

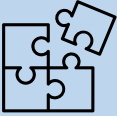


Early Language and Communication Project

Shared Self-evaluation Tools for Early Learning and Childcare settings




An Early Language and Communication Improvement Story Board from Forth Valley HSCP

Storyboard at a Glance...



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

 The issue	 The team	 Our idea
<p>As part of the SLT service re-design in Forth Valley in 2020, most SLT activity moved to be based in schools.</p> <p>We needed to have a shared understanding of both the education and speech and language therapy service priorities in order to jointly plan supports and interventions</p> <p>A “Self Evaluation Tool for Schools / ELCs’ was created for schools to identify their strengths and areas for development with communication. It used quality indicators from HGIOS/HGIOELC, and aligned these with the SLT service strands.</p> <p>In 2023, use of this document was reviewed and identified that most therapists and schools were not using it regularly.</p> <p>Concerns raised both education and therapists included that it was too long, complex, and did not feel integral to school planning</p>	<p>The original document was created in 2020 by therapists with experience working at a universal and targeted level in consultation with education colleagues.</p> <p>In 2023 this document was reviewed and redrafted by the Universal and Targeted Leads group then feedback was sought from both education and SLT colleagues on the revised version</p>	<p>Draft a revised document based on current feedback, reduce the size and complexity to ensure it is relevant and fit for purpose</p> <p>Change the order of the sections to match with the strands of the SLT service, which all therapists and schools were now familiar with.</p> <p>Move the detailed information about activities and to a separate “Ideas for Improvement” document containing options</p>

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		<p>Speech and Language Therapy Support for ELCs – Ideas for Improvement</p> <p>2. Environment Environments in which children and young people spend time for learning and leisure are communication friendly and have the appropriate enhancements and adaptations</p> <p>Outcomes</p> <ul style="list-style-type: none"> Environments in which children and young people spend time for learning and leisure are communication friendly. Environments have appropriate enhancements Environments in which children and young people spend their time for learning and leisure are communication friendly and have appropriate adaptations for children and young people with identified speech, language and communication and /or eating and drinking needs Environments in which children and young people spend their time for learning and leisure are communication friendly and have appropriate adaptations for children and young people with individualised speech, language and communication and /or eating and drinking needs <p>Ideas to achieve outcomes</p> <p>Communication Champion(s)</p> <ul style="list-style-type: none"> Suitable Communication Champion(s) identified by school Senior Management Team in discussion with SLT (Likely to be two or more, particularly in larger ELCs, to share roles and responsibilities) Roles and remits of Communication Champion(s) are shared and discussed Communication Champion(s) are supported by link SLT to develop the visual communication environment Communication Champion(s) attend focused learning communities to build skill and share best practice e.g. Communication Champions Network <p>Development of the Visual Communication Environment</p> <ul style="list-style-type: none"> Baseline audit of the visual environment by Communication Champion, member of Senior Management and link SLT, using audit tool Training to develop the Visual Communication Environment, including real examples from the ELC (approx. 1 ½ to 1 ¾ hours) <p>Develop and implement an action plan to develop the visual environment, based on areas identified in audit.</p> <p><i>Universal examples:</i> Visual timetable for whole nursery/key groups, Makaton signing <i>Targeted examples:</i> Visual schedule for targeted children; visuals to support routines <i>Individualised examples:</i> Now and next board, objects of reference</p> <ul style="list-style-type: none"> Train key staff in working with identified children on the SLT caseload on how to use specific tools Implement visual timetables across the ELC <p><small>Children's Speech and Language Therapy, NHS Forth Valley (2022)</small></p>
<p> Tools & resources we used.</p>	<p> What we did</p>	<p> The impact</p>
<p>HGIOS / HGIOELC quality indicators and six point scale for monitoring change</p> <p>The Balanced System and Forth Valley Speech and Language Therapy headings</p> <p>A simple reflective tool for feedback</p> <p>– what did you like, it would have been better if... and other comments/feedback</p>	<p>Several therapists and their link establishments across the 3 local authority areas in Forth Valley volunteered to trial using the new documents, and provided feedback in order to ensure it was fit for purpose.</p> <p>The document was further refined to reflect the feedback.</p> <p>The finalised document was shared with the SLT staff team and with education leads.</p>	<p>Having a more concise document has increased the number of therapists and placements using the tool effectively for planning and prioritising interventions</p> <p>Changing the emphasis from a self-evaluation tool to a shared evaluation tool better reflects how education and therapists use the document in planning together.</p> <p>Including a pre-post rating scale in the document will enable the service to capture changes which are positively impacting on children’s language development</p>

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		<p>Name of education setting: _____ Date completed: _____ Review date: _____</p> <p>This document is for your school / ELC community and your named link Speech and Language Therapist (SLT) to share evaluation of the language and communication supports in place, and to plan together to improve the outcomes for children, young people and their families. The associated document 'Ideas for Improvement' gives more detail and ideas should be discussed, agreed and prioritised with your link SLT.</p> <p>Use the rating scales to evidence changes over time. If rating both ELC and school in the same discussion, put a separate rating for each.</p> <table border="1"> <thead> <tr> <th rowspan="2">Speech and Language Therapy Strand</th> <th rowspan="2">Where are we now?</th> <th>Date:</th> <th rowspan="2">What do we need to do next? (Improvement Plan)</th> <th>Date:</th> </tr> <tr> <th>Rating (Pre)</th> <th>Rating (Post)</th> </tr> </thead> <tbody> <tr> <td> Identification <i>Efficient and accessible systems enable early identification of speech, language and communication and for eating and drinking needs, including training of others to identify needs and providing reassurance and advice to support self-management</i> E.g. targeted conversations/drop-ins; discussions about children on SLT caseload </td> <td></td> <td></td> <td>Priority (please select): High / Medium / Low</td> <td></td> </tr> <tr> <td> Environment <i>Environments in which children and young people spend time for learning and leisure are communication friendly and have the appropriate enhancements and adaptations</i> E.g. communication champion (CC) identified; CC and SLT regularly meet; communication environment audits/training; development of visual environment; Adult Child Interaction </td> <td></td> <td></td> <td>Priority (please select): High / Medium / Low</td> <td></td> </tr> </tbody> </table>	Speech and Language Therapy Strand	Where are we now?	Date:	What do we need to do next? (Improvement Plan)	Date:	Rating (Pre)	Rating (Post)	Identification <i>Efficient and accessible systems enable early identification of speech, language and communication and for eating and drinking needs, including training of others to identify needs and providing reassurance and advice to support self-management</i> E.g. targeted conversations/drop-ins; discussions about children on SLT caseload			Priority (please select): High / Medium / Low		Environment <i>Environments in which children and young people spend time for learning and leisure are communication friendly and have the appropriate enhancements and adaptations</i> E.g. communication champion (CC) identified; CC and SLT regularly meet; communication environment audits/training; development of visual environment; Adult Child Interaction			Priority (please select): High / Medium / Low	
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 <p>Our learning & next steps</p>	<p>Keeping planning tools concise and focused increases their effectiveness.</p> <p>Sharing the evaluation supports the collaborative partnerships in schools and the effectiveness of decision making</p> <p>Ensuring support is targeted into priority activities that will make a difference for children and young people and makes most efficient use resource.</p> <p>Use the rating scales to capture progress within individual schools but also across council areas.</p>																		
 <p>Find out more</p>	<p>Kate Hayman, Speech and Language Therapy team Lead, NHS Forth Valley</p> <p>kate.hayman@nhs.scot</p>																		