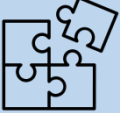









An Early Language and Communication Improvement Story Board from

Local Authority: East Lothian

 The issue	 The team	 Our idea
<p>Families are now accessing their 1140hr Early Learning & Childcare (ELCC) entitlement. Therefore, children are spending more time and often longer days in settings. The expansion of childcare entitlement has also required the local authority to recruit quickly to meet this statutory requirement.</p> <p>There has been a noticeable increase in the number of pre-school children assessed as having a level of language and communication delay. Anecdotal evidence suggests that staff are aware of the evolving needs of the children but do not feel confident in how to support this.</p> <p>Applications for individual funding were increasing, as well as Requests for Assistance to the Educational Psychology Service and Speech and Language Therapy. It was evident that a targeted response from the local authority to support children and EL&CC staff was required.</p>	<p>SLT community team, Education Early Learning & Childcare central team (ESOs), identified pilot early years settings.</p>	<p>To use Language Is Fun Together (LIFT) as our approach to supporting adult/child interactions skills, an approach already used within East Lothian. The plan was to pilot this through a collaborative approach to a small cohort of settings identified by SLTs and the Central Team. Settings were identified based on review data and requests for assistance for additional support.</p>
 Tools & resources we used.	 What we did	 The impact
<p>The LIFT approach, created by SLT Team in Forth Valley (adapted for local area).</p> <p>Staff rating scales used to gain information before and after delivering training to each setting. Ratings on confidence, awareness of speech, language and communication needs, previous adult-child interaction training, etc.</p>	<p>We adapted LIFT to be delivered collaboratively by health and education, with detailed roles and responsibilities.</p> <p>We identified members of senior teams within early years settings to be key players in the delivery of training and to support continuation of the program within their setting.</p> <p>We supported pilot settings to create a structured action plan for their teams.</p>	<p>Not yet measured.</p> <p>Feedback from staff has been positive around new awareness of their own interaction skills and the effect on children's communication development.</p>

 <p>Our learning & next steps</p>	<p>Co-delivery with education enabled the SLTs to take a step back in the approach, with our key role being sharing the knowledge. Having consistent roles and responsibilities has been invaluable as a driver.</p> <p>The EL&CC central team have been able to check in with staff on a regular basis about how the implementation is going in the settings, support them with this, and report back about any additional supports required.</p> <p>Next steps: accreditation for cohorts 1 and 2 through live observation, write up of work/results so far, and invitation of new settings for cohorts 3 and 4, to begin after summer.</p>
 <p>Find out more</p>	<p>Linzi Fowler, Speech & Language Therapist linzi.fowler@nhs.scot</p> <p>Clare McGarr, Education Support Officer cmcgarr@eastlothian.gov.uk</p>