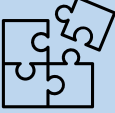









Storyboard at a Glance...

<input type="checkbox"/> Families	<input checked="" type="checkbox"/> Universal
<input type="checkbox"/> Environment	<input checked="" type="checkbox"/> Targeted
<input type="checkbox"/> Workforce	
<input checked="" type="checkbox"/> Identification	
<input type="checkbox"/> Intervention	

Language and Communication Concern Pathway

An Early Language and Communication Improvement Story Board from East Ayrshire

 The issue	 The team	 Our idea
<p>Education staff sending RFAs to SLT in first instance – often staff were uncertain which children required a RFA, what steps to follow and when they should make the RFA.</p>	<p>Ariana Thompson – SLT Dawn McMahon - EAST</p>	<p>Create a guidance document to support staff in schools with any speech, language, or communication concerns. To make the decision-making process clearer regarding when to seek SLT assistance and what other targeted/universal support to offer.</p>
 Tools & resources we used.	 What we did	 The impact
<ul style="list-style-type: none"> • EAC CLPL Calendar • SAC Training Calendar • EAC/A&A Health Board policies • Joint professional knowledge 	<ul style="list-style-type: none"> • Informally interviewed staff within primary sector asking for their views about L,T&C. • Created the Listening and Talking guidance flowchart with all relevant signposting for training, professional reading and referrals. 	<p>Clear pathway for all available on GLOW, Education staff now feel better informed and more confident in when and how to make a RFA to SLT, and know what to try before they make the RFA</p> <p>Improvement in the quality of RFAs received by the SLT department – virtually 0 RFAs from Education are now returned for more information or as inappropriate which ensures RFAs are processed more quickly and the child's Request to SLT is not delayed</p> <p>Better use of SLT helpline by Education staff for good initial conversations, resulting in advice being given to try while child waits to hopefully reduce impact of SLC concerns</p>

 Our learning & next steps	<ul style="list-style-type: none">• Further work on improving the understanding of the SLT Helpline – what information will be needed prior to the conversation etc to ensure efficiency• Presenting L&T Flowchart at Probationer Course August 2024• Creating a Bitesize Presentation to upload onto GLOW for future reference• Improving awareness and confidence in Universal and Targeted approaches• Raising awareness to parents and carers• Improving Education staff awareness of the impact of SLC needs – Care Aims framework
 Find out more	<p><i>Ariana.thompson@aapct.scot.nhs.uk</i></p> <p><i>Dawn McMahon: dawn.mcmahon1@glow.sch.uk</i></p>