

## Early Language and Communication Project

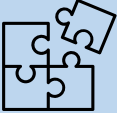


### Speech and Language Therapy service redesign

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




NHS Forth Valley SLT in partnership with Clackmannanshire, Falkirk and Stirling Council Education Services:

#### Storyboard at a Glance...


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

 <b>The issue</b>	 <b>The team</b>	 <b>Our idea</b>
<p>In 2019 there were estimated to be 62,500 Children and Young People (CYP) living in Forth Valley and 16,400 of these CYP were predicted to have a with Speech, Language and Communication need (SLCN). However the service was only managing to help 1,260 CYP.</p> <p>Speech, language and communication skills are the foundation of children’s intellectual, social and emotional development.</p> <p>Often the children most in need of our help, were not accessing our services.</p>	<p>The NHS Forth Valley SLT Team is made up of 40.5 WTE therapists supported by Clinical Support Workers and admin staff.</p> <p>We work across three local council areas; Clackmannanshire, Falkirk and Stirling.</p> <p>The team worked in partnership with Families, Health and our 3 Local Authority Education Services to redesign the service to better support all children.</p> <p>A crucial first stage in the transformational redesign of our service was to bring together our three education partners and ask them to work with us to design a service for the CYP of Forth Valley to support their wellbeing needs.</p> <p>We needed to put what children needed as the priority and not let funding and who was paying for what impact the change.</p>	<p>In line with national drivers, the team wanted to:</p> <ul style="list-style-type: none"> <li>• change the history of practice by moving away from ‘specialist knows best’ and putting the child and young person’s voice at the heart of every decision, action and outcome agreed.</li> <li>• share our expertise and build resilience in the people who are closest to the child as we knew that they are crucial in delivering children and young people’s wellbeing outcomes.</li> <li>• build an environment of protective, tolerant and enhancing relationships around the child and young person and address the needs/well-being of everyone around the child or young person.</li> <li>• focus on moving resource upstream and prioritise early intervention, prevention and self-management.</li> <li>• promote least intrusive interventions that were directly linked to wellbeing outcomes in collaboration with the CYP and the most proximal adults</li> <li>• provide easy access our expertise without need for referral.</li> <li>• ensure everyone around the child or young person knows the red-flags that would trigger action and what action to take.</li> <li>• ensure everyone knows they could ask for help if they are worried or concerned.</li> </ul>

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 <b>Tools &amp; resources we used.</b>	 <b>What we did</b>	 <b>The impact</b>
<p>In 2019 we embarked on a transformational journey in partnership with our three education authorities to understand what CYP need in order for their wellbeing needs to be met.</p> <p>The process was framed using quality improvement methodology and the solutions were co-produced in partnership with Families, Health and Education.</p> <p>We took time to stop and listen to families, our education partners and our health partners to ask what was important to them. This ensured that the transformational change ideas were driven by the needs and views of the local population.</p> <p>The process aimed to answer the fundamental question of; 'What do children with communication needs require in order to be safe, healthy, achieving, nurtured, active, respected, responsible and included?'</p> <p>Our service worked in partnership with Better Communication CIC and now implements The Balanced System Framework to underpin our offer.</p> <p>This is a whole systems approach that includes quality approaches across Universal, Targeted and Individualised levels and across the five strands of Family Support, Environment, Workforce, Identification and Intervention.</p>	<p>We pulled our team and resource together, combining our community teams and ASN teams and the various funding pots and we went to where the children were, typically in nurseries and schools.</p> <p>We became visible and present with educational establishments and prioritised building relationships with the key adults around the child.</p> <p>We delivered positive and sustainable outcomes for children, taking a whole systems approach that includes quality approaches across Universal, Targeted and Individualised levels and across the five strands of Family Support, Environment, Workforce, Identification and Intervention.</p> <p>This allowed us to build an environment of protective, tolerant and enhancing relationships around the child and young person</p> <p>We engaged differently with new requests into the Service. We introduced having an outcomes focused conversation at point when people were asking for help and we changed the conversation from 'what's wrong' to 'what matters to you'</p> <p>We moved away from intervening based on a problem but intervening based on impact on wellbeing. Through conversation we identified strengths and priority risks so we could work towards agreeing the desired outcome and partnering with families and the team around the child about how to get there.</p>	<p>The service is now reaching more children and families:</p> <ul style="list-style-type: none"> <li>• Our Facebook and Twitter posts enable Families to access advice in order to support them to be effective communication partners with their child</li> <li>• Communication friendly environments in educational placements support all children and provide adaptations for children with identified communication support needs</li> <li>• Training to the children's workforce develops the skills and knowledge to support children with communication needs</li> <li>• Early intervention through targeted conversations with children's workforce provides early advice and reassurance to enable them to self manage the on-going support needs without the child having to be stepped into individualised care.</li> <li>• Our helpline enables the service to support early intervention and prevention for children and young people when families have concerns.</li> <li>• Our conversations with parents of children referred into the service provides advice and reassurance which enables children and young people to return to education support or self management by families, without the need for direct intervention from SLT.</li> <li>• Universal and Targeted interventions in establishments reduces the impact for all children and young people.</li> </ul> <p>The individualised caseload and the number of referrals have reduced despite increased demand which is a strong indicator that universal and targeted activity is supporting more children.</p> <p>Many children and young people's needs are now being supported within their home and educational environments without needing to be stepped into individualised care.</p>

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 <b>Our learning &amp; next steps</b>	<p>In challenging financial times, we need to keep a focus moving resource upstream and prioritising early intervention, prevention and self-management and promote least intrusive interventions, directly linked to wellbeing outcomes, in collaboration and without need for referral. We cannot be drawn back into a “refer, assess, treat” system which focuses on individualised care. We need to continue to have a strong focus on self management and building capacity within families, placements and communities</p>
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