A whole systems approach to improving outcomes through workforce and community transformation

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Early Language and Communication Strategy Lead
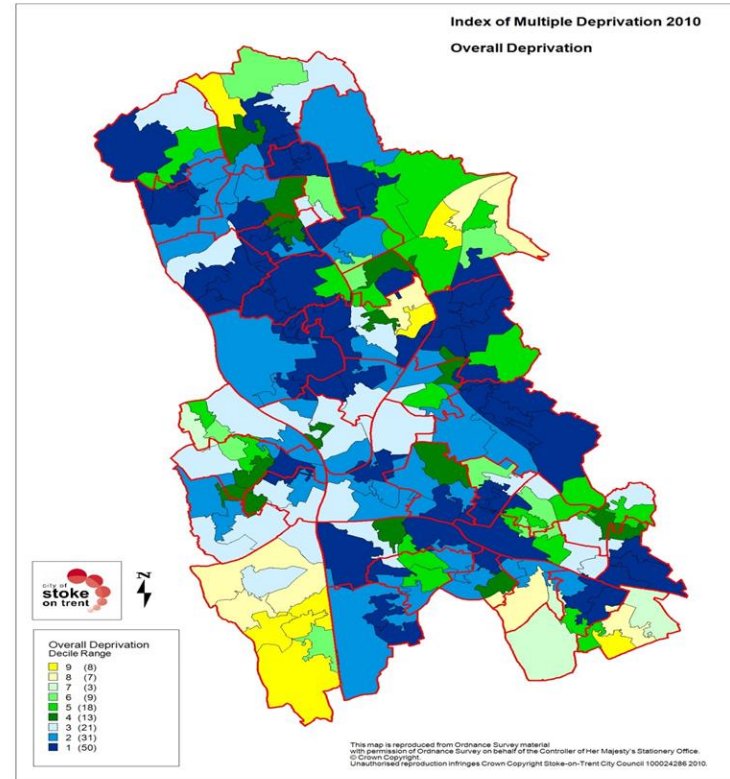
Need for change

- Local evidence of need

- National evidence

- Research evidence

Local evidence

- 2002 study= 64% children aged 3 years entering nursery in Stoke on Trent with significantly delayed language skills

Index of Multiple Deprivation 2010
Overall Deprivation

Overall Deprivation
Decile Range

9 (8)
8 (7)
7 (3)
6 (9)
5 (18)
4 (21)
3 (21)
2 (31)
1 (50)

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City of Stoke-on-Trent

National evidence

Bercow review themes

- communication is crucial
- early identification and intervention are essential
- a continuum of services designed around the family is needed
- joint working is critical
- the current system is characterised by high variability and a lack of equity

Cost to the Nation (ICAN)

- Average cost of reactive services based on 16 year old James (Audit Commission 1997) equates to £250,000 (2014) assuming James entered school with a communication and language delay which could have been resolved prior to entry to school

Demand and capacity

Targeted or universal need to be addressed?

- Must add value to current service

- Will enable best outcomes for current service delivery and service users

- Needs to link seamlessly with specialist service

Tackling the root of the problem

Specific speech/ language problems (8-10%)
Specialist level input

Children with delayed language in line with general developmental delay and/ or poor stimulation

Targeted level support

Children at risk of delay (due to insecure attachment,

inconsistent parenting model or lack of opportunities)

Universal level: Public Health messaging/universal support

STOKE
Speaks Out
Developing with confidence

Influencers and decision makers

- Sharing the evidence of need with commissioners, policy makers and local influencers

Local influencers and decision makers

- Director/Assistant Director of Children's services
- Councillors
- Chair of City Council
- Heads of services
- PCT leads
- Public Health
- MPs
- Service deliverers
- Joint commissioning
- Third sector linked services

Change agents

- The people whose practice you need to influence to create the system change
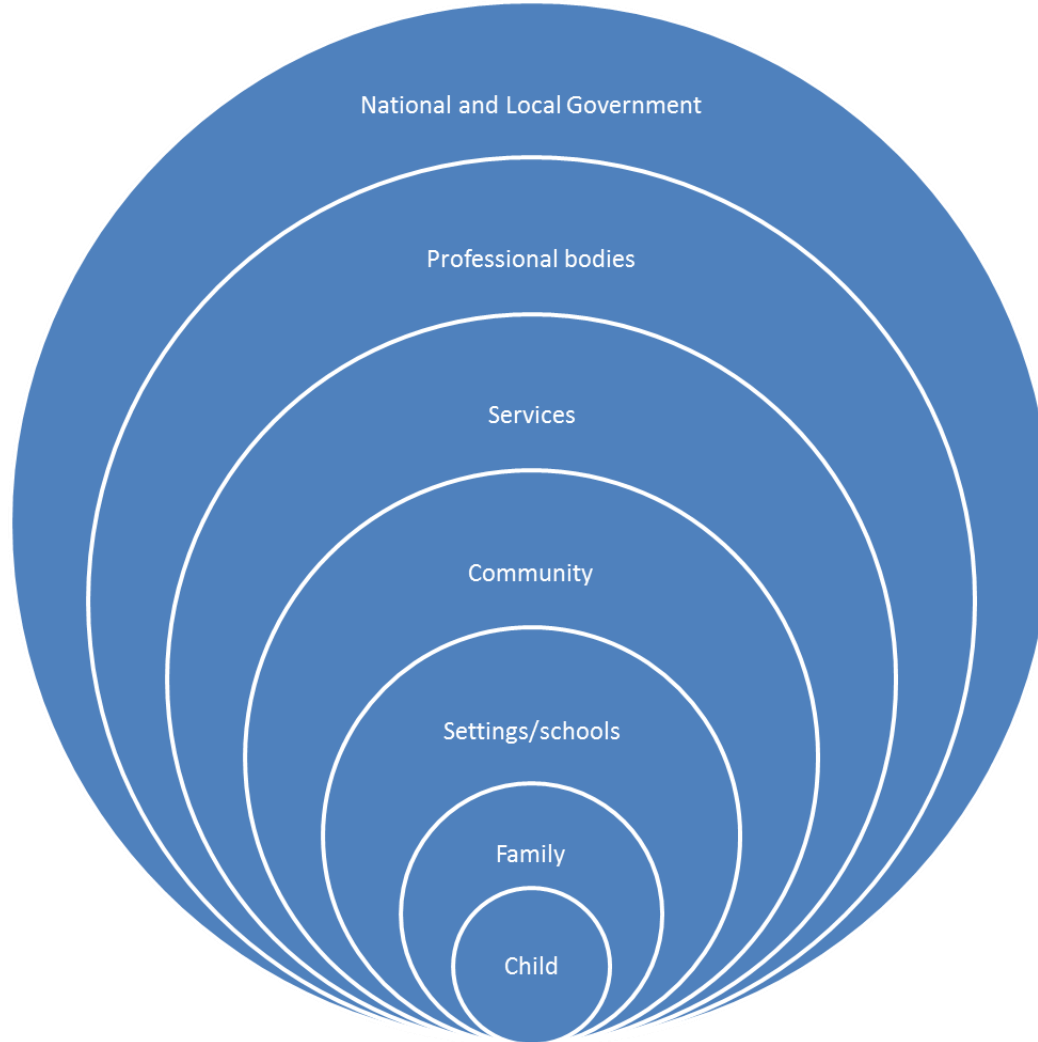
Change agents

- Working with the same client group
- Change will enhance their practice and their outcomes
- Their involvement will also improve your outcomes and the client's outcomes
- Share the problem
- Can offer solutions to the problem

Early years change agents

- Speech/language therapists
- Children's centre staff
- Midwives
- Health Visitors
- Nurseries
- Schools and school staff
- Homestart and voluntary agencies
- Foster carers
- Clinical and educational psychology
- Early years intervention teams/ SEND/ EY advisors
- Library services
- City Music school

Getting change agents on board

- Making the problem 'everybody's business'
- Sharing information
- Getting everyone's ideas
- Testing out ideas
- evaluating
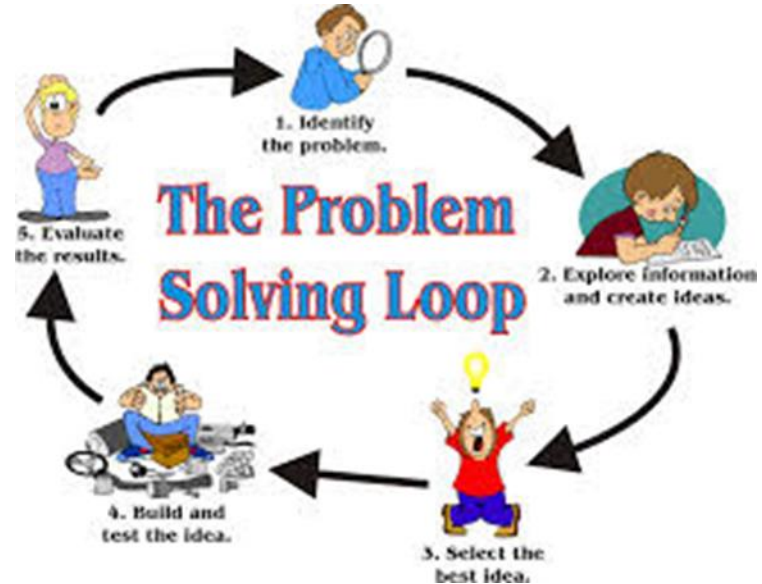
Agreeing a method to create change

- May be universal eg training a wider workforce

- May be more targeted eg introducing a specific group provision in a school

- May require resources to support the change

Stoke Speaks Out method

- Raising Awareness
- Multi-agency training framework- getting this embedded onto core training and competencies
- Developing support materials
- Creating a staged approach from universal to targeted level
- Specialist level expects the lower levels to have been implemented

Setting:

_____

Stoke-on-Trent Early Years
Child Development Tool
PRIME Areas

Name of Child: _____   **Date of entry:** _____

Sessions attended: _____

Date of birth: _____   **NHS number:** _____

Use a highlighter to indicate skills the child has acquired. Make sure you note down the date of each colour used.

Dates of completion (highlight each date with the colour used)

Place photograph here

Date/ initials		Date/ initials		Date/ initials		Date/ initials		Date/ initials		Date/ initials		Date/ initials		Date/ initials	
Colour		Colour		Colour		Colour		Colour		Colour		Colour		Colour	

Setting: _____ **Name of Child:** _____

Date of birth: _____

Date/ initials		Date/ initials		Date/ initials		Date/ initials		Date/ initials		Date/ initials		Date/ initials		Date/ initials	
Colour		Colour		Colour		Colour		Colour		Colour		Colour		Colour	

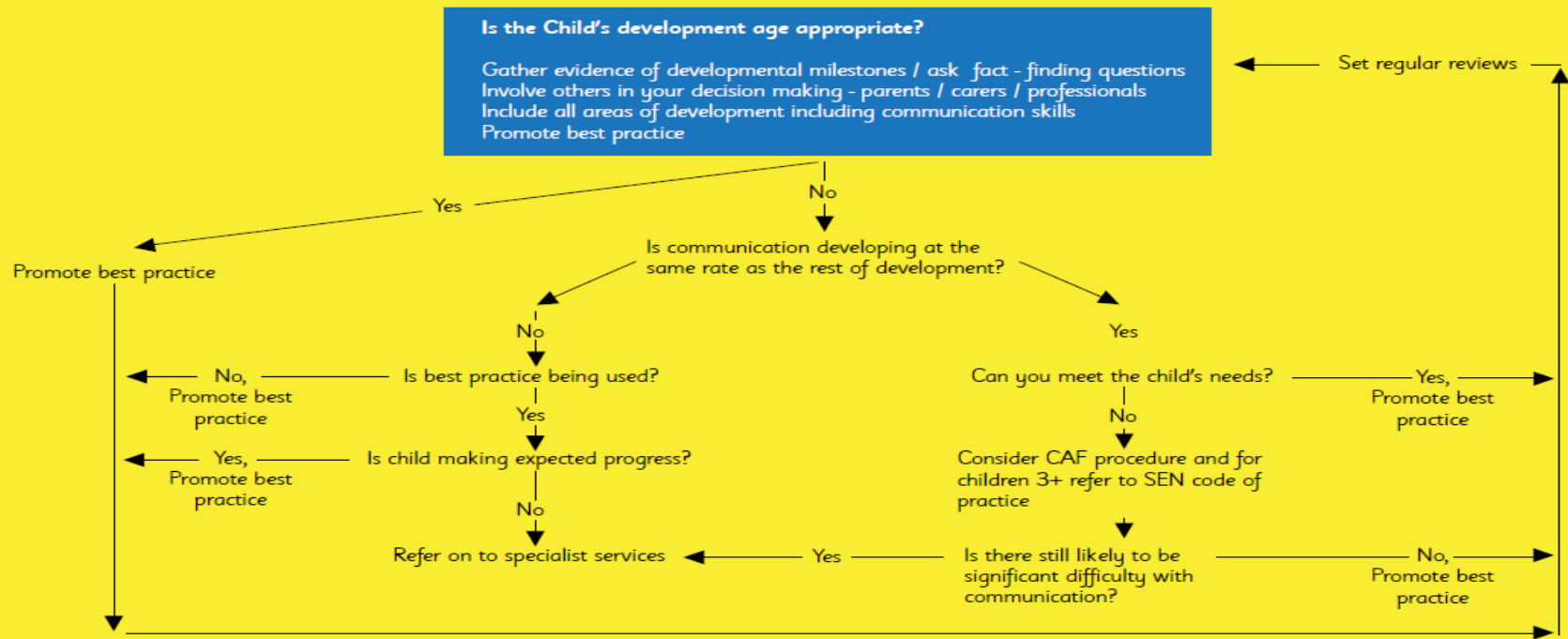| Age	PSE	Communication and Language	Physical
6 months	**Making Relationships** • *Copies facial expressions and mouth shapes* • Delighted response to rough and tumble play **Self Confidence and Self Awareness** • *Friendly with strangers but beginning to show some shyness or anxiety especially if carer is out of sight* **Managing Feelings and Behaviour** • *Shows a range of emotions such as pleasure, fear and excitement.*	**Listening and attention** • Loves to look at everything • Moves head and eyes eagerly in every direction when something is interesting • Turns immediately to a familiar voice across the room • Listens to voice even if adult not in view • Turns towards the source of the sound **Understanding** • Shows recognition of carer's facial expressions such as happy or fearful by mirroring the expression **Speaking** • Vocalises tunefully to self and others • Laughs, chuckles and squeals in play • Screams with annoyance • Vocalising • Gurgles and coos	**Moving and Handling** • *Rolls over from front to back, from back to front.* • *Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet.* • *Reaches out for, touches and begins to hold objects.* • *Explores objects with mouth, often picking up an object and holding it to the mouth.* • Lying on back raises head up and moves arms up to be lifted • Sits with support • Bears weight on feet and bounces up and down actively **Health and self-care** • *Opens mouth for spoon.*
Notes			

Staged Pathway for Communication

This pathway should be followed for all children where there is concern over communication development to inform whether referral on is necessary.

Is the Child's development age appropriate?

Gather evidence of developmental milestones / ask fact - finding questions
Involve others in your decision making - parents / carers / professionals
Include all areas of development including communication skills
Promote best practice

Set regular reviews

Yes → Promote best practice

No →

Is communication developing at the same rate as the rest of development?

No →

Yes →

Is best practice being used?

No, Promote best practice

Yes →

Is child making expected progress?

Yes, Promote best practice

No →

Refer on to specialist services

Can you meet the child's needs?

Yes, Promote best practice

No →

Consider CAF procedure and for children 3+ refer to SEN code of practice

Is there still likely to be significant difficulty with communication?

Yes → Refer on to specialist services

No, Promote best practice

Promote best practice

Example of the staged approach

Risk need model applied

If targeted provision is not enough referral on to speech/language therapy –quality referrals which are triaged

Targeted provision introduced
Eg Tiny Talkers/Talkboost/

Workforce trained and given tools to identify and carry out low level support including shared public health messages

Predicted outcomes

- Agreeing what will change and how this will solve the shared problem

Stoke Speaks Out predicted outcomes

- To create a multiagency approach to addressing the high levels of language delay
- To increase the number of children reaching age related milestones in speaking and listening by age 2 and 3 years
- To narrow the attainment gap between the lowest performing 20% and the median by the end of EYFS
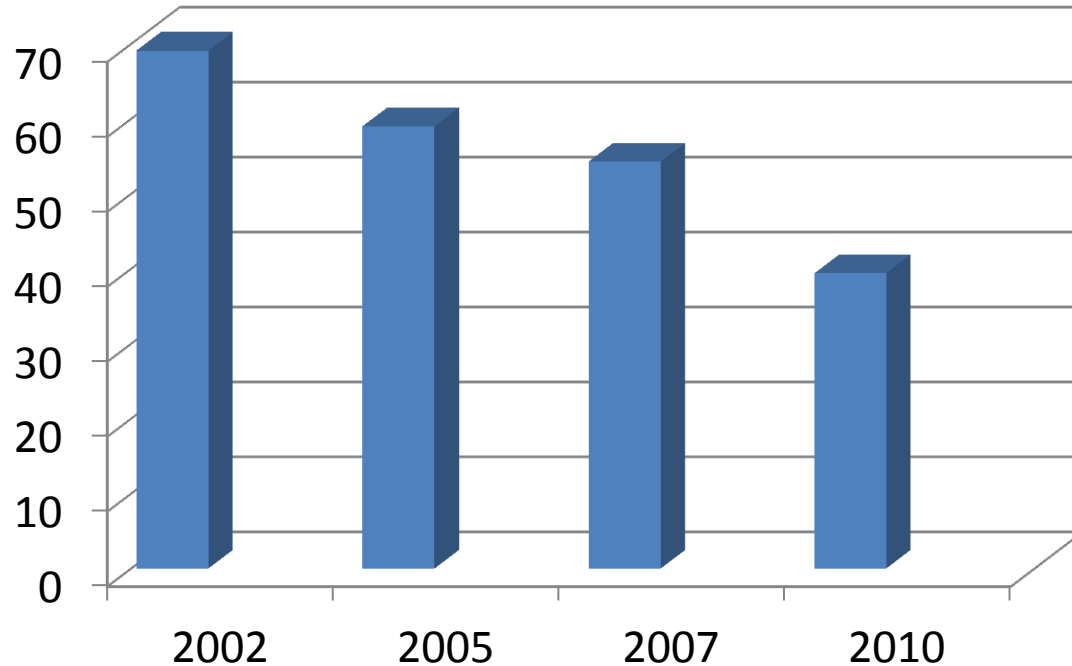- Increase the number of children whose slcn can be supported at a universal and targeted level
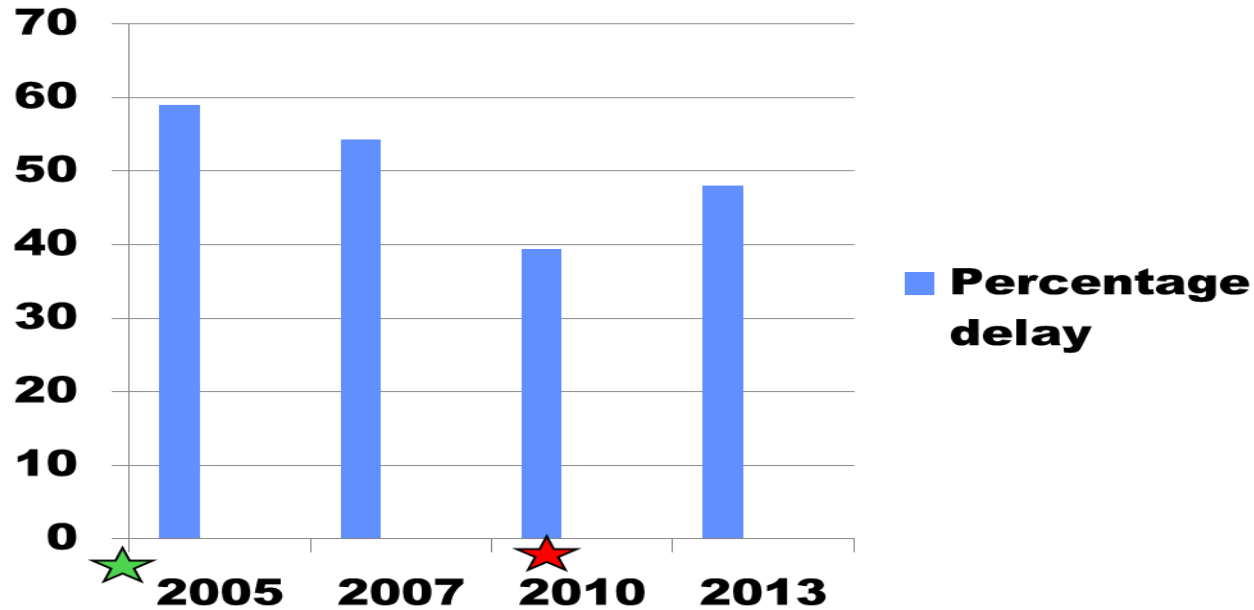
Evaluating the change

- How will you know you have made a difference?

Incidence of language delay City Wide

Incidence of language delay City Wide

★ Start of Stoke Speaks Out project

★ Significant funding cuts in Stoke Speaks out and Early years

Going through the process more than once

- Learning from previous cycle

- Fine tuning things that are working

- Ditching things that don't work

- Adjusting to the new climate- eg new decision makers/new priorities/ new stakeholders/ new change agents

- Maintaining resilience!!!

Linking with the changing landscape

- Changes in funding streams

- Changes of national and local priorities
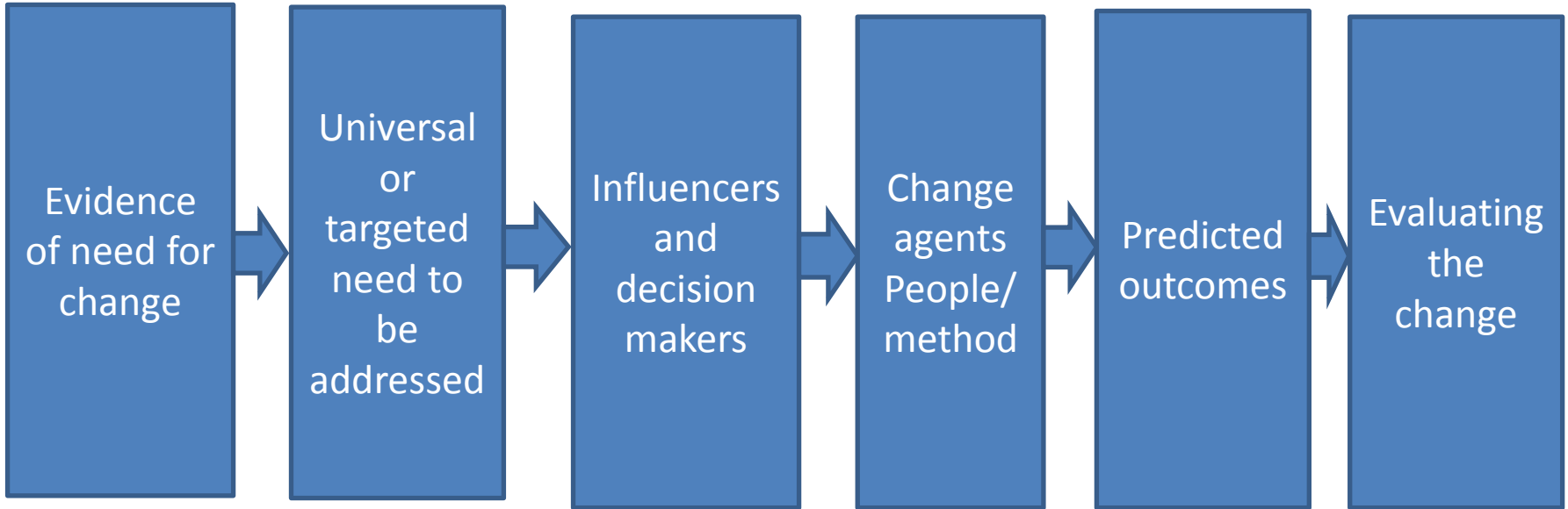
- Changes to services

Key learning points

- Speech/language therapy services can only reach a small part of the population with speech, language, communication and swallowing difficulties

- There is often a wider need at a universal and targeted level

- Speech/language therapists can support wider scale issues by engaging with the wider workforce

- Speech/language therapy training equips us with the skills to lead the process

Applying the system change model

Evidence of need for change	→ Universal or targeted need to be addressed	→ Influencers and decision makers	→ Change agents People/ method	→ Predicted outcomes	→ Evaluating the change

Discussion

- Consider your own area of work
- What changes could support better outcomes for your client group at a universal or targeted level?
- Discuss who would be the key influencers and change agents
- Plan what outcomes you would hope to achieve
- How will you know it has worked?

Ideas into action

- On your sheets indicate any changes that you would like to take forward

- Document any support you may need from the RCSLT (evidence/ theory of change/Giving Voice support/ lobbying MPs)

- Document any whole systems changes you have already made- would you be happy for these to be included as case studies?

IF YOU CHANGE NOTHING, NOTHING WILL CHANGE

@mobilo