

Talking Together

A joint project between Children Ahead and
Children's Integrated Speech and Language Therapy
Service for Hackney and the City

Update Report 2022-2023

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Lead Speech & Language Therapists



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Summary

Therapy Reach

- 90+ children seen from 17 schools
- Children achieved an average 2 point change in their target ratings at the end of the input
- Children reported that they had developed strategies to support themselves



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Launchpad for Language

- 96 children involved across 2 pilot schools
- 56% increase in children scoring at the expected level by the end of the project



Impact on staff

- Staff reported being more able to support children – with therapy input and in the classroom
- 9/10 staff would recommend training to a colleague, without hesitation

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Purpose & Expectations for Pilot 3

- The purpose of this two year funded pilot extension is to roll out the offer to girls' schools, in addition to maintaining a level of activity with the existing boys' schools.
- Engagement with the girls' schools enables us to discuss transparently the need to agree sustainable and recurrent joint commissioning arrangements to secure this future SALT offer to independent schools.
- The Non Recurrent funding is only available for two years and a recurrent funding model must be agreed across health, education and schools.
- The intention is to mirror the arrangements in place for mainstream schools across Hackney, with an element of a 'core' statutory funded provision that is supplemented by a 'traded' provision that is funded by the school. It is intended that the Homerton and Children Ahead would continue to jointly deliver the service.

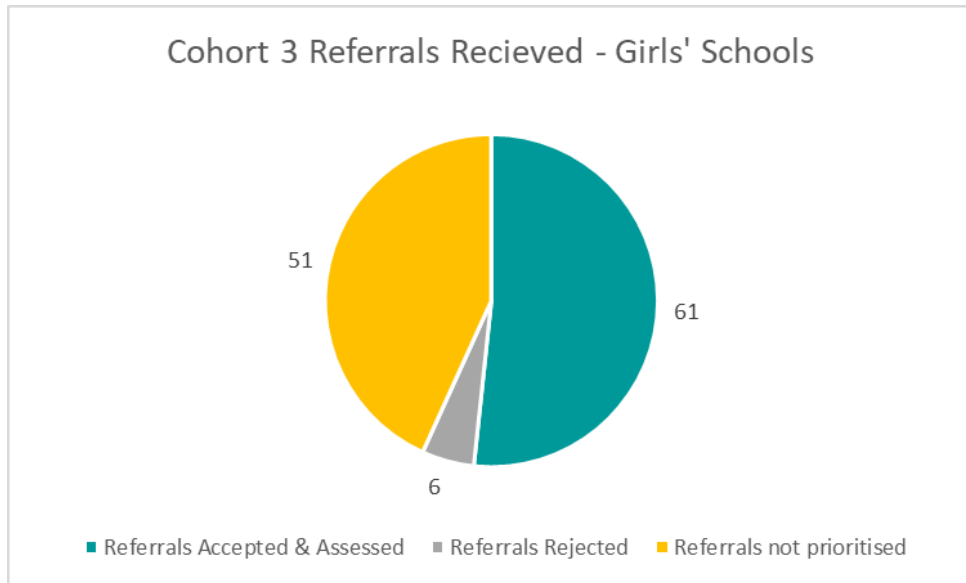
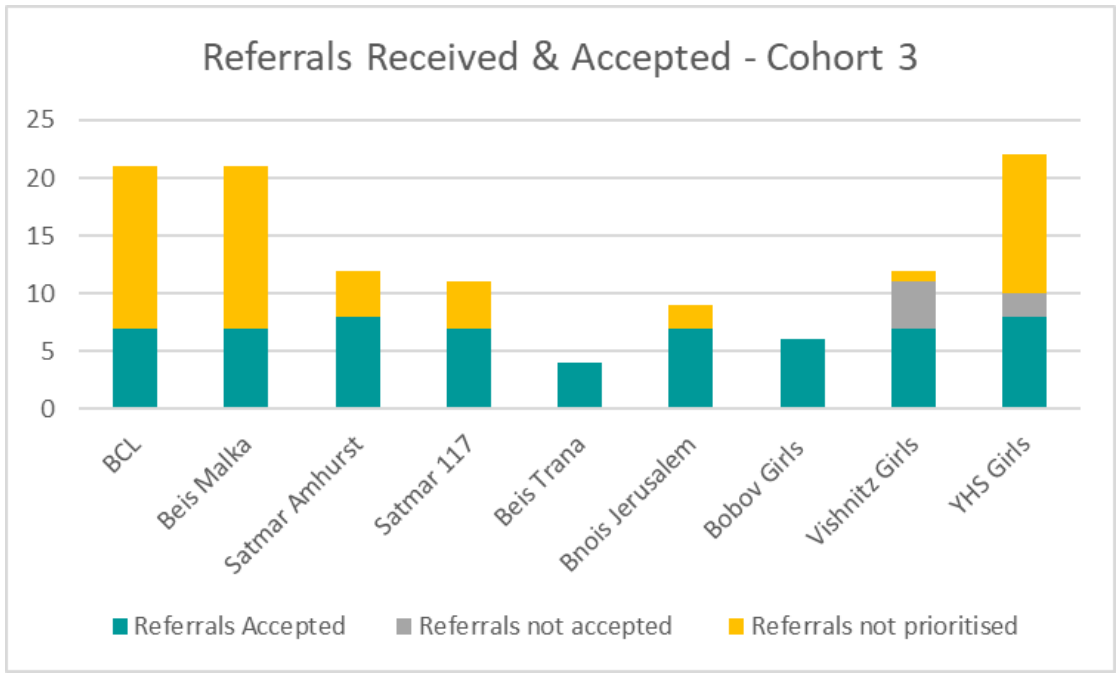


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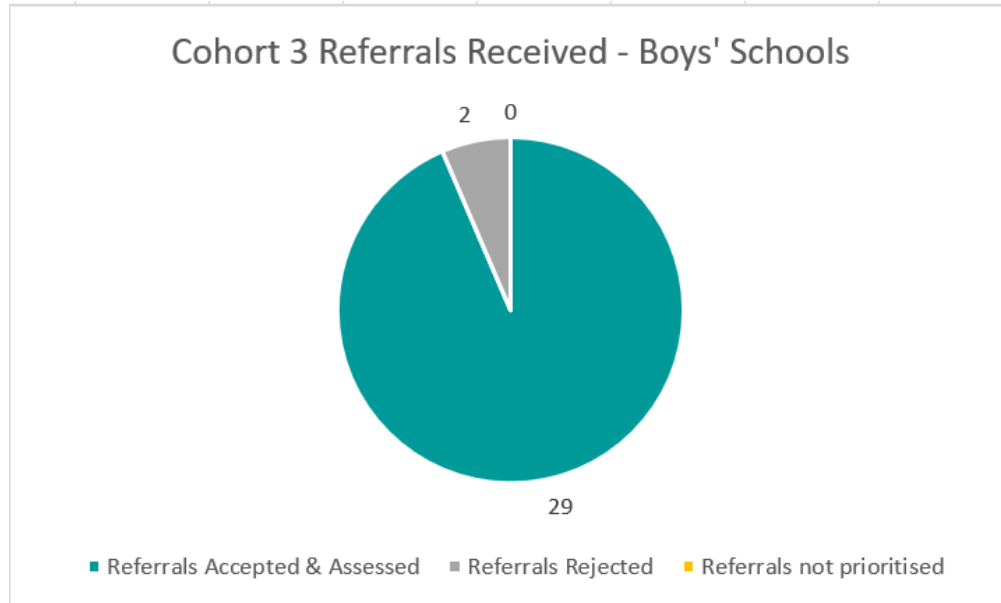
KPIs – Girls’ Schools: Referrals Received & Assessments completed



	BCL	BM	S - A	S - 117	BT	BJ	BG	VG	YHS
Refs Accepted	7	7	8	7	4	7	6	7	8
Not Accepted	0	0	0	0	0	0	0	4	2
Not Prioritised	14	14	4	4	0	2	0	1	12

Girls’ Schools: Referrals received from 9 schools

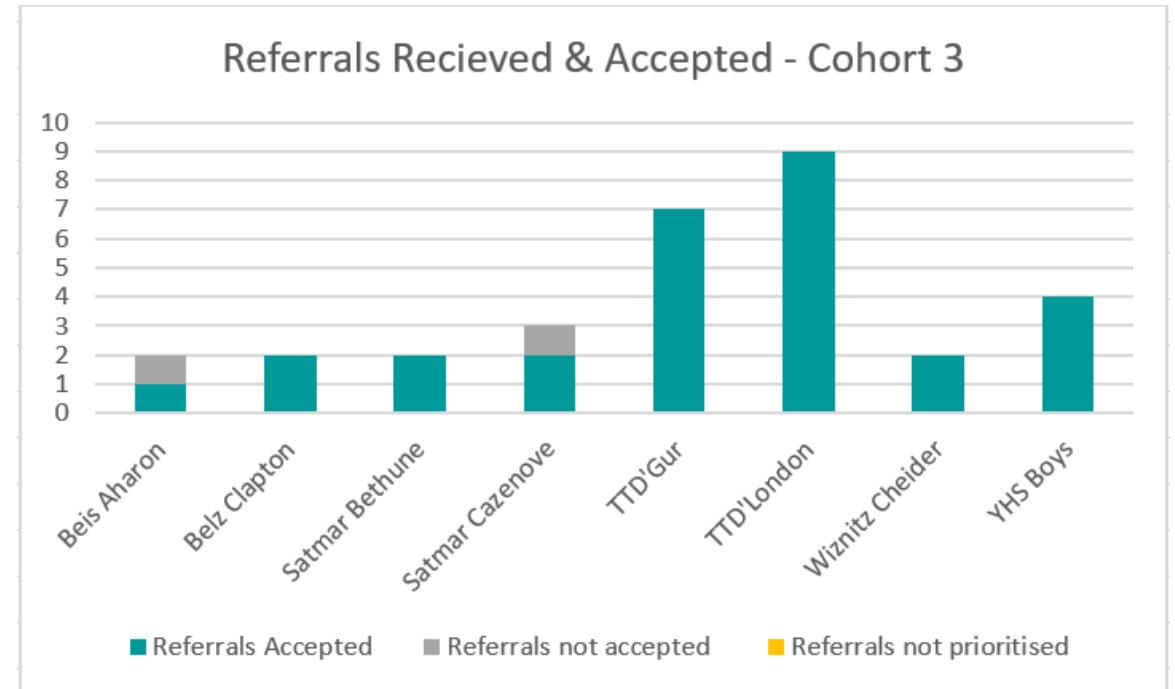
KPIs – Boys’ Schools: Referrals Received & Assessments completed



Boys’ Schools: 31 referrals received from 8 schools



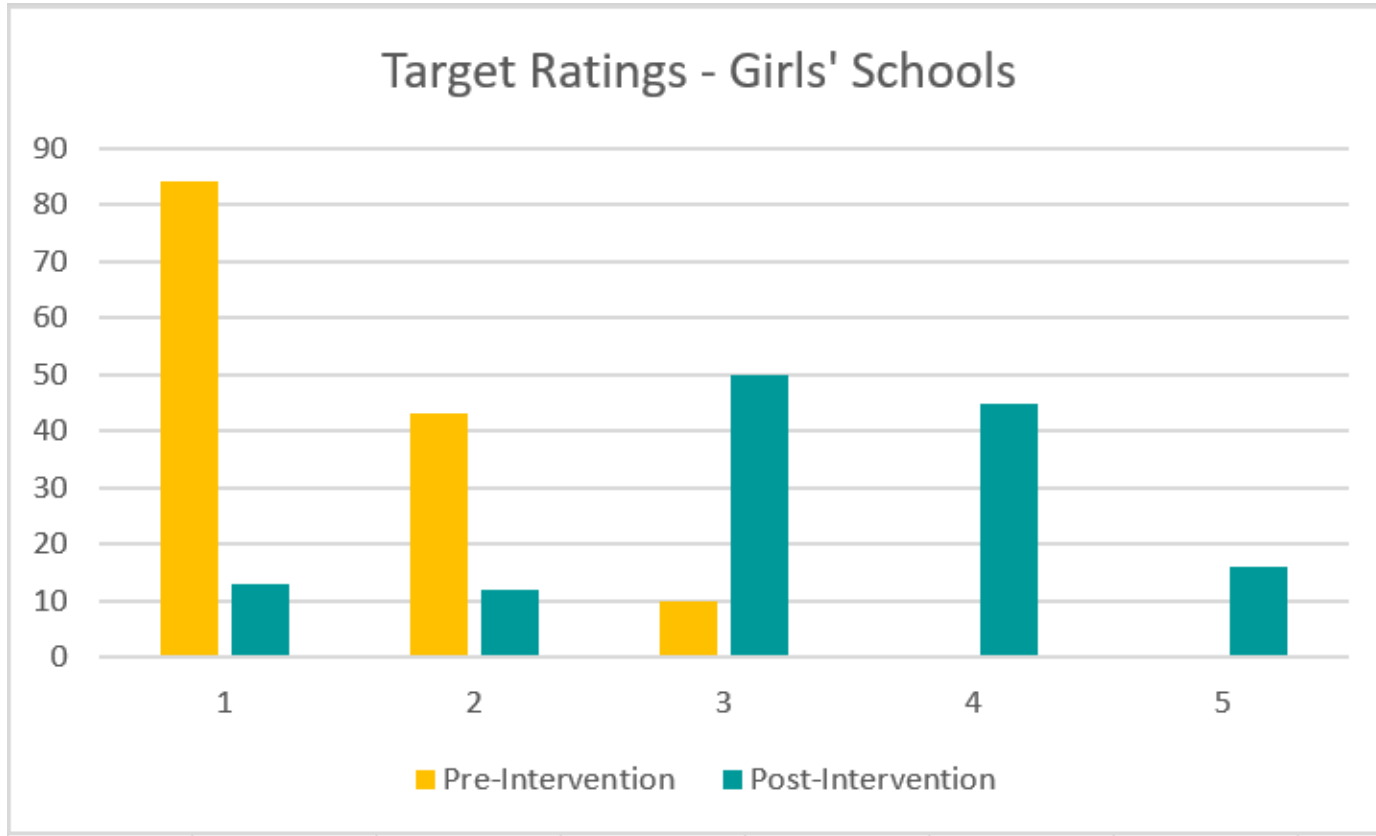
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	BA	BC	SB	SC	TTD’G	TTD’L	WC	YHS
Refs Accepted	1	2	2	2	7	9	2	4
Not Accepted	1	0	0	1	0	0	0	0
Not Prioritised	0	0	0	0	0	0	0	0



KPIs – Targets Achieved



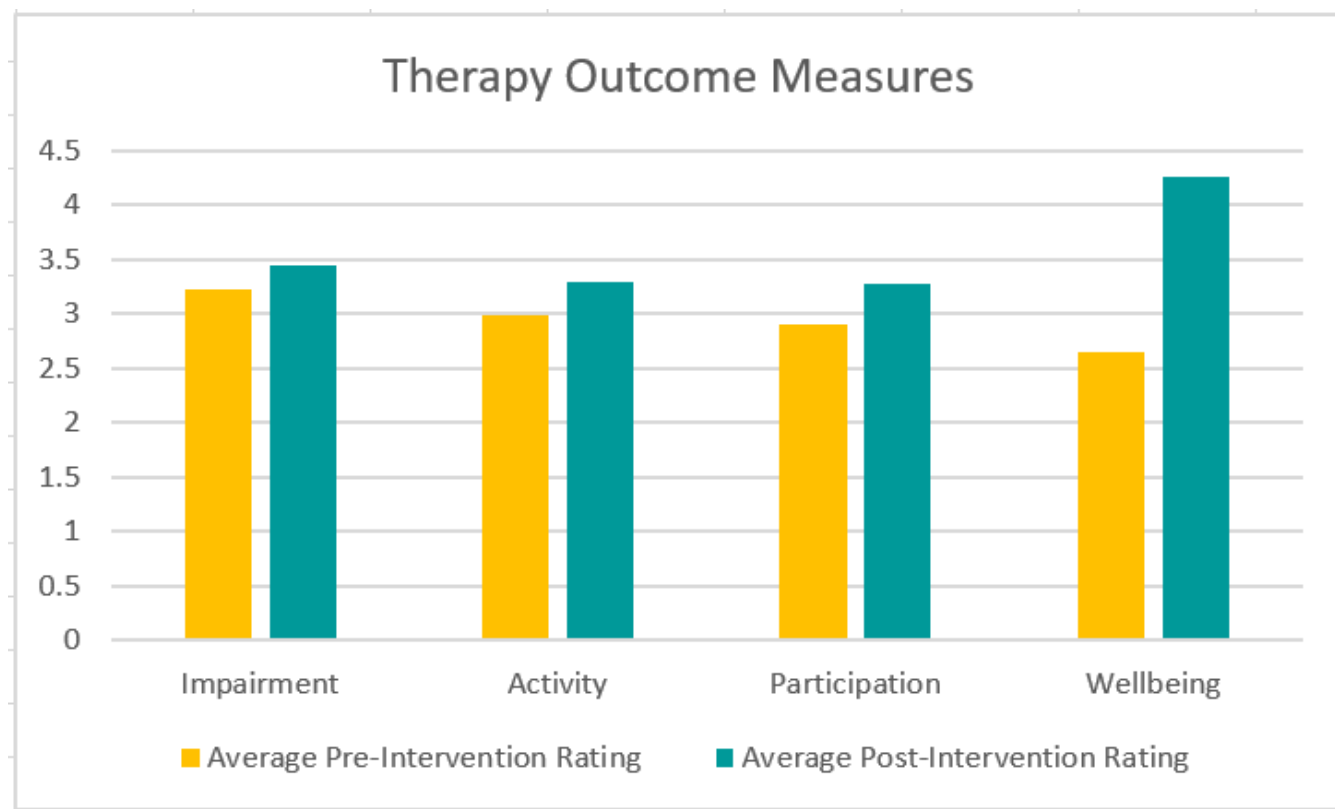
Average Ratings		
Pre-Intervention	Post-Intervention	Change
1.46	3.30	+2.34

Key:

1. Adult is introducing target; child not yet able to achieve it
2. Child is beginning to respond to a target with a high level of adult support/not able to achieve independently
3. Child achieves target intermittently (occasionally), with some difficulty or with some adult support
4. Fairly consistent achievement, occasional difficulty or occasional need for adult support
5. Child is able to achieve target consistently, without significant difficulty or need for adult support



Outcomes & Impact



- A range of measures were used to measure outcomes
- TOMS (Therapy Outcome Measures) rate impact on a 0-5 scale on four domains
- A rating of 0 equals a severe impact in that area
- A rating of 5 shows that the child is functioning as expected in that area
- This measure showed that the biggest impact was on the Wellbeing of the children involved in the project

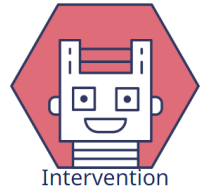
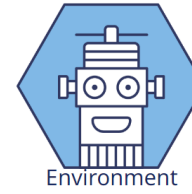


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Outcomes & Impact



- TT was involved in a pilot of the Prove it! outcome measurement tool
- Prove it! provides a variety of tools, which can be used to measure impact of interventions across a range of domains
- Questionnaires and rating scales were used with the girls and with staff members before and after intervention

All children rated themselves at Yellow or Green when asked 'Has this helped?'



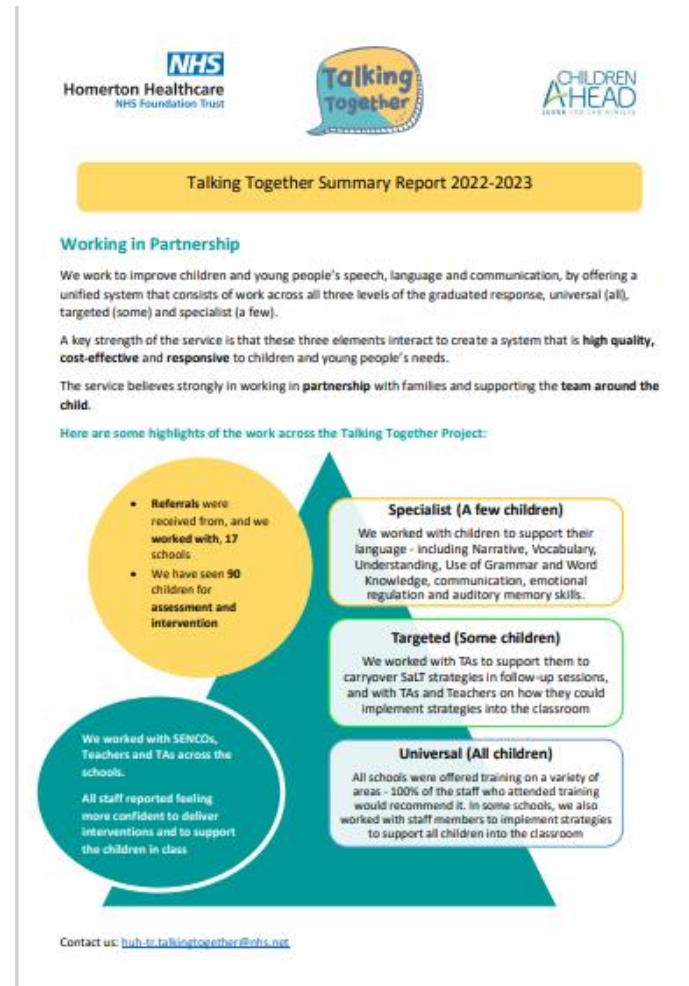
TAs reported at the end of the therapy block that they:

- ✓ Have a better understanding of the intervention
- ✓ Have a better understanding of the structure of the intervention and resources required
- ✓ Have a better understanding of how to deliver the intervention
- ✓ Feel confident in delivering the interventions



Outcomes & Impact - Feedback

- Feedback was collected from the girls', from parents, from TAs and from other staff members at the end of the project
- All schools were sent a summary of input in their school – either school specific, or an overall summary of the project



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Talking Together Summary Report 2022-2023

Working in Partnership

We work to improve children and young people's speech, language and communication, by offering a unified system that consists of work across all three levels of the graduated response, universal (all), targeted (some) and specialist (a few).

A key strength of the service is that these three elements interact to create a system that is **high quality, cost-effective** and **responsive** to children and young people's needs.

The service believes strongly in working in **partnership** with families and supporting the **team around the child**.

Here are some highlights of the work across the Talking Together Project:

- Referrals were received from, and we worked with, **17** schools.
- We have seen **90** children for assessment and intervention

We worked with SENCOs, Teachers and TAs across the schools.

All staff reported feeling more confident to deliver interventions and to support the children in class.

Specialist (A few children)

We worked with children to support their language - including Narrative, Vocabulary, Understanding, Use of Grammar and Word Knowledge, communication, emotional regulation and auditory memory skills.

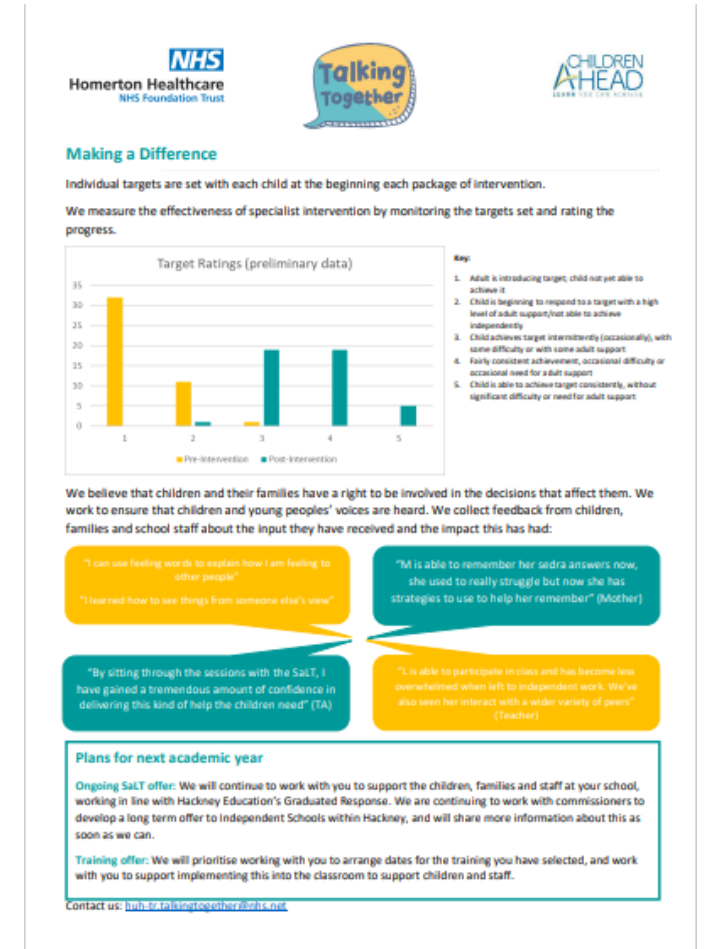
Targeted (Some children)

We worked with TAs to support them to carryover SaLT strategies in follow-up sessions, and with TAs and Teachers on how they could implement strategies into the classroom

Universal (All children)

All schools were offered training on a variety of areas - 100% of the staff who attended training would recommend it. In some schools, we also worked with staff members to implement strategies to support all children into the classroom

Contact us: talk.together@nhs.uk

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Making a Difference

Individual targets are set with each child at the beginning each package of intervention.

We measure the effectiveness of specialist intervention by monitoring the targets set and rating the progress.

Target Ratings (preliminary data)

Rating	Pre-Intervention	Post-Intervention
1	30	0
2	10	2
3	2	18
4	0	18
5	0	5

Key:

1. Adult is introducing target; child not yet able to achieve it
2. Child is beginning to respond to a target with a high level of adult support/has able to achieve independently
3. Child achieves target intermittently (occasionally), with some difficulty or with some adult support
4. Fairly consistent achievement, occasional difficulty or occasional need for a adult support
5. Child is able to achieve target consistently, without significant difficulty or need for adult support

We believe that children and their families have a right to be involved in the decisions that affect them. We work to ensure that children and young peoples' voices are heard. We collect feedback from children, families and school staff about the input they have received and the impact this has had:

- "I can use feeling words to explain how I am feeling to other people"
- "I learned how to see things from someone else's view"
- "M is able to remember her sedra answers now, she used to really struggle but now she has strategies to use to help her remember" (Mother)
- "By sitting through the sessions with the SaLT, I have gained a tremendous amount of confidence in delivering this kind of help the children need" (TA)
- "L is able to participate in class and has become less overwhelmed when left to independent work. We've also seen her interact with a wider variety of peers" (Teacher)

Plans for next academic year

Ongoing SaLT offer: We will continue to work with you to support the children, families and staff at your school, working in line with Hackney Education's Graduated Response. We are continuing to work with commissioners to develop a long term offer to Independent Schools within Hackney, and will share more information about this as soon as we can.

Training offer: We will prioritise working with you to arrange dates for the training you have selected, and work with you to support implementing this into the classroom to support children and staff.

Contact us: talk.together@nhs.uk

Outcomes & Impact – Feedback from parents and children

“It helped me to know new words” -
Y6 Girl



“I can use feeling words to explain
how I’m feeling to other people” -
Child

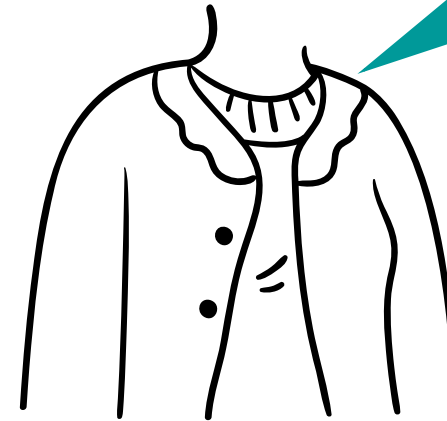
“I learned how to see things from
someone else’s view” - Child

“I know how to remember much longer
instructions since coming here” - Child

“M is able to remember her sedra answers
now, she used to really struggle but now she
has strategies to use to help her remember” -
Parent

“I no longer feel that A is tense around her
twin sister. She has learnt how to manage her
feelings and express her wants and needs to
us in an appropriate manner.” - Parent

“My daughter is much more
expressive...I have really seen a change!”
- Parent

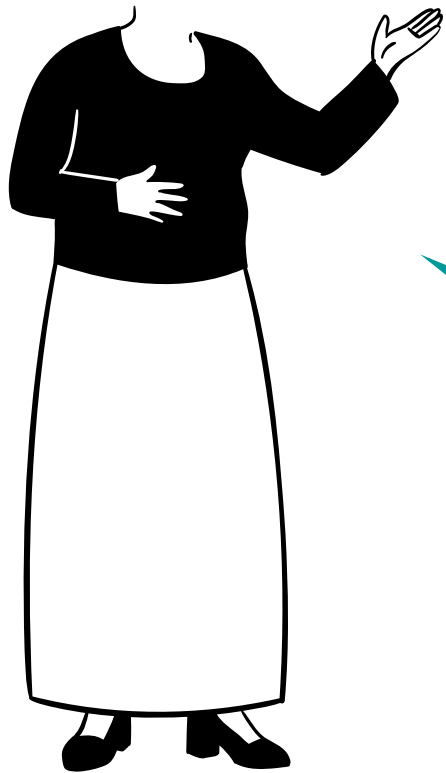


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Outcomes & Impact – Feedback from school staff



“It has been helpful to see how to do the intervention and I have been using the approach in my groups with other pupils.” - TA

“By sitting through the sessions with [SaLT], I have gained a tremendous amount of confidence in delivering this kind of help the children need” - TA

“It was such a good coincidence that [the SLT] was assigned to our school and able to advise on this child’s needs” - Headteacher

“The child is much more focused in lessons and she has become part of the class.” - Year 1 teacher

“L Is able to participate in class and has become less overwhelmed when left to independent work. We’ve also seen her interact with a wider variety of peers” - Teacher

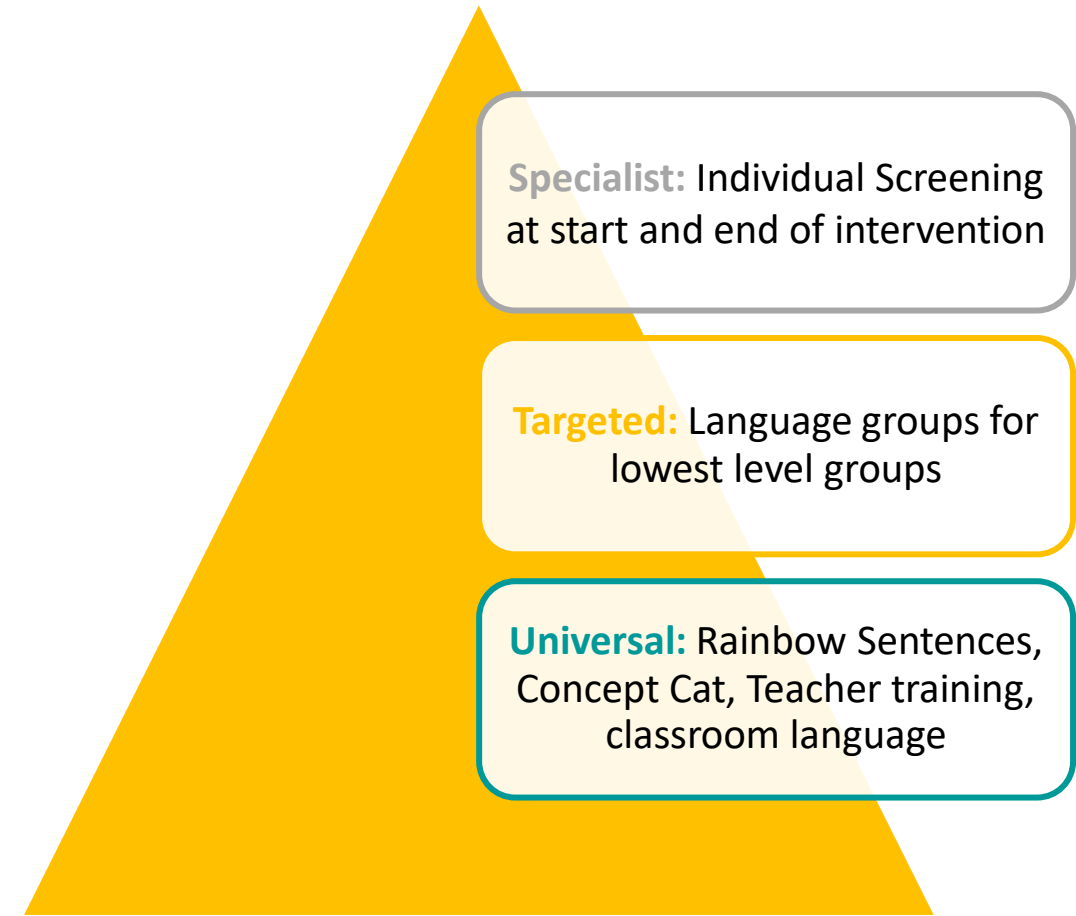
“We are seeing the impact your input. We have seen that even a short amount of time has been effective. “ - Teacher

“At the start of the project I was a little sceptical as to how much could be achieved in 6 sessions. Now I see how much the children have gained and how by working with the TA's you have given us a direction for each child which we can continue.” SENCO



Launchpad for Language

- The development of speech, language and communication skills is essential for children under five to achieve the best learning outcomes. Launchpad for Language is an evidence-based universal language enrichment programme, focused on the early years, which aims to support all children to reach their communication potential. The programme also empowers parents and education staff so they can support children in developing language and communication skills.
- This is the first year that the Talking Together programme has included Launchpad as a funded service due to working towards focusing on the “whole school approach” as part of the long term aims of this project. In addition by focusing on Early Years intervention, schools will hopefully require less specialist support in the older years.



Launchpad for Language

Oct 22
Letter sent to SENCOS/Headteachers
Informing about TT 22/23.
Inviting to meeting to hear about EYFS pilot.



15th Nov 22
Meeting @ CA for SENCOS and Headteachers with HUH and CA SLT team.
Helen introduced Launchpad (L4L) and offered schools to apply for this provision. PP sent via email to boys' schools to apply.



End of Nov 22
Application accepted for 3 pilot schools for L4L.
- Beis Malka (predominantly Yiddish)
- Yesodey Hatorah School for Girls
- Talmud Torah (Boys Cheder)



July 23
Screening @ YHS and BM schools.
Results displayed significant progress and schools requested to rerun the programme.



April 23
Joint agreement to discontinue L4L at Talmud Torah and concentrate resources in YHS and BM.



January 23
L4L started in all 3 schools.
All children screened.
Feb 23
Class and Group intervention started.

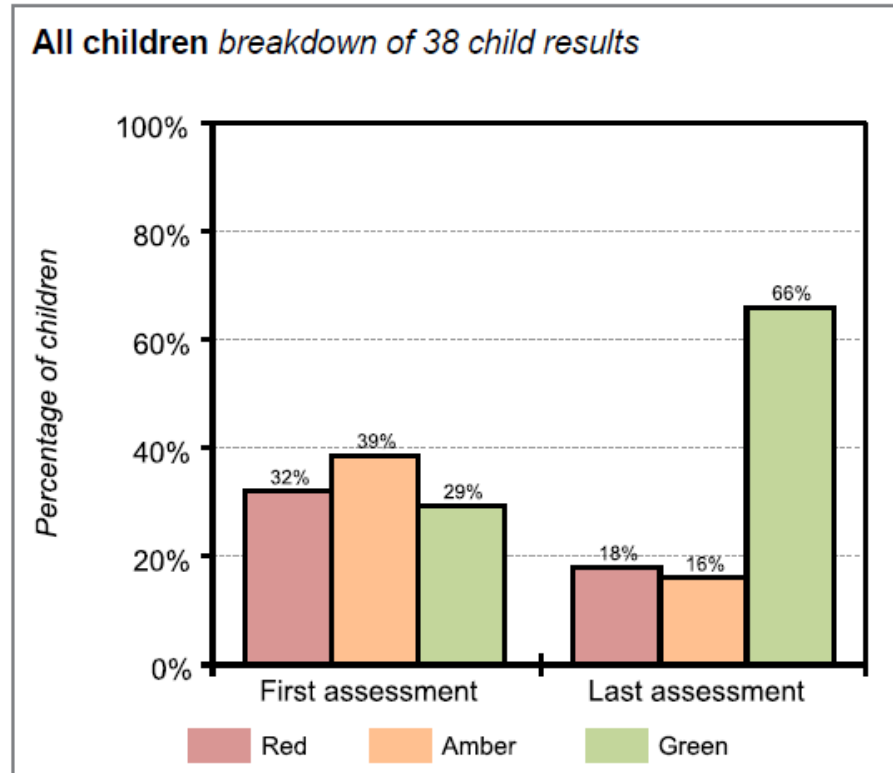


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Launchpad for Language – Reach & Impact



96 children involved in L4L across 2 schools.

19 days of SaLT in school (equivalent to 38 mornings)

Accelerated learning enabled children to jump from red to green scores with 32% of children starting as red in January finishing with only 18% red in July.

Marked increase of children with age-appropriate skills (green) increasing from 29% to 66% across the year.

Launchpad for Language – Feedback & Strengths



“We strongly feel that all children and staff are really benefitting from this amazing programme. Children are all progressing beautifully and amazing to see how the average class level has risen! “

Mrs H Weiss, Nursery Manager

“Thank you so much, the children have loved the sessions”

Mrs Brotstein, EYFS Lead

- + Schools appreciated effectiveness of Early Years Intervention
- + Children made significant progress over the 2 terms of intervention.
- + Teachers trained so can use new strategies and resources with following years.
- + Resources been adapted to be culturally appropriate and can be used again.
- + SaLTS became embedded in school and trusted professionals.
- + Increased trust between schools and HUH
- + Bridges built between CA and HUH and excellent working relationship.



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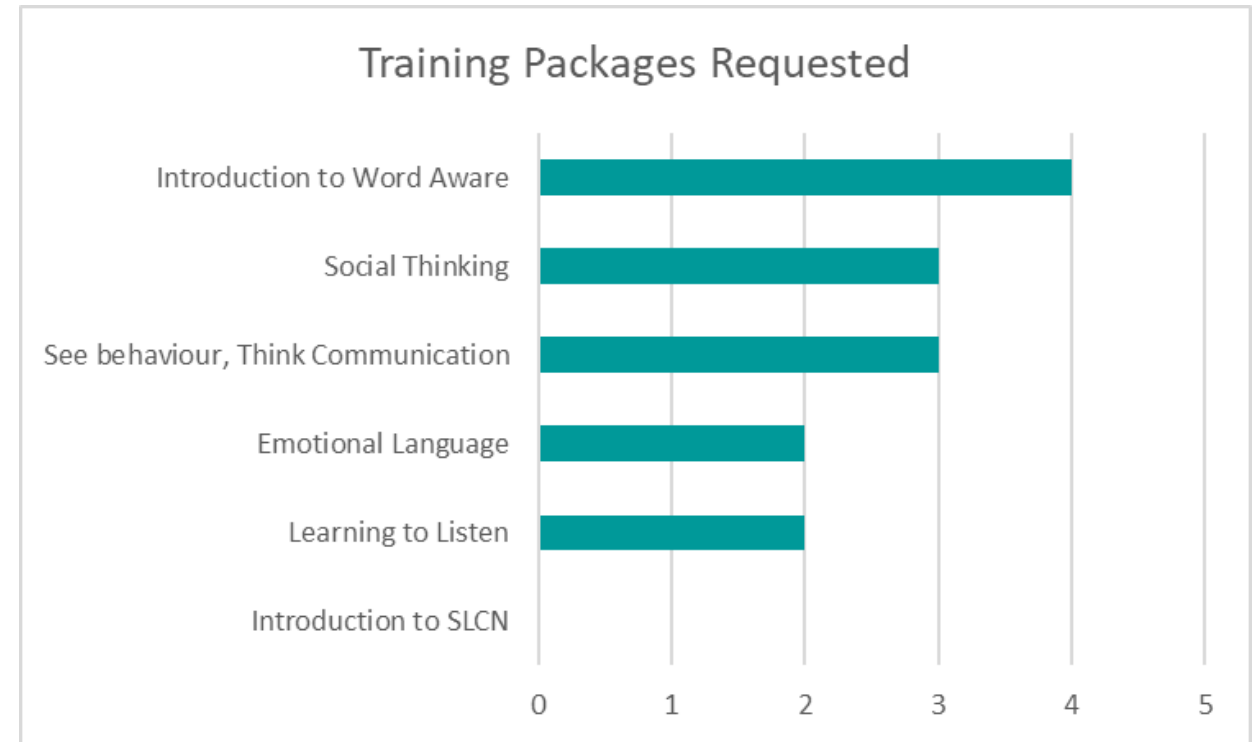
Launchpad for Language – Challenges & Recommendations

- Schools not given enough time to prepare and ensure adequate support staff
- OJ school was discontinued due to a number of factors specifically more staff needed and timing difficulties. More preparation needed.
- Schools with more than one form per year need more SaLT hours or one class chosen to receive support – intervention spread too thin.
- Schools to apply for L4L a year in advance so senior staff able to ensure adequate staff, classroom space and time set aside for L4L
- Size of class to be taken into account for amount of intervention received.
- Dedicated person in school to act as liaison officer.
- Timing when SaLT joins school to be ideally during English lessons so teachers can be upskilled.
- Schools with more than one form – focus can be on lower ability language groups.
- More screening assessments to be purchased and perhaps an online training on how to use these for TAs.
- More emphasis on parents interaction with meet and greet or open morning.



Staff Training

- All schools involved in the project were invited to select two training sessions from a menu
- Trainings were developed jointly to ensure they were evidence based and culturally appropriate
- Where possible, trainings were delivered jointly by HUH and CA SaLTs

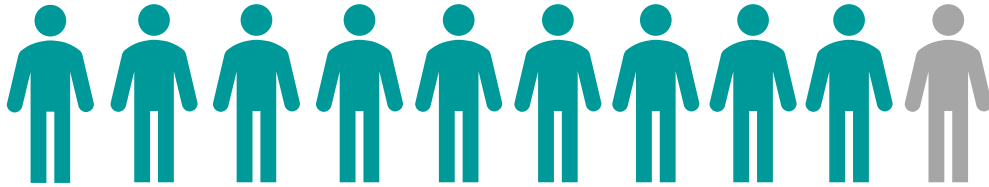


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Staff Training - feedback



9 out of 10 staff members would recommend the training without hesitation to a colleague

It was very informative and has given much food for thought how to implement this in the Kodesh curriculum. Thank you.

Some excellent ideas for teaching to enhance teaching.

This course gave me much food for thought I want to hopefully implement these ideas in my classroom.

Thank you- very informative and doable. Will incorporate it.



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Project Strengths



- Links between HUH, CA and local OJ schools have all been strengthened.
- Excellent working relationship between CA and HUH SaLT teams leading to shared resources.
- Schools that participated in L4L understand and recognise benefits of Universal Approach and Early years intervention.
- Working together has ensured all resources are culturally appropriate and use relevant ideas and concepts children are familiar with such as Jewish festivals and topics taught in school.
- Children who would have not been able to access SaLT services due to being over 5 years old and in Independent schools have accessed intervention and made progress.
- TAs and teachers have been upskilled
- Trainings have been welcomed and Communication skills have been highlighted in schools.
- Teachers and SENCOS are more aware of areas SaLTs can support children and better able to refer children who need help.
- As a result of SaLT involvement, some children were referred to other services, such as CAMHS, or for EHCP assessment.
- Seeing the children within the school setting allowed small groups and pairs to be set up where children had similar needs. This is unlikely to have been possible within a clinic setting.



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Project Challenges

- Time needed from Link SaLTs and senior staff to support schools to understand service offer
- Lack of consistent IT model, leading to difficulties in sharing information
- Lack of consistent TA to support carryover, in some schools
- Communication challenges in some schools – e.g. high number of staff to be involved, turnover in school staff, differing knowledge and expectations between staff members
- Practical challenges in working in some schools – e.g. inconsistent room availability, some inflexibility in terms of timings of sessions



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Project Development & Suggested Next Steps

- The Pilot projects undertaken over the last few years have shown:
- + The benefits of a joint HUH and CA service provision, and the importance of joint working across both services
- + The need for consistent support to develop children's Speech, Language and Communication Needs in the OJ schools
- + The impact that early intervention, and consistent support, has – for children, families, staff, and across the school systems
- A proposal has been given to the commissioners for a long term joint service model, based on the successful pilots already implemented, and with specific allocated time for each involved school

