Children’s Services Strategy
Project Update:
June 2019

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Context

- Bercow 10 years on
- Scottish Government Action plan for breaking the intergenerational cycle of poverty
- Publication of guidance document
- Publication of position statements:
  - Assessment only services
  - Caseload management
  - Supporting access and engagement
The guidance

Building a theory of change through conversations with members, parents/carers, other professionals

Developing guiding principles

The strategy: a two-pronged approach

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

- Access to a needs-led service
- Children and young people: at the heart of quality speech and language therapy support
- Demonstrating leadership
- Building effective partnerships
- Delivering quality services
2019 overview

Webinar part 1
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

Webinar part 2
Placing children and young people at the heart of delivering quality speech and language therapy – involving children, young people and their parents/carers in decision-making

Sharing best practice
Bringing the guidance to life through best practice examples
Linking up with leadership mentors
All resources to be accessible on new RCSLT children’s services website/hub
Share available/existing resources e.g. through short videos
NB. RCSLT to develop evaluation criteria for best practice e.g. ensure it aligns with one or more of guiding principles

Workshops
Supporting members with implementation of guidance – how to apply the guiding principles to their service

Social media
Raising awareness
Signposting to events and resources

Learning journey
TBC
To be developed later in the year once sufficient resources have been developed
Recent achievements

- Launch of children’s services **digital hub** – December 2018

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

**Public:** Menu > Speech and language therapy > Where SLTs work > Children’s services

**Member-only:** Menu > Guidance > Settings OR Clinical guidance A-to-Z > Children’s services
Recent achievements

- **Webinar Part I** to introduce the children’s services guidance and digital hub – January 2019

- **Webinar Part II** on the importance of involving children and their parents/carers in decision-making (with National Network of Parent Carer Forums) – March 2019

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 for NHS Tayside

Lorna Baxter
Professional Guidance Manager, RCSLT

Mrunal Sisodia
Co-chair, National Network of Parent Carer Forums

Glenn Carter
AHP Coordinator and Head of Speech and Language Therapy, NHS Forth Valley
Involving CYP and their parents/carers in decision making: *Co-production*

Co-production can be at an individual or strategic level.

Making co-production work:

- **Listen** to people and make sure they are comfortable sharing their views.
- **Empower and enable** people to take part in discussions.
- Involve people in the process from **start to finish**.
- Be **person centred not provision led** and work closely with other practitioners in the child’s life.

(National Network of Parent Carer Forums, 2019)
Examples:
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.

**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.

**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.
Examples: 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>
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<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>
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<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>
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<tr>
<td></td>
<td>Are you able to contact your child’s SLT where you have queries or concerns?</td>
</tr>
</tbody>
</table>
The guidance supports creation of a child-centred service

Foundations of a child-centred service:

<table>
<thead>
<tr>
<th>Enabler not Expert</th>
<th>Whole Systems</th>
<th>Co-Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships</td>
<td>Trust</td>
<td>Compassion</td>
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(NHS Forth Valley, 2019)
Coming soon: Children’s services workshops

- How are you using the guidance already?
- What do you want to achieve from the workshops/what would be most helpful?
  - Types of activities being considered: role play exercises, prioritisation of guiding principles, gap identification, tools to develop action plans and quality frameworks
- We are planning to co-produce the workshops with parents/cares – any experience of this (at service level or individual level)?
Related RCSLT work

**Published**
- Recommendations for commissioning highly specialist speech and language therapy services for children and young people who are deaf – including person spec and case study (with the National Deaf Children's Society)
- An introduction to Developmental Language Disorder PowerPoint presentation explaining changes to terminology and diagnostic criteria (for RCSLT members)

**In progress**
- Guidance on commissioning speech and language therapy services for education settings (involving the National Association of Head Teachers)
- Guidance on collaborative working between speech and language therapists and teachers of the deaf (with the British Association of Teachers of the Deaf)
- DLD resources for non-SLTs e.g. teachers, parents
Thank 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?

For more information about this project please contact:

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