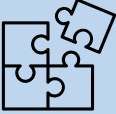









- ☐ Families
- ☐ Environment
- ☐ Workforce
- ☐ Identification
- ☒ Intervention
- ☐ Universal
- ☒ Targeted

## Early Language and Communication Improvement Story Board from Dumfries & Galloway

 <b>The issue</b>	 <b>The team</b>	 <b>Our idea</b>
<p>There was recognition of the need for children transitioning into school to have an up to date assessment, and resources/recommendations put in place</p>	<p>Early Years Team: Claire Brown, Lynn Adams, Alison Lang, Carol McQuillin, Karen Cruickshank &amp; Liz Tomlinson (approx. 4 WTE)</p>	<p>To identify and prioritise children starting P1 in August 24 to be offered assessment and ongoing support as needed in Term 4.</p>
 <b>Tools &amp; resources we used.</b>	 <b>What we did</b>	 <b>The impact</b>
<p>We used Topas to identify children who fell within the age bracket for starting school (109).</p> <p>We tried to identify those who were aged to start school but who were deferring via Health &amp; Education colleagues and from families (32).</p> <p>We grouped the children into pre-school settings/areas.</p>	<p>Children were allocated to locally based therapists and there was movement of the team across the region to cover areas with higher demand.</p> <p>Children/families were offered assessment, support where necessary and a report/resources. Assessment/support continued into the summer holidays as required.</p> <p>For those for whom it was appropriate, a final session was offered in school in the new term to ensure S&amp;LT advice was understood.</p>	<p>77 children were offered appointments as part of the project. 2 families did not take up the offer.</p> <p>We gathered feedback via Forms Questionnaires from the S&amp;LTs involved, the families who had been offered support (via direct T/C), and the receiving P1 Class Teachers.</p> <p>We gathered 100% return from SLTs, 58% return from Parents and 23% from Teachers.</p> <p>Feedback from S&amp;LTs and Parents was generally positive. Of the Teachers who responded, only half said they had seen an S&amp;LT report (although our records showed 99% of children had a report). All those who had seen a report had found it helpful.</p>

 <b>Our learning &amp; next steps</b>	<ul style="list-style-type: none"> <li>• We agreed to begin gathering names of those expected to transition into P1 in Aug 25 and collate info about deferral at the start of the year, or as soon as the authority decision was known.</li> <li>• We agreed that we might need to differentiate between those needing specific transition support, and those needing a more generic support before transition.</li> <li>• We agreed that children needing transition support might need to be allocated earlier than term 4 (e.g. around RPP/deferral decisions)</li> <li>• We sent feedback to Teachers on their questionnaire returns and included information that S&amp;LTs are rarely invited to transition meetings. This information has also been taken forward with Education Managers as it is evidently an issue for many NHS services.</li> </ul>
 <b>Find out more</b>	<p> <i>Claire Brown, Speech &amp; Language Therapist, Dumfries &amp; Galloway</i>  <a href="mailto:claire.brown3@nhs.scot">claire.brown3@nhs.scot</a> </p>