

## Pathfinder phase 2 action plan – speech, language and communication needs

Please note that most of these are still ideas that are in planning. Feedback is welcome.

Please refer to the budget monitoring sheet for totals for spends.

Strand	Sub-strand/comment	Timescales	Lead	Cost
<b>1 - Projects ready to start now</b>				
	1.1 Lampton School - Action Learning set for staff – with baselines and re-test with approximately 8 teachers (run it on similar lines to Brief Solution Focused Therapy?). Teachers have been recruited and the first session due to start May 2010.	Project evaluation December 2010 but with view to legacy.	Christina Evans SLT? Christina due to retire July 2010 so her successor may need to take this on.	£1000 for set-up, facilitation and evaluation for 6 sessions, Summer Term 2010.
	1.2 Cued Articulation (CA) Project – enabling the Nursery (and possibly Reception) to integrate CA into their letters and sounds curriculum. This should include measurement of the amount of progress all children make in letter-sound awareness and other measurements such as progress of individuals with specific difficulties.  This project has started already.	Aim to evaluate project July 2010 but also a follow on report for implementation of CA for following autumn term.	Nancy Goodchild SLT and Co-ordinator for EY in Oriel school.	Head of Children's Centres has approved use of underspend (£3,500) to fund this prior to 31 March and only for under fives. Remainder to be met from pathfinder budget. Need release time for staff at Oriel. An additional £1000

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	<p>Email from Head, 22 March 2010:            “The impact on Foundation Stage is already noticeable, all staff are using CA as part of their Phonics Lessons, the children are already growing familiar and are mimicking the actions and tying them up with sounds – I saw a little girl ask a question about spelling and using CA gestures to clarify her own meaning. CA is also being used during reading and small group sessions it is proving to be really useful in the hustle and bustle of a classroom in helping children to differentiate sounds. I will need to go back to Liz to ask about the screening but the impact can already be seen – quite remarkable given the time scales!”</p> <p>[Explore possibility of engaging parents/carers]</p>			<p>from pathfinder money for Nancy’s time.</p>
	<p>1.3 Evaluation system to be set up for:</p> <ul style="list-style-type: none"> <li>- Lindon Bennett TA course evaluation;</li> <li>- Family Intervention Project SLT input(?);</li> <li>- Cardinal Rd project (?) – this has already been set up and not necessarily with any plans for concrete evaluation. It may be better to consult with appropriate staff before further discussions on this.</li> </ul>		<p>Nick Peacey</p> <p>Anne to obtain further details about the Family Intervention Project.</p>	<p>Linked to data project below.</p>

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<b>2 - Data</b>	<p>Prevalence of SLCN, link to attainment, baseline data, geographical spread, ethnicity spread, gender.  Cross-reference school school SLCN and RIO caseload  CASPA data  Schools' own pupil data  Data from Annual reviews + IEPs and how that is integrated into school monitoring systems – development of framework for systematic and ongoing collation, analysis and dissemination.  CAF data  Data from SLT dept.  Pre-school panel data  Referral waiting lists and times for SLT service.  Make sure Outcomes Based Accountability is built into this whole process. [See quadrant at the end of this document]</p> <p>Plus evaluation models for children's centre work; Lindon Bennett TA training; Cardinal Road teacher training; Lampton action learning set; cued articulation work; family intervention project.</p> <p>[Need to link with OPM/CSP data collection project and evaluation tool.]</p>	Report almost completed. Will be finished by end May 2010.	Nick Peacey	<p>£6000</p> <p>It is likely that additional funding will be needed to extract data from RIO.</p>
<b>3 – Early Years</b>	3:1 These need to feed into data		Chrissie Elam/Bhavna	

<b>Strand</b>	<b>Sub-strand/comment</b>	<b>Timescales</b>	<b>Lead</b>	<b>Cost</b>
<b>evaluation Frameworks</b>	collection. Build in measureable outcomes of interventions. Improving the way this information is and can be shared/used by staff in reception etc. EYFS profiles – recording and using of the information (robust evaluation frameworks for children’s centres/under-5’s setting)		Acharya/Nick Peacey	
	3:2 Whole class SLC screening, administered by school staff. Children who do not pass the screen could be referred to SLT or appropriate specialist service. Those with less specific or severe needs would be included in in-class communication groups run by key members of the nursery staff. These groups would initially be modelled / co-run by an SLT or SLT students/assistant, replicated twice per week and re-evaluated after a term. By the end of the intervention the nursery should have a bank of plans and resources which could be used in the future with children who did not pass the screen in coming years, thus empowering staff to have increasing independence and confidence in running small groups in order to target communication development.  [This will now be built in to Isleworth pilot.]		SLT (Nancy / ECaT/SLIE?) plus SLT students/assistant (Kait?) ECaT/SLIE involvement	
<b>4 - Provision Mapping of SLT</b>	Description of activities and services to include evidence of outcomes and	Has already begun via e-	Nancy Goodchild/Jonathan	None

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<b><i>and related services across Hounslow</i></b>	<p>evaluation Funding Sources of funding Easy to use legacy document continually updated Location of services, contact details Link to Audit Commission vfm work</p> <p>This is growing organically as we find out about more projects in the borough e.g. the APP Speaking and Listening work by the School Improvement team; projects at Chiswick Community School re. Opening Minds; project at Lampton</p>	mail questionnaire.	Hill-Brown	
<b><i>5 - Parents, Statements and Devolved Funding</i></b>	<p>5:1 Individual case studies – following them through the statementing and/or annual review process</p> <p>This is now linked with the Aiming High project. The pathfinder team have worked to develop the ideas of Parents in Touch. There is a now a clear two phase plan:</p> <p>Phase 1 - Summer Term 2010: Parents research best practice in Hounslow schools in terms of SEN approaches</p> <p>Phase 2 - Autumn Term 2010: Work with 2? Hounslow schools on a more inclusive approach to involving SEN parents in the decisions affecting their children starting with joint training with staff and professionals with one of the outcomes</p>		Dr Russell suggested that there might be useful links to be made with proposals for national research on this issue.	<p>£10,000</p> <p>[Some money will come from the Aiming High programme as far as it relates to training parents. It makes sense to link the two schemes as the aims are similar and it is the same group of parents]</p>

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	<p>being parents able to support other parents and schools/professionals to adopt this approach in their school.</p>			
	<p>5:2 Write up training package for parents/schools re. annual reviews.</p> <p>(or make sure any training package that already exists in other parts of the country or from national bodies fits the Hounslow context, base it on Lindon Bennett TA training?)</p> <p>Developing PiT's role within this.</p> <p>Links to Expert Patient schemes.</p> <p>A bid has been put in to the CLG Take Part programme for additional funding to cover work on drawing up the Hounslow materials so that the project is sustainable in terms of getting parents/carers involved more in commissioning.</p>			<p>[Bid submitted to the Take Part programme offered by CLG]</p>
	<p>5:3 Feed in to review of devolved funding model.</p> <p>Discussions have started with the Assistant Director for Schools.</p>	<p>Formal review will start in September 2010 (?) for implementation in April 2011 (?).</p>		
	<p>5:4 Look at ways to make parents and</p>		<p>Parents in Touch to</p>	

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	families more reliably/regularly informed of local and national sources of info and support. This may include promotional activity as noted in section 9 of this plan and e.g., the national re-launch of the Parent-Partnership scheme (one of the recommendations of the Lamb Enquiry which has been accepted by the Government).		take a lead? Current Parent-Partnership post-holder? plus other stakeholders, including SLT.	
	5:5 Pilot Parent SLCN programme - based on the principles of EarlyBird and Cygnet,i.e. eight-part courses for parents and accompanying professional. It would aim to give parents of SLCN children in mainstream and S&L centres essential information and enable them to become problem-solvers and more empowered allies of professional team.  [This project might have to fall by the wayside.]	This might entail a quite lengthy, multi-professional design process if models do not exist currently, but still possible to design and trial before spring 2011	If external agency already has model to adopt, we could look for lead there.  Otherwise, there would need to be an SLT lead for a core MD team consisting of teacher/EP/SLT/parent	
	5:6 Similar scheme to the one above at 5:5 parents of students about to transfer to post-16 environment			
	5:7 Focus on targeting specific ethnic groups within various of the above sub-strands via translated materials and connections with community leaders/workers.			
<b>6 - Commissioning by School</b>	Possible models of commissioning Possible models of intervention Management and location of SLT		Engage commissioning expert? Or is there the expertise in the schools	£5,000?

<b>Strand</b>	<b>Sub-strand/comment</b>	<b>Timescales</b>	<b>Lead</b>	<b>Cost</b>
<b>Clusters (with aim of SLT 'team' for a test school cluster)</b>	<p>Longitudinal evaluation data Consistency of SLT staff members linked to appointment of permanent staff rather than piecemeal/locum appointment etc</p> <p>Links to mainstream SLT service/Early Intervention Teams/SLIE team/ECaT, and school improvement team.</p> <p>It will be run in the Isleworth Extended Schools cluster as they expressed initial early interest in this model.</p> <p>There are three main projects planned within it:</p> <ul style="list-style-type: none"> <li>a) Nursery screening programme</li> <li>b) Key stage 2 – inference and deduction programme</li> <li>c) SLCN assessment and interventions for pupils at risk of exclusion.</li> </ul>		<p>in combination with e.g. corporate procurement/children's joint commissioning?</p> <p>As this is already up and running in a number of boroughs, it would seem sensible to investigate these e.g. Ealing. ICAN also commission SLTs for Clusters so they may be able to help.</p>	
<b>7 -Screening and intervention project for Excluded pupils/Pupil Referral Unit/ Youth Offending Service</b>	This will now be subsumed into the Isleworth Cluster project and is 6 c).			
<b>8 - Menu of Activities for</b>	Informed by both SLTs and data from interviews and research by Parents in		Some of these proposals would require	

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<b>Spot Purchase by schools/children's centres/youth offending and others</b>	<p>Touch.</p> <p>Possible "menu options":</p> <ul style="list-style-type: none"> <li>• Case study session (linked with SENCO surgery? Online?)</li> <li>• Symbol software/widget project</li> <li>• Learning To Listen (upper junior/secondary attention and listening programme for whole class/school)</li> <li>• INSET programme for primary and secondary?</li> <li>• Introduction of Cygnet ASD parent &amp; teaching professionals training programme.</li> <li>• ELKLAN programme for secondary – this would have to be purchased and trainers trained by Elklan – cost implications</li> <li>• School Improvement Partner / Governors training??</li> <li>• Black Sheep Oral Narrative Interventions,</li> <li>• The Helicopter Technique</li> <li>• Talking Partners would be useful as borough wide resources</li> </ul> <p>This work should be data-driven and target specific schools.</p> <p>Ed Psych. meeting – suggestion of adopting Barking and Dagenham's</p>		<p>significant amounts of training, planning and delivery by SLTs and other professionals.</p>	

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<b>9 - Changes to Hounslow Community Healthcare Providers SLT Services</b>	<p>Dialogic Teaching programme.</p> <ul style="list-style-type: none"> <li>▪ Use of research and evidence to look at current and future use of scarce resources – especially mainstream services</li> <li>▪ Prioritisation systems where caseloads significantly overloaded.</li> <li>▪ Framework for enhancement of systematic SLT data collection – including RiO but also other aspects not easily taken from RiO.</li> <li>▪ Looking at impact of universal and targeted Pathfinder measures upon ‘specialist’ services.</li> <li>▪ Use of technology (e.g. texting) to alert schools and parents re appointments</li> </ul> <p>NB Need to make sure data protection issues are covered.</p>		<p>It would be interesting to have this aspect led / facilitated by a non-SLT, working with a core SLT duo or trio.</p> <p>The prioritisation system should have an EP on board.</p>	
<b>10 - Media and Communications</b>	<p>10.1 Website (explore possibility of making it highly interactive). One single hub for all info about SLCN in Hounslow. Consult as widely as possible as to where that hub should be and what it includes.</p> <p>Basic website already created:  <a href="http://www.hounslow.gov.uk/speech_and_language">www.hounslow.gov.uk/speech and language</a></p> <p>Links to Elklan, ICAN, AFASIC, Communications Trust, NAS, MENCAP, widget websites.</p>		Jonathan Hill-Brown	

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	<p>10.2 Database of intervention methodologies and ideas. Draw on existing work of speech and language therapists. Link to existing resources nationally.</p>	<p>This could be a very time-consuming project – not only in terms of collating content but also in terms of developing a consistent and ‘trademark’ style of language and visual presentation.</p>	<p>SLT plus technology expert.</p>	
	<p>10.3 Mini-film project. Short films on DVD and web: a) Importance of Speech and Language; b) Importance of play; c) Top Tips for parents (pre school); d) Top Tips for EYFS practitioners;</p> <p>If further funding can be secured from other sources additional films will be made on e) Top Tips for KS1; f) Top Tips for KS2; g) Top Tips for Secondary.</p>	<p>Films will be completed at the end of May 2010.</p>	<p>JHB plus SLT. Nancy to draft list then contact all SLTs, EPs, QTS for their input into ‘ranking’ top tips.</p>	<p>Spending from children’s centre grant underspend of up to £15,600 approved.</p>
	<p>10.4 Videos of best classroom practice in Hounslow schools</p>			

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	<p>10.5 Awareness raising campaign leading to 2011 Year of Communication.</p> <ul style="list-style-type: none"> <li>- Posters</li> <li>- Top 10 Tips (for range of ages)</li> <li>- Awareness campaign for stakeholders (tailored specifically) e.g. visits to other places, settings/schools, specific campaign for GPs and health visitors??, (among these groups should be targeted work to reach staff in schools who have 'promoted points' for 'language across the curriculum' – jhb to speak with Gloria Walker/Val Blackwell and Sue Williams</li> <li>- Borough-wide campaign with 'games' for everyone to play and to get them to link to website/videos etc.</li> <li>- Competitions run by borough across schools or other child/youth projects e.g. song-writing, poetry, public speaking, posters etc.</li> </ul>			<p>£1500 from children's centre grant underspend approved for posters, post cards and credit card sized top tips.</p>
<p>11. Lamb Inquiry – use of TAs in mainstream</p>	<p>11.1 Pilot project where teacher, who normally allocates TA to SEN group, is enabled to change practice for certain target sessions and allocate TA time to general classroom support while teacher works with SEN.</p> <p>This might be facilitated by a period of team-teaching with specialist teacher in SLCN or an SLT if the teacher concerned would like it.</p>		<p>Specialist Teacher or SLT – in conjunction with teacher/TA team supported by Head and SENCo.</p> <p>Some input from IoE?</p>	

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	The project would look at (a) reactions of teacher and TA, (b) any positive change in SEN children and (c) any sign of change of teacher's approach to differentiation generally.			

- Need to think about how to subsidise/fund activities.
- All of the above interventions should, first and foremost try to draw on the resources and knowledge of professionals already working in Hounslow.
- Using EP research training much more.
- Already start to plan conference to publicise findings for end of year.
- Adult Ed to run some of the training courses?

Outcomes Based Accountability quadrant:

	Quantity	Quality
Input Effort	<b>How much service did we deliver?</b>	<b>How well did we deliver it?</b>
Output Effect	<b>How much change / effect did we produce?</b>	<b>What quality of change / effect did we produce?</b>



Source: Mark Friedman 20

