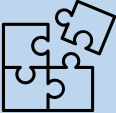









**Storyboard at a Glance...**

- Families
- Environment
- Workforce
- Identification
- Intervention
- Universal
- Targeted

## An Early Language and Communication Improvement Story Board from Inverclyde

### ELC Practitioner confidence and tracking of SLC

 <b>The issue</b>	 <b>The team</b>	 <b>Our idea</b>
<p>Wide spread SLCN demand</p> <p>Lack of confidence in supporting SLCN within Early Years before SLT referral</p>	<p>Speech &amp; Language Therapy</p> <p>Early Years Quality Improvement Manager</p> <p>Early Years Practitioners</p> <p>Management across teams</p>	<p>To provide an evidence-based intervention at the universal/targeted level to address early concerns around language &amp; communication development where specialist intervention was not yet warranted</p> <p>To provide consistent approach to screening SLC and SLC supports in Early Years</p> <p>To increase staff confidence in supporting SLCN within Early Years</p>
 <b>Tools &amp; resources we used.</b>	 <b>What we did</b>	 <b>The impact</b>
<p>Early Talk Toolkit, Speech &amp; Language UK (ICAN) – our early years staff had access to this resource already but were not using due to lack of training</p>	<p>Information sharing with Early Years at outset to gauge interest and develop plans</p> <p>Gathered baseline (staff questionnaire)</p> <p>Delivered training to ELC Deputes, (two cohorts) who then dispersed to own teams</p> <p>SLT follow on visits for support, coaching and practical workshop</p> <p>Currently considering next steps for embedding &amp; gathering outcome data</p>	<p>We are currently in process of gathering outcome data to fully review progress to date. However, our discussions &amp; feedback from staff are highlighting the following;</p> <p>Consistent approach that SLT can recommend/signpost across authority</p> <p>Increased staff confidence to provide support before SLT referral within Early Years</p> <p>Improvement in quality of information e.g. strategies/support provided before SLT referral and developmental levels</p>
 <b>Our learning &amp; next steps</b>	<p>Standalone training not effective, planning for follow-up visits supported problem solving and planning for each individual nursery</p> <p>Joint training session (SLT &amp; Education Quality Improvement Manager) very beneficial, collaborative and “top down” approach has more impact</p> <p>Collaboration means sending “consistent messages”, taking other ELC pressures and expectations into considerations</p> <p>Involving Early Years staff from outset supported better shared understanding of what we were trying to achieve and expectations</p>	
 <b>Find out more</b>	<p>Speech &amp; Language Therapist <a href="mailto:Paula.McParlane@ggc.scot.nhs.uk">Paula.McParlane@ggc.scot.nhs.uk</a></p> <p>Quality Improvement Officer <a href="mailto:Yvonne.Gallacher@inverclyde.gov.uk">Yvonne.Gallacher@inverclyde.gov.uk</a></p>	