech, language and communication needs (SLCN) receive the support they need to reach their full potential.
“We don’t want to see any child held back from achieving their potential and that includes ensuring that those children with speech, language and communication needs are given the support that they need....we will look very carefully at what the report has said and will respond to it in due course.”

The Rt Hon Theresa May MP
The Prime Minister
#Bercow10
Parliamentary debate

Speech, language and communication support for children
Be a Bercow10champion

“We are the pieces of the puzzle that build the case and every contribution is important.” Gillian Rudd

• **5 minutes:** Sign the petition and then share it on social media

• **10 minutes:** Print out the 2-page summary and put it up on a noticeboard

• **30 minutes:** Write to your local MP

• **38 minutes:** Watch the Bercow: Ten Years On webinar for lots more ideas!

Supporting change

How you can get involved

Everyone can take a bold first step. We have developed some practical actions for those involved in supporting children and young people, for parents/carers and for children and young people. To support this, we’ve written tailored briefings of the report, information sheets and resources. Follow the link below to find what you need.
Supporting change

• Shared the presentation with schools
• Highlighted the report at our department leads meeting
• Used the tool to create local stats to share with schools and locality heads
• Wrote a blog
• Shared report with AHP Strategic Lead
• Meeting booked with local influencers
Making change happen in the South West

• What actions could you take?
• What levers could you use?
• Is there anything you could piggyback on?
• Which resources could support you?
Leads a local or national campaign, identifies new opportunities and mentors others to get involved.

Invests time in promoting the report, writes blogs about its importance, coordinates use of speech bubble as part of #Bercow10relay.

Presents findings about the report at a team meeting, writes to MP.

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Thank you!

[Website URL]

@RCSLTpolicy
#Bercow10

caroline.wright@rcslt.org
RCSLT South West Hub Roadshow

11 July 2018
Digital Project Update

James Broomfield – CRM Manager
By initiating an organisation-wide digital transformation, we aim to improve the benefits we offer our members and position the RCSLT as the go-to authority on matters relating to SLT in the UK.

There are two main areas we want to focus on:

• improving the service we provide to members
• digitally enabling the organisation
Current Status

- **Discovery**: Complete
- **Design**: Complete
- **Development** – ongoing improvements such as:
  - Better Search
  - Single sign on
  - Easier Navigation
  - Better Community and CPD
Personalised Home Page

- Contingent upon completion of Member Profile
- CPD Diary progress dashboard
- Articles based upon your clinical interests / expertise
- Events near to you
## Communities - Key Features

<table>
<thead>
<tr>
<th>Basecamp</th>
<th>Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not all members registered</td>
<td>All members will be given access to the community and can self register for groups</td>
</tr>
<tr>
<td>Separate login to website</td>
<td>One password for all areas of the new website and community; self management to reset this if needed.</td>
</tr>
<tr>
<td>Not GDPR compliant</td>
<td>Public and Private Groups</td>
</tr>
<tr>
<td>Not user friendly</td>
<td>Make the group relevant by adding a description, logo and cover image</td>
</tr>
<tr>
<td>Notifications sent to all members of the group</td>
<td>Notifications when you are messaged directly and / or a summary of weekly activity.</td>
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</tbody>
</table>
Communities – Screenshot

Discussion forum

Upload and comment on files

Ability to link events direct to the community
## CPD Diary – Key Features

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New CPD Diary</strong></td>
<td>Login once to access the CPD diary</td>
</tr>
<tr>
<td><strong>Outcome related CPD diary</strong></td>
<td>Summary of hours logged in diary.</td>
</tr>
<tr>
<td><strong>Reminder notifications</strong></td>
<td>Set up by members</td>
</tr>
<tr>
<td><strong>Upload files and URL links</strong></td>
<td>As evidence</td>
</tr>
<tr>
<td><strong>Mobile ready</strong></td>
<td></td>
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</tbody>
</table>
CPD Diary – Example

CPD Goal
CEN Reception

Record Type | Goal Status | Goal to Complete Date
---|---|---
CP... | In Progress | 30/07/2018

Member Lookup
James East Midlands Hub

Goal Details

Goal Added Date
21/05/2018
Goal to Complete Date
30/07/2018
Goal Remitter Date
25/06/2018
Goal Completion Date

Clinical Areas
Acquired motor speech disorder

RCSLT Core Capability
Communication

Supervisor Information

Supervisor Email Address

Supervisor Name

Goal Background, Comments & Keywords

Goal Details
To develop understanding of NES England's AIP in to action framework

Goal Background

Any questions?
More information and materials on the digital project:
Digital Blog:  www.rcslt-digital-project.org

CRM Manager: james.broomfield@rcslt.org
RCSLT South West Hub Roadshow

11 July 2018
RCSLT Professional Development update (Learning and R&D)

SW Hub 11.07.18
Aims

- Brief update from: Learning Team; Publications Team; Outcomes Manager; Research & Development Team; Professional Guidance Team

- Discuss any initiatives of interest and consider involvement

- Reflect upon evidence-based practice model
Learning & Development team

- Mark Singleton
  - Learning Officer

- Vicky Harris
  - Learning Manager
Learning journeys

- ehealth learning journey

- The Box learning journey for non-SLTs in Criminal Justice sector – OUT NOW

- 2018 developing Leadership and local influencing

All learning journeys: www.rcsltcpd.org.uk
Leadership and local influencing…

…is the next learning journey in development and will aim to help you:

- Understand your leadership & influencing style
- Build confidence in your leadership & influencing skills
- Lead and influence at different levels
- Build skills for change and transformation

If you wish to be a peer reviewer for this project, please contact paul.omeara@rcslt.org
Leadership Mentors

- New category of adviser for advice about issues like business cases, service transformation, supervision, workforce, or career progression.
- Apply to support the profession and also develop your own skills and networks.
- Apply or find out more: bit.ly/RCSLTLeadershipMentor
CPD platform

- Place to go for elearning at the moment

www.rcsltcpd.org.uk
Research elearning

Research Under the Spotlight
An introduction to navigating and understanding a research paper
Learning Champions – activists for lifelong learning for the profession
PD Team Update: Publications

Bulletin

- The monthly Bulletin magazine continues to be the RCSLT’s main way to communicate with our members, and for members to share professional achievements and developments with each other.

- A new Bulletin Editor will be taking over, commencing with the September issue.

- We are currently welcoming submissions from members, especially for the Opinion and My Working Life sections – email bulletin@rcslt.org if you would like to contribute.
PD Team Update: Publications

Enewsletter

- The RCSLT’s new-look monthly enewsletter was launched in January, and has become a major communication channel between the RCSLT and its members.

- Since January its readership numbers have doubled – as of May it is sent to 16,262 members and has an average open rate of between 30 and 40 per cent.

- If you are not receiving your enewsletter, check your junk folder and ensure that the RCSLT has your current email address on file.
Factsheets

- The RCSLT produces factsheets to raise awareness of the profession as part of the Giving Voice Campaign. These cover a number of specialist topics and give the public an overview of the profession.

- We have produced a number of new factsheets this year, on topics including Parkinson’s and Motor Neurone Disease. Look out for more later in 2018!

- The full range of RCSLT factsheets can be accessed on the RCSLT website: www.tinyurl.com/RCSLTFactsheets
RCSLT Outcomes Project

Story so far …

- Identified need to collect outcome measures across profession
- Identified outcome measurement system using ‘best fit’ criteria (TOMs)
- Developed and piloted (18 services) online tool to support outcomes data collection
- Phased roll out of tool approved
RCSLT Outcomes Project

- Expressions of interest from over 100 services
- Starting to work with these services to roll out the ROOT tool
- Also:
  - Developing online guides to troubleshoot
  - Considering methods for capturing outcomes of work carried out our outside referral process
- Contact kathryn.moyse@rcslt.org for more information
R&D team

Contact:

amit.kulkarni@rcslt.org
lauren.longhurst@rcslt.org
katie.chadd@rcslt.org
Resources: evidence-based practice
Links to external resources for EBP & research

- CAHR: Council for Allied Health Professions Research
- ClinAcSLT
- ESRC: Economic and Social Research Council
- ResNetSLT: Research Support Network
- THIS Institute

Dancing statistics

Royal College of Speech & Language Therapists
Current key projects

- Research Champions
- Research priorities
- Independent SLTs
- Clinically Applied Research Resource
- Journal access
Recent member guidance updates

- Children’s SLT services
- Supported decision making and mental capacity
- Trans and gender diverse voice and communication therapy
- Neo natal care
- Independent practice
- Collaborative working
- Portfolio careers
- Dysphagia
- GDPR and information governance
- Managing risk
- Delegation and training
- Safeguarding
- Bilingualism
- Neo natal competency frameworks
Interesting in being involved in RCSLT work?

Learning team

- Review our Leadership & Influencing learning journey
- Apply to become a Leadership mentor
- Apply to become a Learning Champion
Interesting in being involved in RCSLT work?

Publications

- Write a feature article for Bulletin
- Write a ‘My Working Life’ or ‘Opinion’ piece
- Apply to become a Bulletin reviewer (need to be a Research Champion)
Interesting in being involved in RCSLT work?

Outcomes Project

- Submit an expression of interest to start using the ROOT tool
Interesting in being involved in RCSLT work?

Research & Development

- Become a Research Champion
- Apply to become a Clinical Academic Mentor
- Write an ‘In the Journals’ piece
- Submit an idea for an R&D forum
- Submit to RCSLT workshops / conferences
- Apply to join the Research Priorities working group or a workstream group
- Apply to join the IJLCD student prize panel
- Contribute to RCSLT R&D projects e.g. data analysis
Interesting in being involved in RCSLT work?

Professional guidance

- Contribute to working groups on specific clinical topics e.g. Critical care, Voice, Dysphagia
- Contribute to working groups on professional topics e.g. placement education
- Apply to become a clinical adviser
What is an evidence-based practice approach?

Source: ASHA ‘Introduction to EBP’
https://www.asha.org/Research/EBP/Introduction-to-Evidence-Based-Practice/
RCSLT South West Hub Roadshow

11 July 2018

ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS
South West Hub Roadshow

11 July 2018
Coming up today ........

- Strategic Plan 2018 - 2021
- Political update
- Policy priorities
- Wider initiatives
Strategic Plan
2018 - 2021

ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS

RCSLT Hubs
Strategic Plan 2018-21: core messages

Purpose: We are the professional body that promotes excellence in speech and language therapy.

Vision: Enabling better lives for people with communication and swallowing needs.
Political Update
Meetings
Select Committees

Prison healthcare inquiry
Written evidence submitted by the Royal College of Speech and Language Therapists

1. Executive Summary
1.1. The Royal College of Speech and Language Therapists (RCSLT) is pleased to provide a submission to the Health and Social Care Committee.
1.2. There is a high prevalence of speech, language and communication needs and swallowing needs, amongst people in the justice system.
1.3. As the prison population ages, more people will experience communication and swallowing difficulties, partly as a natural part of ageing, but also due to other co-morbidities.
1.4. Given the links between these needs, the impact on mental health, a person’s ability to access and benefit from rehabilitation treatment programmes and to eat and drink safely, it is essential that the criminal justice system is able to identify and support communication and swallowing needs.

Life Chances Inquiry
Submission from the Royal College of Speech and Language Therapists (RCSLT)

1. Executive Summary
1.1 To support the Government’s policies which seek to improve children’s life chances, a strong focus on communication skills and language development is crucial, in the early years and beyond.
   - Communication is a fundamental life skill, which directly impacts on children’s school readiness, their academic achievement, wellbeing and life chances.
   - Children from areas of social disadvantage are more likely to start school with speech, language and communication needs (SLCN), putting them at risk of a range of negative outcomes, including exclusion from school, mental health problems, unemployment and involvement in the criminal justice system.
1.2 Berelow: Ten Years On*, a review of provision for children and young people with SLCN in England published in March 2018, found that while there are examples of excellent practice, in many areas poor understanding of and insufficient resourcing for SLCN mean too many children do not get the support they deserve. The report makes a number of recommendations to Government which, if implemented, would promote social justice and improve children’s life chances.
1.3 Speech and language therapists, as the professionals with unique expertise in speech, language and communication, have an essential role to play in supporting children’s communication skills and language development, and thereby their life chances.
1.4 The RCSLT would be happy to provide oral evidence to the inquiry.

Youth Detention: Solitary confinement and restraint inquiry
Written evidence submitted by the Royal College of Speech and Language Therapists

1. Executive Summary
1.1 The Royal College of Speech and Language Therapists (RCSLT) is pleased to provide a submission to the Joint Select Committee on Human Rights.
1.2 Over 60% of young people in contact with the justice system have speech, language and communication needs (SLCN). Where SLCN is not recognised young people are at risk of physical interventions which could have been avoided, if appropriate verbal differentiation and de-escalation had been used.
1.3 Given the link between SLCN, mental health and challenging behaviour, it is essential that the justice system is able to identify and support communication needs.

Special educational needs and disabilities (SEND) inquiry
Submission from the Royal College of Speech and Language Therapists (RCSLT)

1. Executive Summary
- Communication is a fundamental life skill, central to understanding, expression and social interaction. It directly impacts on children’s wellbeing, their ability to learn and achieve their ambitions. If children and young people with speech, language and communication needs (SLCN) are to thrive and achieve their potential, it is crucial that their needs are identified and supported.
- SLCN is the most common type of SEND for children in primary schools. Speech and language therapists have a unique role to play in the assessment of and support for children and young people with SLCN, as well as those with communication needs as part of another type of SEND.
- Speech and language therapy services are overstretched and many children and young people are not able to access the support they need. An unintended consequence of the SEND reforms is that the available resources have been focused on the children and young people who have an education, health and care (EHC) plan, meaning that those who do not meet the threshold for an EHC plan are not receiving the support they need to thrive.
- This is a particular concern for children and young people who have SLCN as their primary need. 86% of whom do not have an EHC plan.
Voice Box
Policy Priorities
The advanced clinical practitioner (ACP) level 7 apprenticeship is now ready for delivery. Council of Deans of Health (CoDH) are looking at how ACP Master’s provision is re-designed.

HEIs working on offering this apprenticeship: Southbank, Bournemouth, Salford, Manchester Met, and Sheffield Hallam, Essex.

Significant uncertainty around applicants for masters courses due to the late Government funding announcement in England.

HEE has been mandated by the DHSC to pilot a ‘place-based’ approach from September 2018 to how the practice education tariff is distributed. It remains unclear what the nature is of the planned approach and its rationale, we expect to hear more soon.
Why should RCSLT be involved in apprenticeships?

But…employers in the driving seat

Future workforce

Stability and research

Standards and curriculum

Student diversity
RCSLT position

- Must align with RCSLT new curriculum guidelines
- Must align with HCPC standards
- Must provide a degree level qualification
- No dilution of quality or standards
- Should support improved diversity in the profession
- Should provide a new pathway into the profession.
SLT Apprenticeship: The story so far

- **Kick off workshop**
  - 17th July 2017 – 50 attend

- **The trailblazer group forms**
  - 13 employers/ 2 universities/ RCSLT/ Skills for Health

- **Occupational proposal**
  - Approved by the Institute for Apprenticeships Nov 17

- **Trailblazer group develops occupational standard**
  - First meeting 28th March to start drafting the “standard”
  - Agreement to align drafting with Curriculum guidelines
Apprenticeships: who is part of the trailblazer group?

- 2gether NHS Foundation Trust
- Buckinghamshire Healthcare NHS Trust
- Your Healthcare CIC
- Sarah Buckley Therapies Ltd
- The Dudley Group NHS Foundation Trust
- Nottinghamshire Healthcare NHS Foundation Trust
- Two Can Talk Speech and Language Therapy
- King’s College Hospital NHS Foundation Trust
- South Tyneside Foundation Trust
- Derbyshire Community Health Care NHS Foundation Trust
- ChatterBug Speech and Language Therapy
- Anglian Community Enterprise (ACE) Community Interest Company
- Barts Health NHS Trust Outpatient Therapies
- Birmingham City University
- University of East Anglia
- Royal College of Speech and Language Therapists
- Skills for Health
Next steps

- Trailblazer group first meeting 28th March
- Draft the standard
- 2nd meeting July 18
- Member and public consultation – September?
- Develop and submit End point assessment and funding evidence
- Possible approval of standard early 2019?
- Possible submission of standard for approval to IfA Nov/Dec 18?
- Start work on End point assessment and funding evidence
- Approval of end point assessment and assignment of funding band.
- Universities/employers start development of programmes
- Implementation work.
Public health – RCSLT approach

- Showing the value of SLT as part of the public health agenda across children and adult population.

- Relevant other members of the workforce have an appropriate understanding of communication and swallowing (e.g. universal training such as the box)

- Public health services and messages are accessible to those with communication needs eg inclusive communication

- The return on investment for investing in SLT services who provide universal approaches and input to public health services are understood

- Supporting wider public health approaches such as Making every contact count

- Funding for public health research is publicized and available to members of the SLT profession.
Four domains of public health: the Speech and Language Therapy role

- People with communication needs able to understand their health choices e.g. smear tests, smoking, obesity, immunisation.
- Children able to engage with education if communication needs addressed.
- Reduced health inequalities.
- Recognition of high proportion with SLCN in vulnerable groups, e.g. looked after children, justice, to ensure that their needs are met before they impact adversely on their education, life chances and wellbeing.

- Working in an MDT to prevent admissions and re-admissions, reduce stays.
- Rehabilitation e.g. after stroke.
- Preventing dysphagia admissions e.g. from care homes.
- Expanding the skills of other professionals in communication and swallowing needs.
- People able to engage with MECC if communication needs addressed.
- Helping people with long term conditions maximise their speech, language, communication and swallowing when their health conditions compromise them, e.g. post stroke, people with a learning disability or who have dementia.

- Health protection
- Wider determinants
- Primary, Community and Integrated Care
- Health improvement
Ongoing work

- New webpages – http://www.rcslt.org/
- Webinar - http://www.rcslt.org/
- Factsheet
- Offer to Hubs
- PHE Public Health conference 2018 stand
- Contribute to update this year of the PHE strategy on public health
- Developing resources
Adults

- SSNAP actions from the RCSLT stroke study day
- Working with PHE to develop a statement on “work as a health outcome”
- Provide expertise to the RightCare pathway on frailty and pathway on rehabilitation
- Work with HEE on Cancer workforce project
- Preparation for the Green Paper on care and support for older people (Summer 2018)
Adult mental health

- Collecting information on the role of SLTs, risk factors and added value
- Engaging with HEE and RCOT to inform their mental health workforce planning 10 year project
- Engage with government initiatives: possible legislation and independent review of MH Act
Mental Capacity

- Reform of adults with Incapacity legislation Scotland
- RCSLT position statement
- RCSLT webpages
- Government has published legislation in response to the Law Commission’s report on deprivation of liberty standards
Justice

- Appropriate Adult project, Scotland Government

- Responded to the Select Committee’s Prison Healthcare inquiry. Subsequently invited by the Select Committee to attend roundtable on prison healthcare

- Responding to the secure schools consultation

- Providing evidence to the MoJ review into restraint and de-escalation techniques

- Support MoJ registered intermediaries work
Children

- Bercow: Ten Years On
- Early years and social mobility
- School exclusions and alternative provision
- Children in Need of help and support
- Mental health
- Children’s Commissioner for England
Children and Young People’s Mental Health Green Paper

- Mental health and communication
  - SLCN are a mental health risk factor
  - Links between mental health and SLCN

- Role of SLTs
  - Identification of SLCN, training & providing support

- SLT input
  - Barriers to support, referrals, assessments and interventions being removed
  - Better mental health, reduced risk to mental health, better outcomes for children and young people, and their families and carers

Wider Initiatives
Careers

- The new careers guide is online and in print.
- Aimed at 15-18 year olds.
- If you are visiting schools please order some to take, and
- Let us know which schools – we are going to try and map to see where we have covered and where we have gaps.
New initiatives

- Low incidence high need commissioning
- Relaunch of The Box
Professional Development: current initiatives

- Children’s Services Strategy – document and guidance
- Curriculum guidelines, NQP framework, CPD diary
- Dysphagia event – 200 members
- Gender identity at final feedback stage
- Next up is critical care
- Web resources
Communication Access Symbol Project

- Launched in mid-2016 through an RCSLT hosted symposium
- Steering group is chaired by the RCSLT, including representatives from Communication Matters, the Stroke Association, the MND Association and Headway – the brain injury association, as well as expert speech and language therapists
- Aim is to develop a symbol for communication access in the UK akin to already existing disability access symbols with underpinning standards
- We’ve held 2 rounds of consultations, gaining over 5500 responses across both rounds, to determine symbol design, testing concepts and standards
International Engagement

- Leading on the International Communication Project’s development of a narrative for the UN’s Sustainable Development Goals for Agenda 2030
- We have been accredited as an NGO to the UN’s Conference on the Convention for the Rights of Persons with Disabilities
Thank you

Derek Munn
Director of Policy and Public Affairs

Follow the PPA team on Twitter:
@RCSLTTpolicy
The Engagement ‘Swish’
Adapted from Gideon Rosenblatt’s Engagement Pyramid

- **Leading**
  - Leads and engages others, helps to define strategy and spot opportunities

- **Owning**
  - Invests time in the mission of RCSLT, is an ambassador for key areas, embodies ‘I am college’

- **Contributing**
  - Contributes time, expertise and support in developing and sharing information

- **Endorsing**
  - Champions ideas. Disseminates information and recommends and promotes resources/activities to colleagues

- **Following**
  - Actively shows interest in new areas of RCSLT development and activity, engages occasionally

- **Observing**
  - Hears RCSLT mentioned by colleagues from time to time, occasionally reads Bulletin or other communications. Relies on others to mention if there’s something new to be aware of.

- **Unengaged**
  - RCSLT feels remote, but necessary for insurance purposes.
Professional career

- The plan
- Reality
Events example

- Unengaged
  - Receives Bulletin but does not read it, not sure what is on the website.

- Observing
  - Reads Bulletin visits website aware there is a webinar/event taking place

- Following
  - Attends the event/webinar. Starts to look at the Facebook/Twitter feeds

- Contributing
  - Submits abstract, facilitates at event or is presenter or poster/webinar presenter

- Endorsing
  - Disseminates information to colleagues and recommends they attend future events. Tweets about the event

- Owning
  - Invests time in mission of RCSLT, writes articles about the importance of the event, answers q’s for other members

- Leading
  - Leads and engages others helping to design the programme for the event
Where are you today?

- Unengaged
- Observing
- Following
- Endorsing
- Contributing
- Owning
- Leading
Where would you like to be?

- Unengaged
- Observing
- Following
- Endorsing
- Contributing
- Owning
- Leading
How can the Hub help take work forward?