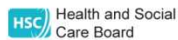
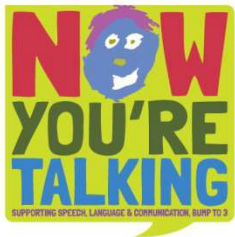




Janet Cooper

**Team Leader for Community
Paediatric Speech and
Language Therapy, Stoke and
Manager for
'Stoke Speaks Out'.**

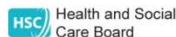
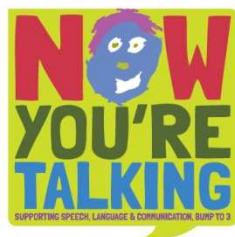




Stoke Speaks Out

Acting together... achieving change

Janet Cooper
Early Language and Communication
Programme Manager
SSOTP/Stoke on Trent City Council



Stoke on Trent



COLLEGE OF
CHANCELLORS
LANGUAGE
THERAPISTS

Oideachais
Lear

Inspiring a love of books

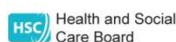
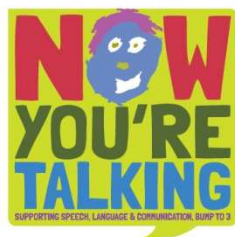
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GILBERT'S
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Stoke Speaks Out



A multi-agency approach to tackling the high incidence of speech and language deficit in Stoke on Trent



Evidence of need: Baseline Measures

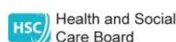
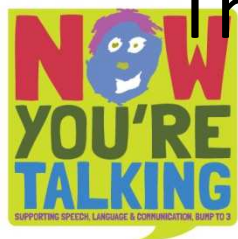
2000 Government targets for local Sure Start programmes to 'reduce by 5 percentage points the number of children requiring specialist intervention for their speech and language by the age of 4 years'



How we interpreted this in Stoke-on-Trent



- No previous measures to reflect on or compare with
- Only local measure was referrals to SLT- these are often unreliable measures
- No National assessment tool
- Anecdotal evidence suggested under-referral rather than over-referral to Speech/Language Therapy

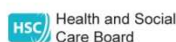
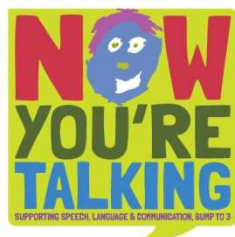




Establishing a baseline



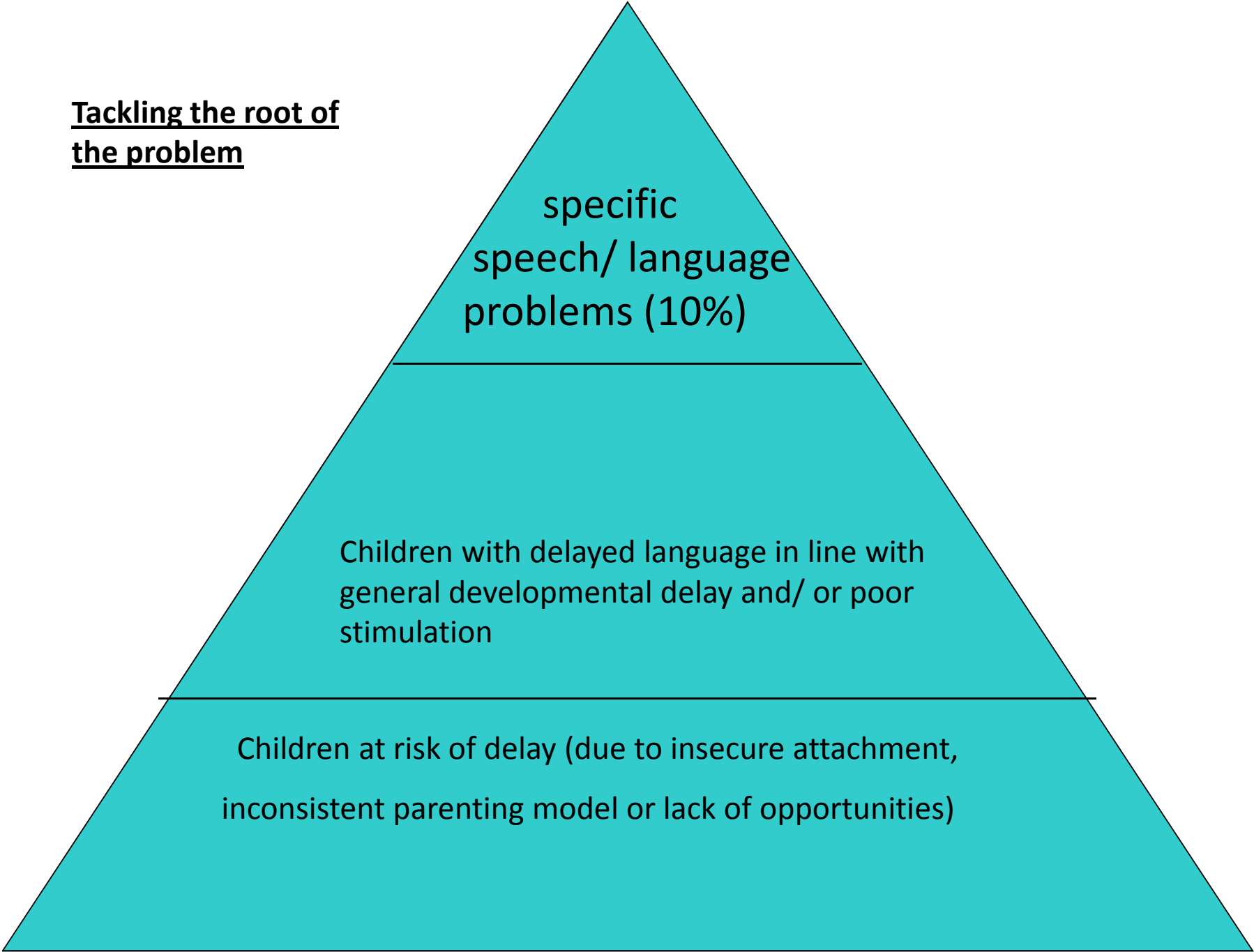
- Assessment of children entering nursery age 3;6 to 4 years
- Standardized assessments- comprehension of language, word finding vocabulary and speech
- Criteria= Age, Parental consent and Sure start postcode
- Attending a nursery in the Sure Start areas



Initial findings

- Whole population deficit- 64% of children assessed were significantly delayed with language skills
- Lack of early identification
- Culturally accepted norms
- Supporting observations from settings
- Some specific 'SLI' identified but majority delayed- all lumped together

**Tackling the root of
the problem**

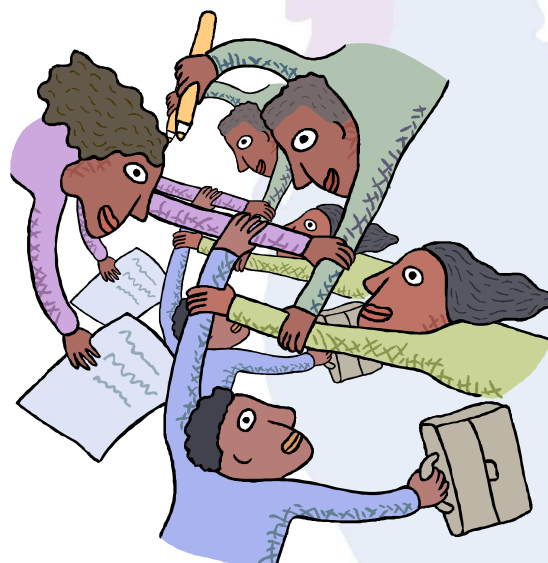


specific
speech/ language
problems (10%)

Children with delayed language in line with
general developmental delay and/ or poor
stimulation

Children at risk of delay (due to insecure attachment,
inconsistent parenting model or lack of opportunities)

Process



What did we do?

- Gathered lots of evidence (parents questionnaires, practitioner questionnaires, talked to wide range of people, attended forums and shared our findings)
- Developed a core multi-agency team of specialists to look at the underlying issues and plan a way forward
- Decided to embed the skills within the Children's workforce rather than deliver a new service

What did we develop?

- Multi-agency training programme to ensure communication is 'everybody's business'
- Develop quality resources with reliable key messages for parents, carers and practitioners
- Supported current provision such as toddler groups, ante-natal classes etc. to enhance their practice
- Created a 'buzz' around early communication

So what has changed?



Training

- 5 tier training framework: written, delivered and received by a multi agency group
- Level 1 shared vocabulary, shared good practice, shared tools
- Level 2 changes in practice
- Level 3 extending knowledge
- Level 4 Setting award- Communication Friendly
- Level 5 Enhanced practitioner award

Embedding good practice

- Expectation that basic good practice has been applied before children can be referred to SLT
- Quality improvement team expect high quality interaction in settings
- Setting award- evidence that best practice is in place

Early Identification

- Increased knowledge of child development
- Tools to support this knowledge
- Confidence in the process to access support

Attachment and communication on all agendas

- Children's plan
- Early Years Strategy: Priority 1 Closing the gap
- Attachment features strongly in settings and on all Health Visiting plans
- Stoke Reads

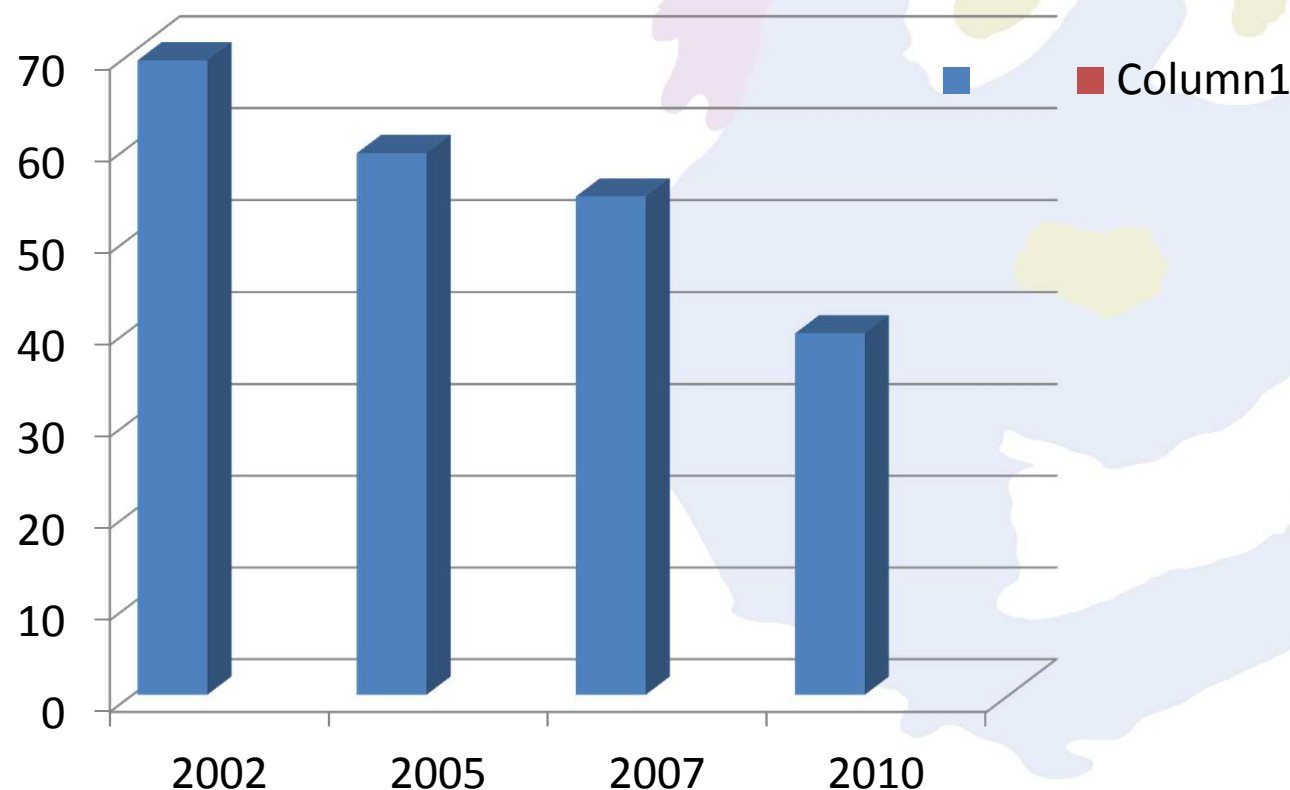
SLT changes

Staged
Pathway

Triage

Working
together

Incidence of comprehension +/- word finding delay City Wide



What has changed?

- Children are entering nursery with better language skills
- City average in 2004 = 64% delay, 2010 39% delay
- Cohorts of children are being tracked through school and are showing an improvement year on year
- Parental and practitioner questionnaires indicate improvement in knowledge and confidence
- Evidence of good practice through practitioner case studies
- More information available to parents
- Case studies show impact from before birth through to school age
- SSO training now on courses locally for midwifery, teacher training, paediatric nursing and childcare courses
- Mandatory part of induction for all Children's centre staff

Impact and evaluation

There have been many levels to our evaluation:

- Annual child measures in 1 area
- 3 yearly city-wide measures
- 4 year 'One step at a time programme' in schools has in-built assessment tool for whole cohort
- Annual questionnaire to parents and practitioners
- Training feedback
- Currently looking at Child development tool across the City and repeating language measures

Validating the evidence

- External consultants used to evaluate first 3 years of the programme- important to have an external view
- Y4-6 multi-agency evaluation with peer review from local university
- Currently planning to repeat language measures with University Support

Where now?

- SSO now part of the Early Years Team
- Training up a wider team to deliver elements of the training
- Joint lead role linked to SLT team leader role
- Funding significantly reduced and part of mainstream funds
- Child development tool
- Sustaining a focus on attachment and early language/ communication development

Where next?

- Child development tool to continue to provide evidence of need and supporting implementation of revised EYFS
- Repeat baseline measures 2013
- Focus on early reading take up
- Cohort of level 5s
- Increase and review Level 4 'Communication friendly' settings
- Targeted training (incl. foster carers, social care)
- Communication Champions in every locality
- Focus on Communication Ambassadors
- Language acceleration programme in nursery
- Reviewing whole Children's Centre offer for SLCN

Current commissioning

- Stoke Speaks Out is now the 'Early Language and Communication Strategy' for Stoke on Trent
- This is part of the Local Authority's structure under 'Early Years'
- It is funded by the Local Authority but Health remain strong partners in every aspect
- The programme lead is seconded part time from Health to Education and holds a joint role as team leader for Community Paediatric SLT alongside this role
- This ensures seamless support from prevention through to early identification and early intervention



- Develop an evidence base
- Identify a Champion to lead this work
- Use the National data to support this agenda
- Share knowledge and practice
- Create a hub of good practice
- These issues will not go away on their own
- Focussing on early attachment and communication things can only get better

1. Expert phase:

- Develop an evidence base of local need
- Research the causes
- Identify ways of addressing this need
- Develop new ways of tackling the issues
- Trial and perfect the methods

4. Empowering phase

Supporting processes for local practitioners to use their skills and link together
Sharing the expertise beyond the City and ensuring the ongoing work is self-sustaining

Stoke Speaks Out

2. Enabling phase

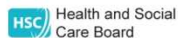
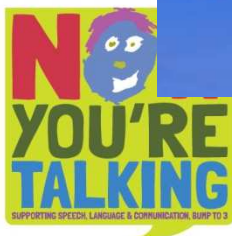
Training and supporting the infra-structure to develop skills to support all areas which affect communication development

3. Embedding phase

Building in the capacity and expertise within agencies to continue to support and address the local need



Acting together....achieving change



Contact details

- Janet.cooper@stoke.gov.uk
- www.stokespeaksout.org.uk
- Ref: The Early Years Communication Handbook: Pub Practical Pre-school 2010



REGIONAL CONFERENCE

24 OCTOBER 2013
EVERGLADES HOTEL

DERRY
LONDONDERRY

TALK WITH ME!

AS WAS HIS
LANGUAGE
SO WAS HIS LIFE
Seneca (5BC-65AD)