



Llywodraeth Cymru
Welsh Government

Childcare Webinar: Focus on SLC

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TALK WITH ME Speech, Language and Communication(SLC) Delivery Plan



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Welsh Government

PARODRUYDD I'R YSGOL



**GALL 50% O BLANT MEWN
ARDALOEDD CYMDEITHASOL
DDIFREINTIEDIG DDECHRAU'R
YSGOL GYDA SGILIAU LLEFERYDD,
IAITH A CHYFATHREBU GWael**

LOCKE A, GINSBORG J, PEERS I. (2002) DEVELOPMENT AND DISADVANTAGE: IMPLICATIONS FOR THE EARLY YEARS AND BEYOND, INTERNATIONAL JOURNAL OF LANGUAGE AND COMMUNICATION DISORDERS, 37(1), PP. 3-15.

SCHOOL READINESS



**50% OF CHILDREN LIVING IN
POVERTY MAY START SCHOOL
WITH SPEECH, LANGUAGE &
COMMUNICATION NEEDS**

LOCKE A, GINSBORG J, PEERS I. (2002) DEVELOPMENT AND DISADVANTAGE: IMPLICATIONS FOR THE EARLY YEARS AND BEYOND, INTERNATIONAL JOURNAL OF LANGUAGE AND COMMUNICATION DISORDERS, 37(1), PP. 3-15.

PARODRWYDD I'R YSGOL



NI WNAETH **1** YM MHOB **4** PLENTYN
OEDD YN CAEL ANHAWSTER GYDAG IAITH
GYRRAEDD Y SAFON DDISGWYLIEDIG YN
SAESNEG AR DDIWEDD YR YSGOL GYNRADD
O GYM HARU GYDA UN MEWN 25 O BLANT
OEDD Â SGILIAU IAITH DA YN BUMP OED

ACHUB Y PLANT (2016) EARLY LANGUAGE DEVELOPMENT AND CHILDREN'S PRIMARY SCHOOL ATTAINMENT IN ENGLISH AND MATHS: NEW RESEARCH FINDINGS,
LLUNDAIN: ACHUB Y PLANT.

SCHOOL READINESS



1 IN **4** CHILDREN WHO STRUGGLED WITH
LANGUAGE AT AGE 5 DID NOT REACH THE
EXPECTED STANDARD IN ENGLISH AT THE
END OF PRIMARY SCHOOL

SAVE THE CHILDREN (2016) EARLY LANGUAGE DEVELOPMENT AND CHILDREN'S PRIMARY SCHOOL ATTAINMENT IN ENGLISH AND MATHS: NEW RESEARCH
FINDINGS, LONDON: SAVE THE CHILDREN.

IECHYD MEDDWL



MAE GAN **81%** O BLANT
GYDAG ANHWYLDERAU
EMOSIYNOL AC YMDDYGIADOL
DDIFFYGION IAITH SYLWEDDOL

HOLLO ET AL (2014) UNIDENTIFIED LANGUAGE DEFICITS IN CHILDREN WITH EMOTIONAL AND BEHAVIOURAL DISORDERS: A META-ANALYSIS.

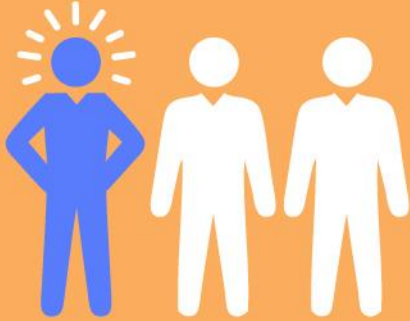
MENTAL HEALTH



81% OF CHILDREN WITH
EMOTIONAL & BEHAVIOURAL
DISORDERS HAVE SIGNIFICANT
LANGUAGE DEFICITS

HOLLO ET AL (2014) UNIDENTIFIED LANGUAGE DEFICITS IN CHILDREN WITH EMOTIONAL AND BEHAVIOURAL DISORDERS: A META-ANALYSIS

IECHYD MEDDWL



HEB HELP EFFEITHLON, BYDD
1 YM MHOB **3** O BLANT GYDAG
ANAWSTERAU LLEFERYDD, IAITH A
CHYFATHREBU ANGEN TRINIAETH AR
GYFER PROBLEMAU IECHYD MEDDWL

CLEGG, J., HOLLIS, C., MAWHOOD, L. A RUTTER, M. (2005). DEVELOPMENTAL LANGUAGE DISORDERS - A FOLLOW-UP IN LATER ADULT LIFE. COGNITIVE, LANGUAGE AND PSYCHOSOCIAL OUTCOMES. JOURNAL OF CHILD PSYCHOLOGY AND PSYCHIATRY, 46, 128-149.

MENTAL HEALTH



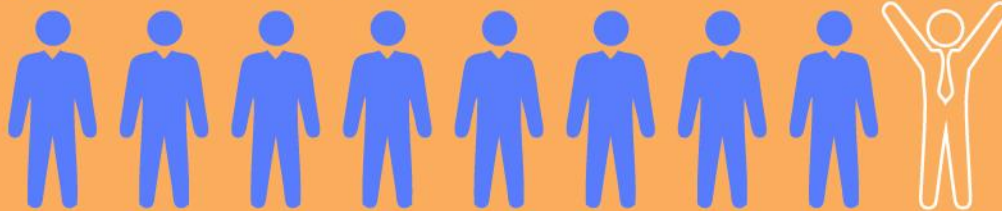
WITHOUT EFFECTIVE HELP, **1** IN **3**
CHILDREN WITH SPEECH, LANGUAGE &
COMMUNICATION DIFFICULTIES WILL
NEED TREATMENT FOR MENTAL HEALTH

CLEGG, J., HOLLIS, C., MAWHOOD, L. AND RUTTER, M. (2005). DEVELOPMENTAL LANGUAGE DISORDERS - A FOLLOW-UP IN LATER ADULT LIFE. COGNITIVE, LANGUAGE AND PSYCHOSOCIAL OUTCOMES. JOURNAL OF CHILD PSYCHOLOGY AND PSYCHIATRY, 46, 128-149.

CYFLOGAETH

88%

MAE GAN 88% O BOBL IFANC
DDIWAITH SGILIAU LLEFERYDD,
IAITH, A CHYFATHREBU GWael

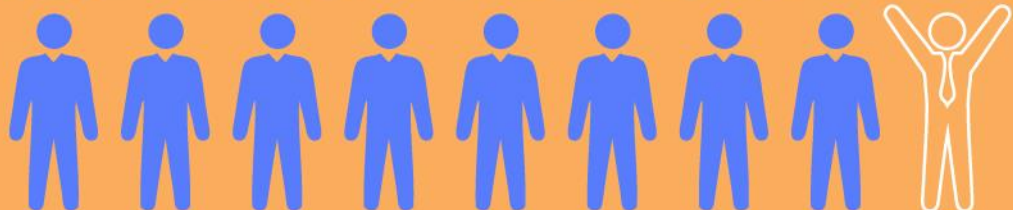


ELLIOTT N (2009) CANLYNIADAU INTERIM O PHD SY'N CAEL EI BARATOI. AN INVESTIGATION INTO THE COMMUNICATION SKILLS OF LONG-TERM UNEMPLOYED MEN

UNEMPLOYMENT

88%

OF LONG-TERM UNEMPLOYED
YOUNG MEN HAVE SPEECH,
LANGUAGE & COMMUNICATION NEEDS



ELLIOTT N (2009) INTERIM RESULTS FROM PHD IN PREPARATION. AN INVESTIGATION INTO THE COMMUNICATION SKILLS OF LONG-TERM UNEMPLOYED MEN

CYFIAWNDER IEUENCTID



UP
TO **60%**

**MAE SGILIAU LLEFERYDD,
IAITH A CHYFATHREBU
GWAEL GAN HYD AT 60%
O BOBL IFANC YN Y STAD
CYFIAWNDER IEUENCTID**

BRYAN K, FREER J, FURLONG C. LANGUAGE AND COMMUNICATION DIFFICULTIES IN JUVENILE OFFENDERS. INTERNATIONAL JOURNAL OF LANGUAGE AND COMMUNICATION DIFFICULTIES 2007; 42, 505-520.

YOUTH JUSTICE



UP
TO **60%**

**UP TO 60% OF YOUNG PEOPLE
IN THE YOUTH JUSTICE ESTATE
HAVE SPEECH, LANGUAGE &
COMMUNICATION NEEDS**

BRYAN K, FREER J, FURLONG C. LANGUAGE AND COMMUNICATION DIFFICULTIES IN JUVENILE OFFENDERS. INTERNATIONAL JOURNAL OF LANGUAGE AND COMMUNICATION DIFFICULTIES 2007; 42, 505-520.

Aim

Ensure that children throughout Wales have access to high quality, universal, targeted and specialist support in the early years to develop their SLC skills.

'Talk with me'

- The Welsh Government's Speech, Language and Communication (SLC) Delivery Plan that aims to improve SLC support.
- Developed in consultation with the RCSLT and the Flying Start SLC Clinical Excellence Network.
- Consultation Period between January April 2020. Total of 158 responses from stakeholders.
- SLC co-ordinator secondment started (June/July 2020) to lead on planning and delivery of 'Talk with Me' delivery plan.

Objective 1: Raise Public Awareness

Describes how we will reach parents with our key messages about the importance of talking, engaging and playing with babies and young children.

Feedback:

Respondents generally supported the need for a multi-faceted, accessible, bilingual national publicity and promotion campaign that offers clear, consistent messages and targets all family members and all stages of childhood.

Objective 1: Raise Public Awareness

Actions so far:

Met with ICAN re posters.

Working with BBC's Tiny Happy People- linked videos to key messages.

Awaiting evaluation from ABUHB Public Health messaging project.

Next Steps:

Plan public messaging campaign.

Develop bilingual video linking behaviour and SLC strategies.

Continue to work with PHW re Bump Baby and Beyond.

Objective 2: Improve the identification of SLC in children (Early Years)

Describes how we will standardise the assessment process, identify SLC issues early

Feedback:

Mixed responses regarding the effectiveness of the current tool.

Strong request for an appropriate tool to be available in Welsh.

Suggestion that this objective should be split into 2 objectives of identification/intervention.

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Objective 2: Improve the identification of SLC in children (Early Years)

EVIDENCE SUMMARY

- Limited evidence for Universal screening of children's language skills (very costly and likely to identify children who will 'catch up')
- Evidence for screening of 'at risk' populations (such as low socio-economic status) who are more likely to have more persistent SLCN

WELLCOMM ASSESSMENT

- WellComm has been found to 'over-identify' children with SLCN i.e. children come out 'red' but likely to 'catch up' with their peers without needing intervention
- Evidence suggests that screening must take place alongside support for families and workforce development

Objective 2: Improve the assessment of SLC in children (Early Years)

Actions so far:

Met with GL assessment regarding validation and Welsh language translation.

Met with RCSLT Multilingualism CEN regarding developmental norms in Welsh.

Awaiting evaluation of ELIM developed by Newcastle University.

Next Steps:

Agree appropriate identification tool for Welsh and English languages.

Objective 3 : Provide a Summary of Evidence Based SLC Interventions

Describes how we will evaluate evidence based interventions to ensure timely interventions put in place.

Feedback:

Suggestion that this objective is split from the identification objective
Graduated pathway of support requested

Next Steps:

Evaluate evidence for interventions
Develop a page on the Parenting Give It Time website containing relevant information

Objective 4: Upskill the childcare workforce and relevant health professionals in Wales to address SLC needs

Describes how the childcare workforce will be highly trained and equipped with the skills to support interventions for children and families where there are identified needs in the development of SLC.

Feedback:

Focus on joint working, with SLC professional development opportunities extended across all relevant sectors and delivered face to face or online.

Improvements to the infrastructure including investing in the existing workforce (resourcing, levels and content of training); and ensuring commitment from all professions.

Providing regular, repeated and followed-up SLC training to meet the needs of the changing childcare workforce.

Objective 4: Upskill the childcare workforce and relevant health professionals in Wales to address SLC needs

Actions so far:

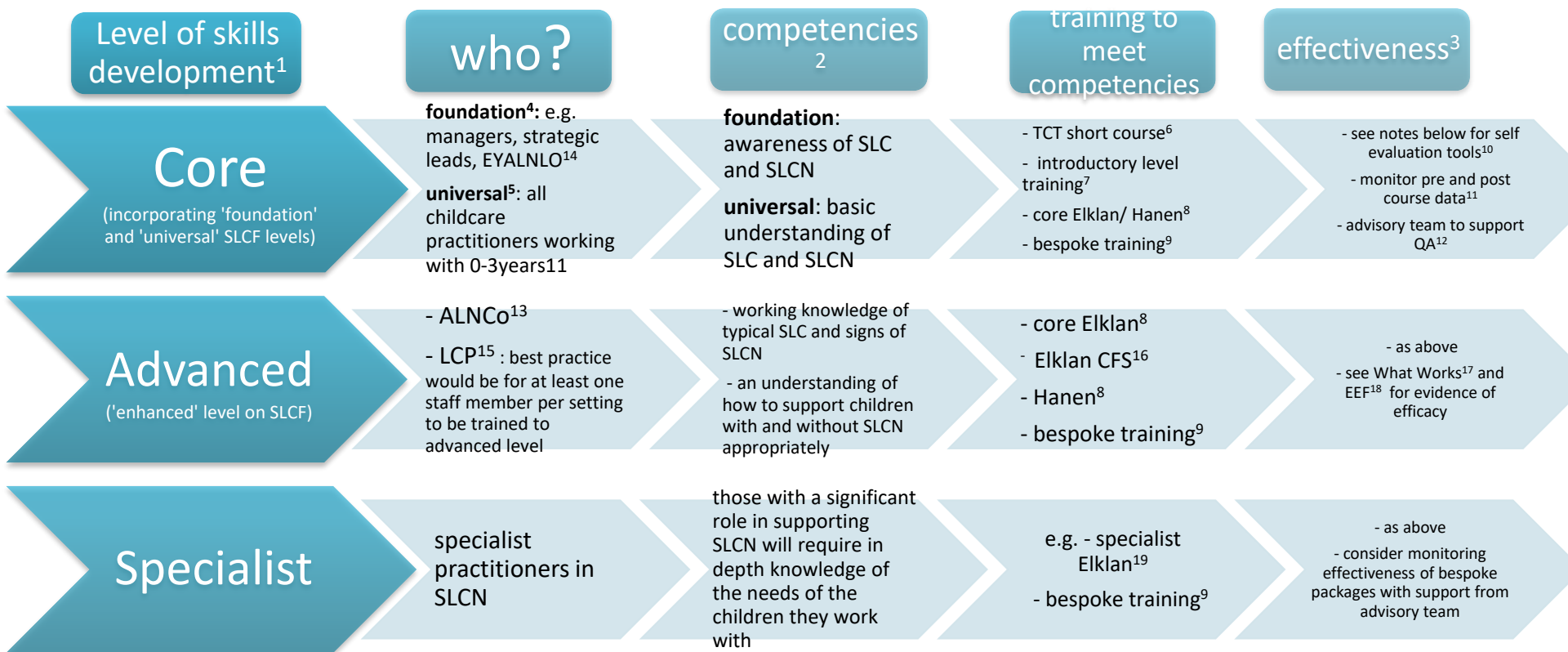
In discussion with ICAN re The Communication Trust online short course- putting into Welsh Context and translating into Welsh. Adapted training pathway for childcare practitioners established under ALN transformation in SEWC; now available for use across Wales.

Next Steps

Develop national training packages e.g. HV training/ WellComm training/ ACE awareness in SLC context.

Training video for Care Inspectorate Wales/ Estyn to follow on from previous training.

All Wales Speech, Language and Communication (SLC) childcare practitioner training pathway: 0-3 years 11 months



Objective 5: Embed SLC in Welsh Government policies

Describes how we will review our policies and strategies to ensure they highlight the importance of SLC in the early years and beyond.

Feedback:

Greater alignment of policies across related agendas.

A range of policy areas were highlighted for inclusion.

Objective 5: Embed SLC in Welsh Government policies

Action so far:

Attended planning meetings for pre-progression step 1 curriculum development/ guidance/ assessment.

Next Steps:

SLT/ Academic to be a member of the curriculum advisory group.

SLC Covid Task and Finish Group

- WG convened a working group considering 'Operation in a Covid World' which recommended targeted T&F groups.
- The SLC group membership included the FS Clinical Excellence Network (CEN) and Early Language Development (ELD) leads networks, Royal College of Speech and Language Therapists (RCSLT) policy officer and other key stakeholders.
- Scoping exercise completed, asking membership of Wales' SLC networks to explain current provision, risks and plans.

Next steps 'post Covid'

- Identify potential solutions to the anticipated increase children requiring SLC support.
- Consider the potential impact and solutions to those who are/ may be digitally excluded.
- Develop a national peer support network.
- Maintain links with researchers looking into the impact of lockdown and how we might be able to support families.

Child Development Fund

- SLT Training (ITTT/LLLI/Elklan- train the trainer)
- LA Funding (SLC/ Gross and Fine Motor/ Personal, social and wellbeing)
- Application for funding (Malcomess, EAL/Translator services, EIF Maturity Matrix)

Next steps

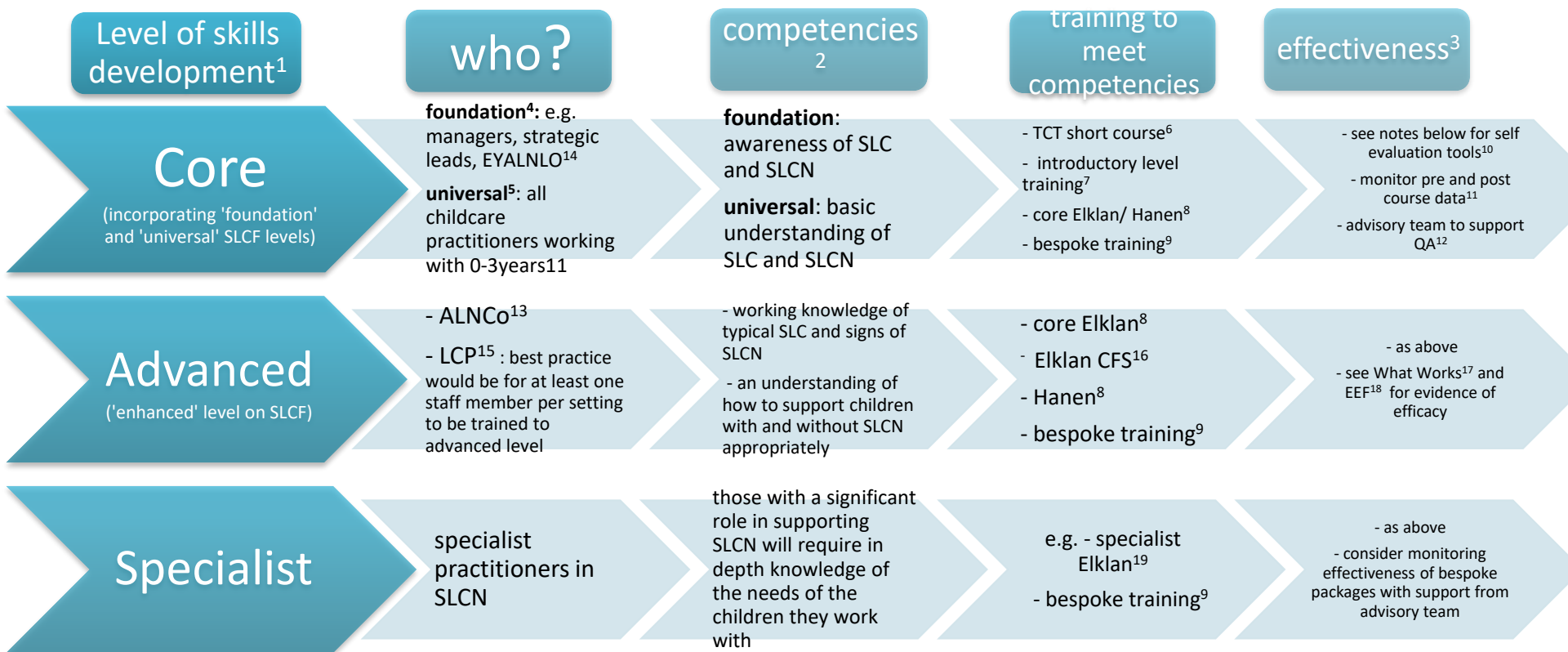
- Finalise the delivery and implementation plans in light of the consultation responses and the findings of the Covid T&F group.
- Send out for approval from key stakeholders.
- Sign off from the Board and Ministers.
- Publish in November 2020.
- Work with stakeholders to specify actions on the implementation plan and define measurable outcomes and timescales.

Any questions, comments or feedback?

Diolch

Thank You

All Wales Speech, Language and Communication (SLC) childcare practitioner training pathway: 0-3 years 11 months



Question Response

Question about the impact of lockdown on the Welsh Language- WG are currently carrying out a survey to investigate this.

<https://gov.wales/welsh-government-keen-determine-impact-covid-19-use-welsh-language-community>

Question about the effect of grandparents, below is a link to an interesting and open access article on how grandparents affect children's wider development, including language:

https://www.sciencedirect.com/science/article/pii/S0277953619304691?casa_token=5y7YDqW9oT4AAAAA:kabVs4JzOgwfg5rCHcoK0Om9q_gGYV5Ok0ljLuP-4OrK0-mBl8g8DqsAQH3hDaMxv9xebN7vhA#bib206