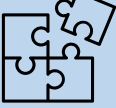









### An Early Language and Communication Improvement Story Board from South Ayrshire

**Storyboard at a Glance...**

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

 <b>The issue</b>	 <b>The team</b>	 <b>Our idea</b>
<p>Many children within the SIMD1 establishments in the area experience communication needs. We wanted to increase our targeted supports within education establishments to help support these needs and to empower education establishments and families to help their children's communication.</p>	<p>Speech and Language Therapy 7 education establishments (both early years centres and primary schools) Families</p>	<p>One of our main targets within our team plan and children's services plan is to increase our targeted and universal support and to provide this support as close to the child or young person and their family as possible.</p> <p>We were able to begin this initiative through increased funding from education which allowed SLT to speak to education establishments and identify communication needs within establishments. This allowed us to develop appropriate training and targeted groups.</p>
 <b>Tools &amp; resources we used.</b>	 <b>What we did</b>	 <b>The impact</b>
<p>We have utilised QI methodology throughout to identify priorities, gaps and to gather baselines and measure improvement of our initiative. We also created feedback forms to gather qualitative feedback.</p> <p>We were able to adapt many of our current training offers and utilised excellent targeted group resources which were already available to us.</p>	<p>We met up with each education establishment individually to identify their gaps and needs which allowed us to develop bespoke plans to suit each establishment.</p> <p><u>We arranged:</u></p> <ul style="list-style-type: none"> <li>On-site parent drop-in sessions</li> <li>Parent and education training sessions</li> <li>Targeted small group/whole class sessions which targeted areas such as attention and listening, narrative skills, phonics and vocabulary development.</li> </ul> <p>As part of the targeted groups we trained up a member of staff who was then able to take this work forward further across the establishment.</p>	<p>Positive feedback from families and education regarding strategies to support speech and language development.</p> <p>Increased timely support in natural settings for children and families without extended waiting times.</p> <p>Increased scores in attention and listening, phonics and language screeners observed across all establishments.</p>

 <p><b>Our learning &amp; next steps</b></p>	<p>We've seen very positive results with our initial 7 establishments. We will continue to roll this out further with another 7 establishments next year and provide check-in opportunities for this year's establishments to support them to continue the strategies and groups with new year groups.</p> <p>We will need to ensure that the member of staff who gets trained in the groups also then trains up other staff members to avoid loss of knowledge due to staff changes.</p> <p>We will gather feedback this spring from the current establishments to understand what they've felt has been most successful with the initiative and any learning points which we could take on board for future planning.</p>
 <p><b>Find out more</b></p>	<p>Hedvig Horner, Speech and Language Therapist South Ayrshire CYP Speech and Language Therapy <a href="mailto:Hedvig.horner2@aapct.scot.nhs.uk">Hedvig.horner2@aapct.scot.nhs.uk</a> 01292571236</p>