

# **Transforming children's services: where have we come from and where are we going to?**

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# WHERE ARE WE?

# Analysing the context in 2008

## Social

- Market culture becoming the norm
- User empowerment
- More socially inclusive society
- More disability aware society
- Lifelong learning
- Flexible career frameworks
- Changing demographics in the workforce
- Recognition of the importance of language and communication skills in ALL children

# Analysing the context in 2008

## Technological

- Electronic media the norm
- Social networking sites
- Texting and mobile communications
- Internet availability and use
- Electronic records
- Data sharing protocols

# Analysing the context in 2008

## Economic

- Increased funding for education and health
- Delegated budgets to schools
- Practice based commissioning for GPs
- Long period of relative economic stability

# Analysing the context in 2008

## Environmental

- Awareness of environmental issues
- Transport plans for schools and businesses
- Improved public transport
- More locally delivered services

# Analysing the context in 2008

## Political

- Every Child Matters agenda
- Integrated Children's Services
- Bercow Review of SLT
- Commitment to CC roll out to 2011
- Inclusion agenda

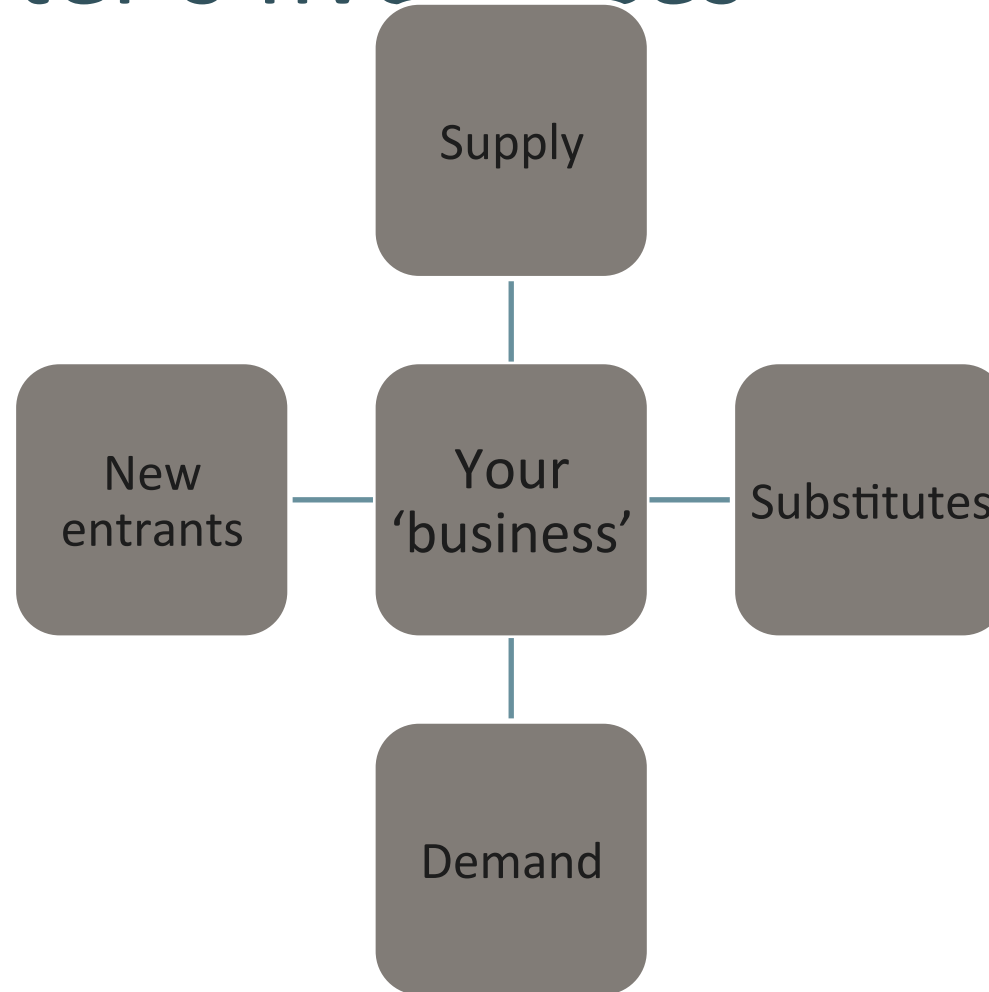
# Analysing the context in 2008

## Legal (and policy)

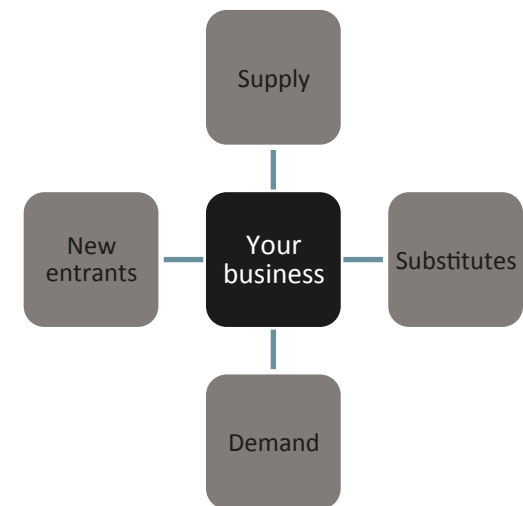
- Every Child Matters 2003
- Children Bill 2004
- Disability Discrimination Act 2005
- Children's Plan 2007



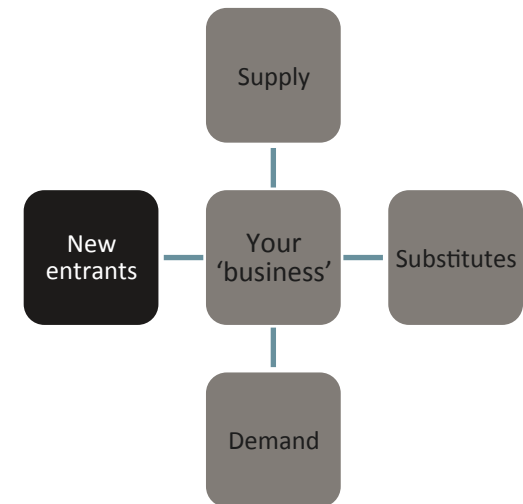
# Porter's five forces



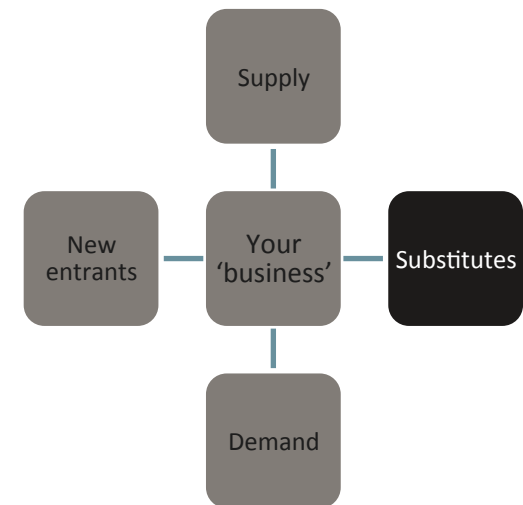
# Your business?



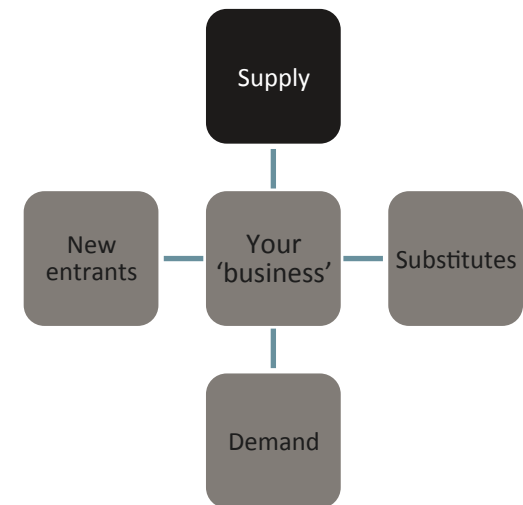
# New entrants?



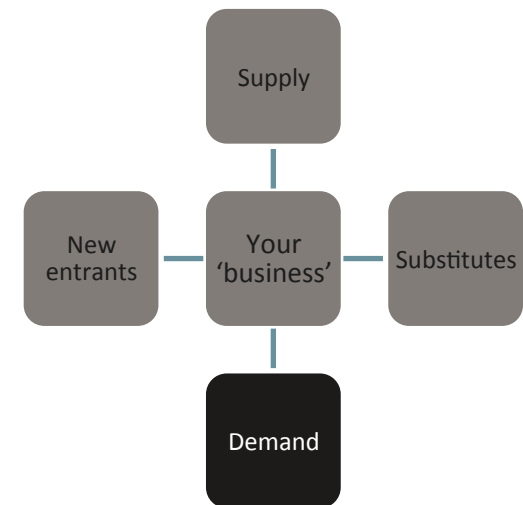
# Substitutions?



# Supply?



# Demand?



***Supporting children with SLCN within  
integrated children's services  
(Gascoigne, 2006)***

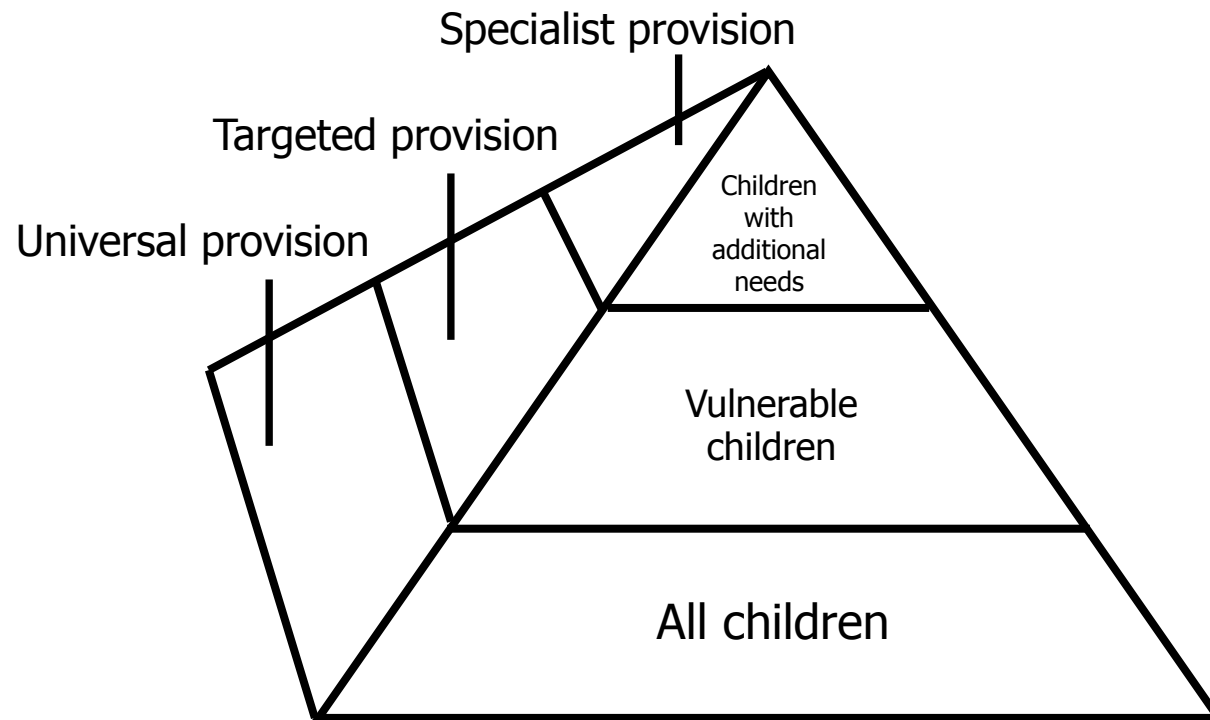
- Delivering effective support (1-4)
- Planning for maximum impact (5-8)
- Systems for strategy (9-12)
- Developing the workforce (13-15)

# Core concepts and models

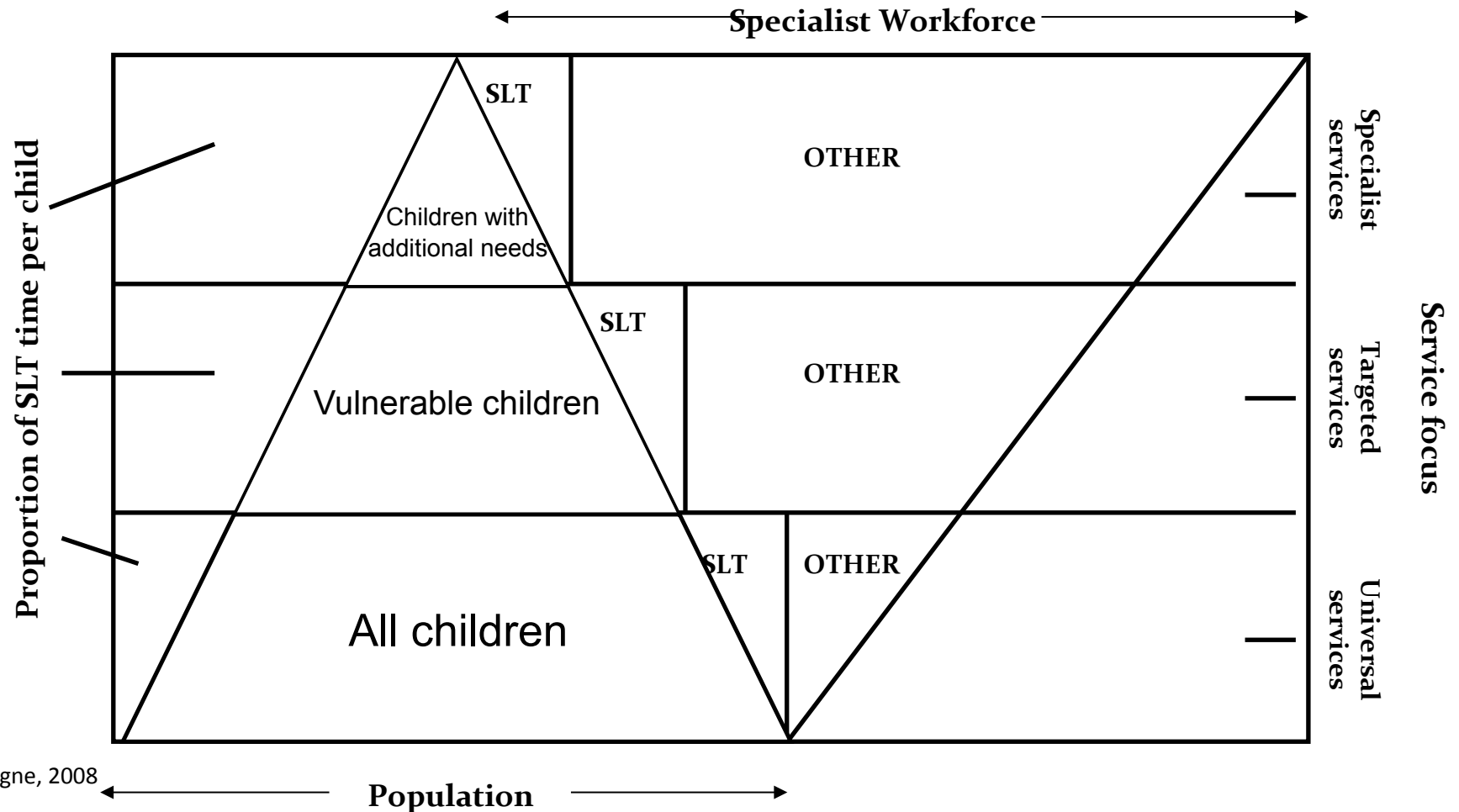
- Universal, targeted and specialist support
- Delivery in the most appropriate context for the child and their family
- SLT as part of the wider team around the child across *all three* levels and across the age range
- Working in a trans-disciplinary way
- Focus on *functional* impact
- Developing skills in others is a core activity



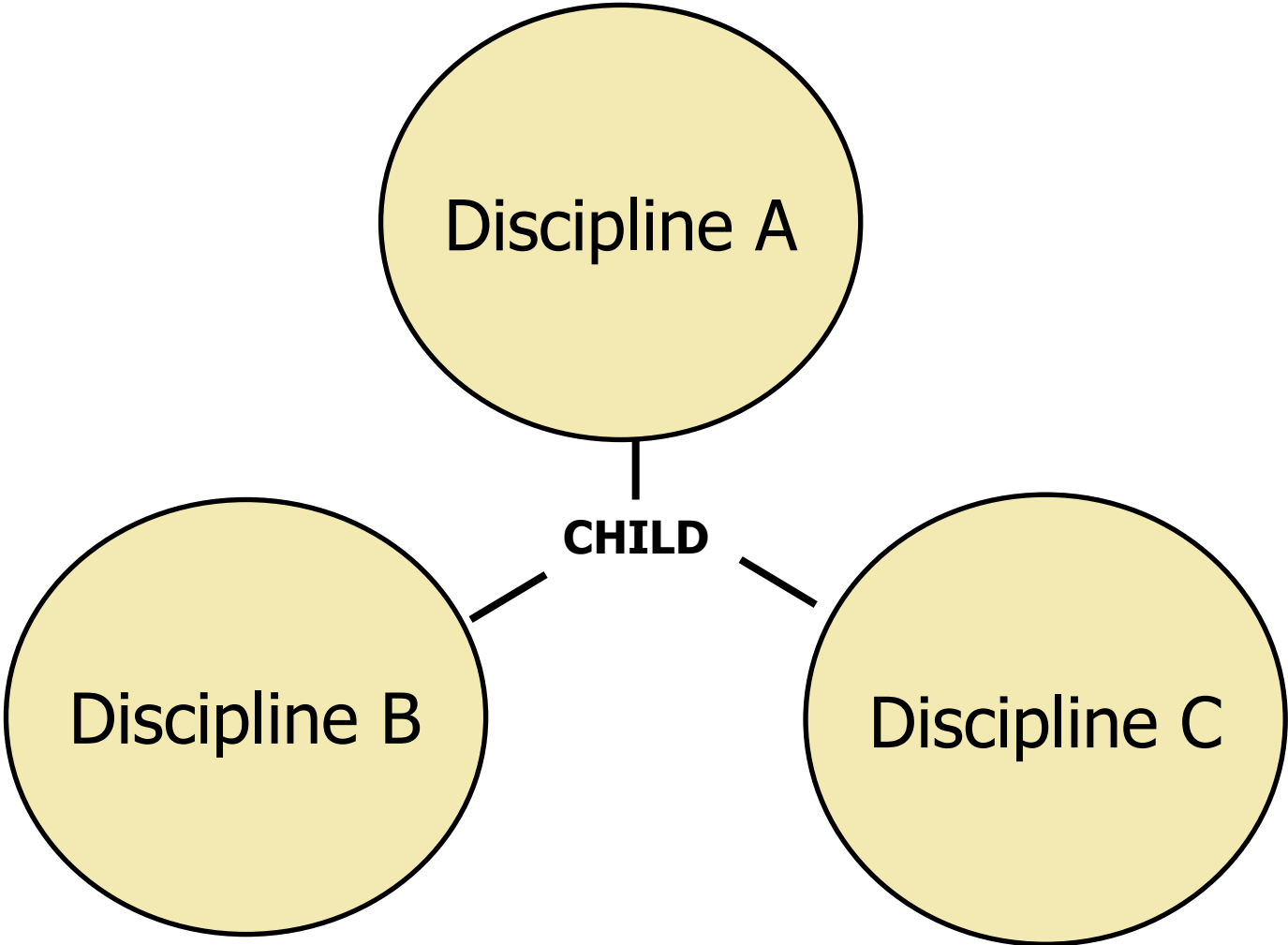
# Population of children and levels of provision



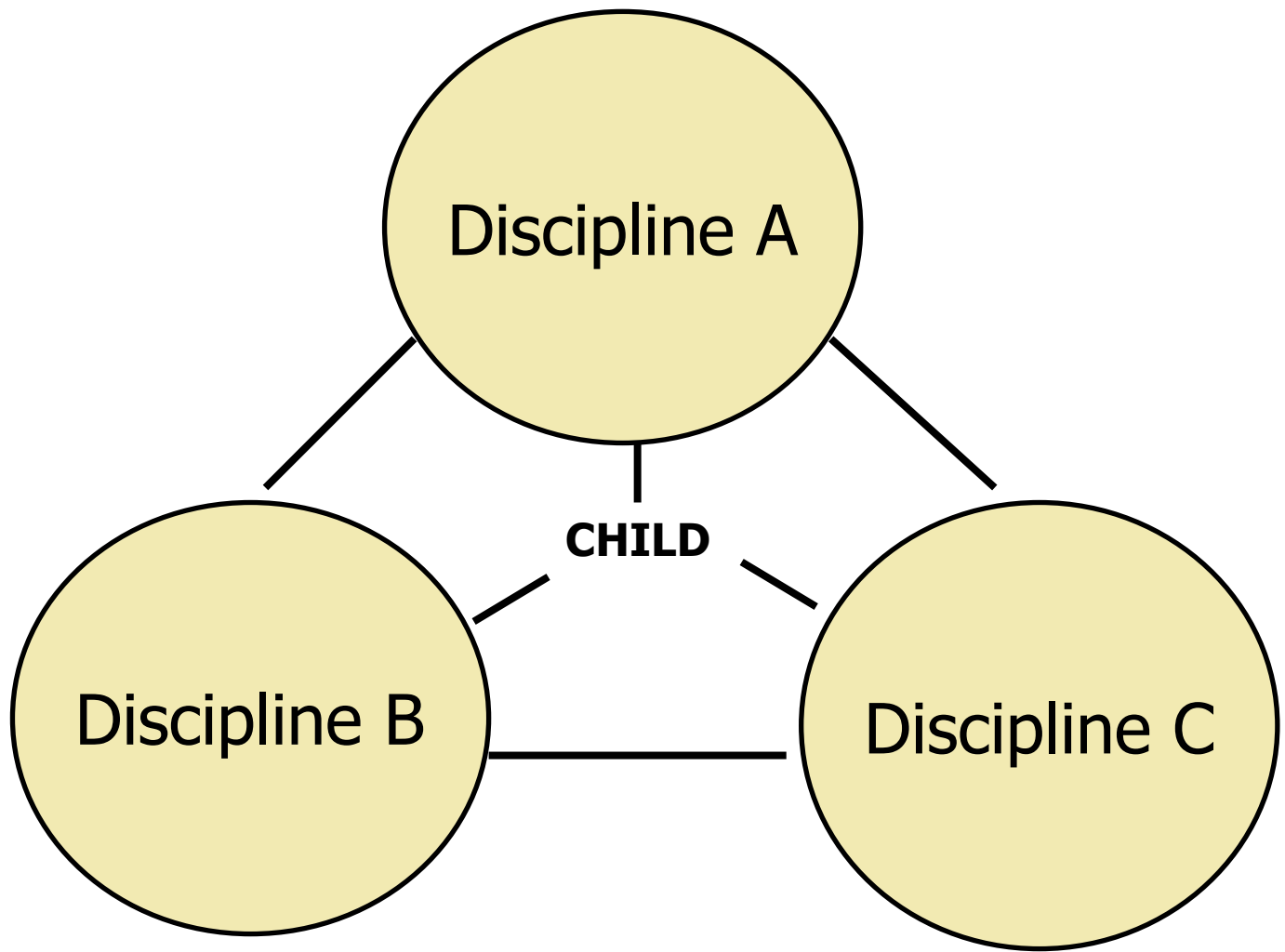
## Model for the deployment of speech and language therapists within integrated children's services



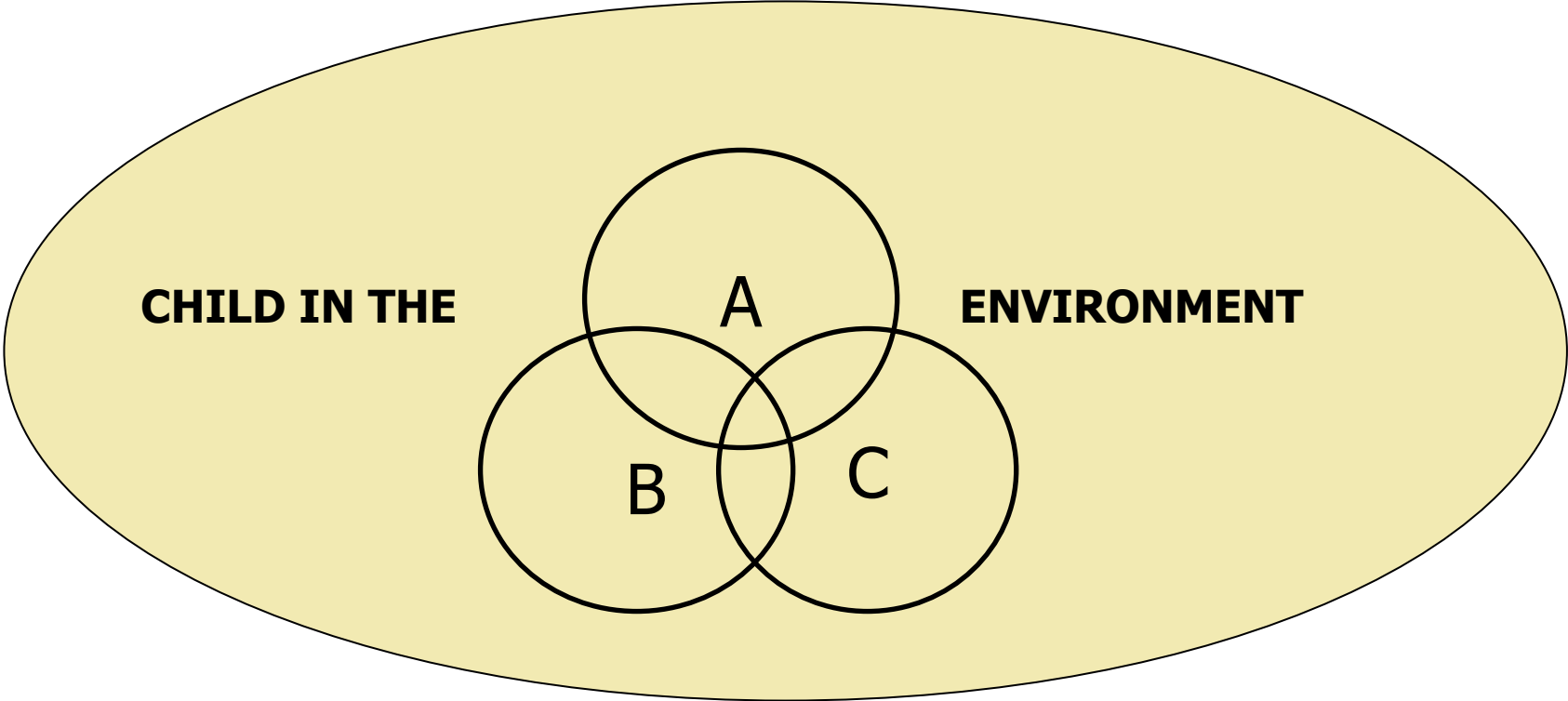
Multi-disciplinary working



Interdisciplinary working



Trans-disciplinary working



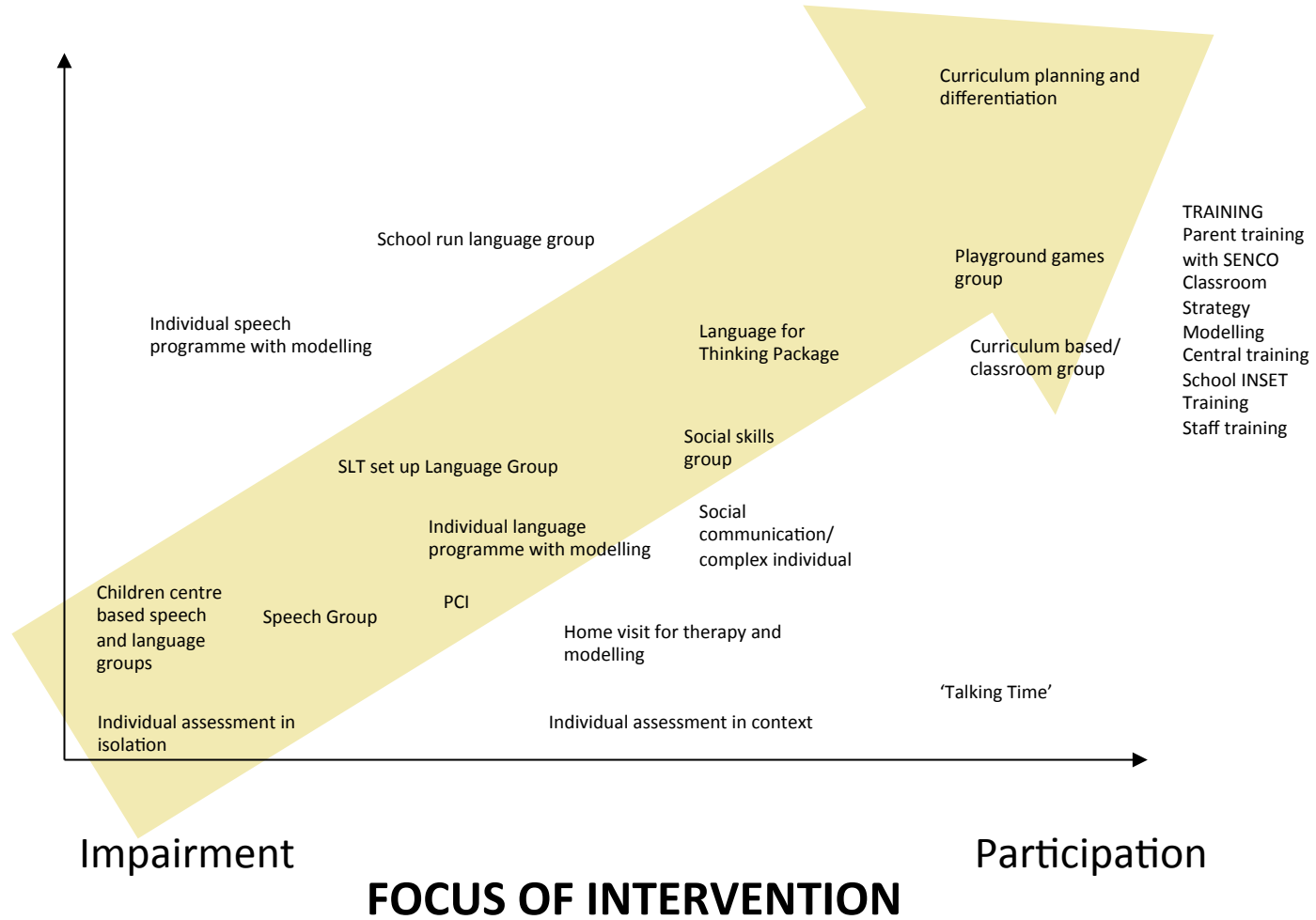
After M Giangreco, J York & B Rainforth 1989, cited in Mackey, S and McQueen J, 1998

## Hackney SLT service model for packages of support

**LEAD RESPONSIBILITY**

School/ Setting/  
Parent/ other  
professional

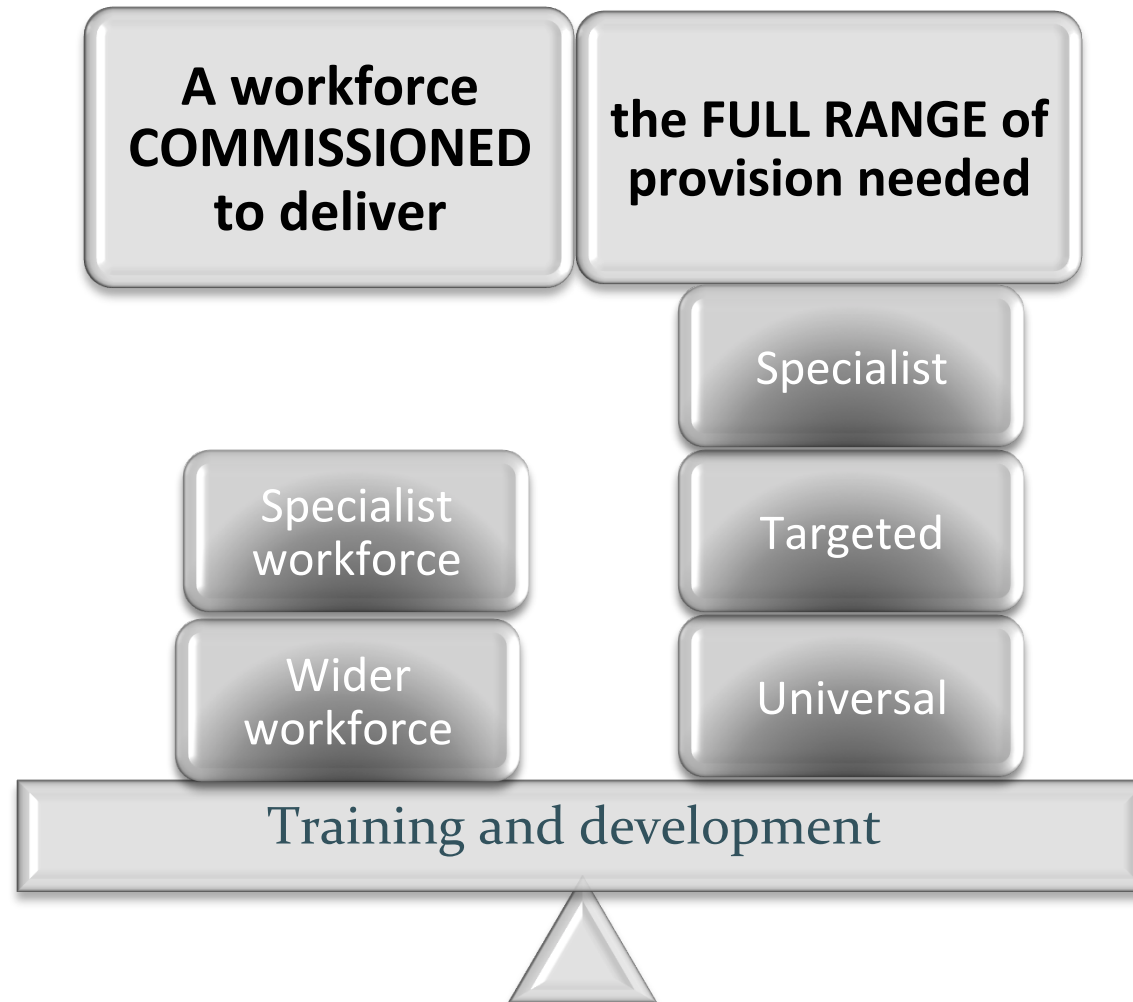
Speech and  
Language  
Therapist





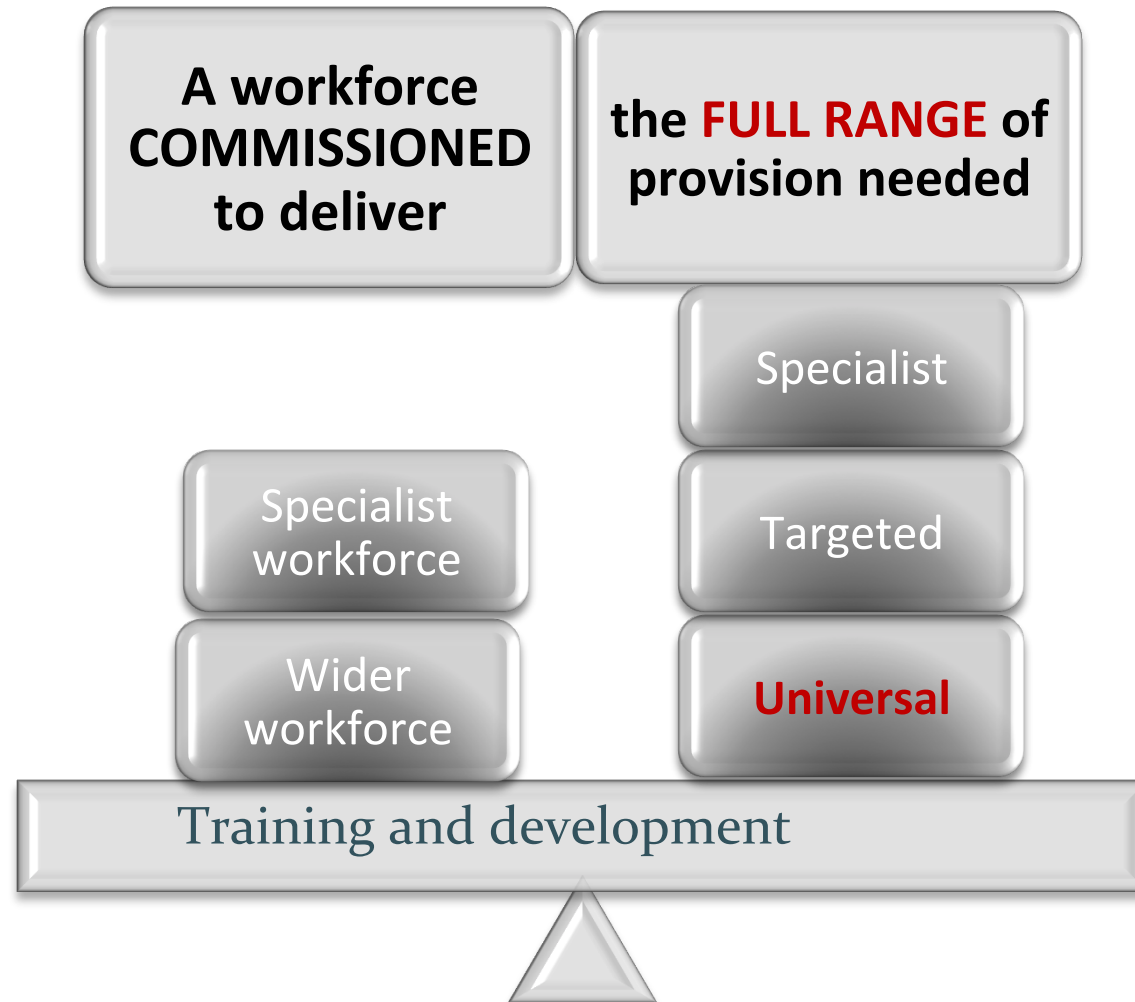
# WHERE DO WE WANT TO ARRIVE?

# The balanced system!





# The balanced system!



# Who for?

- Every child needing to acquire and use speech, language and communication.
- All age range and **includes** children identified at targeted and specialist levels

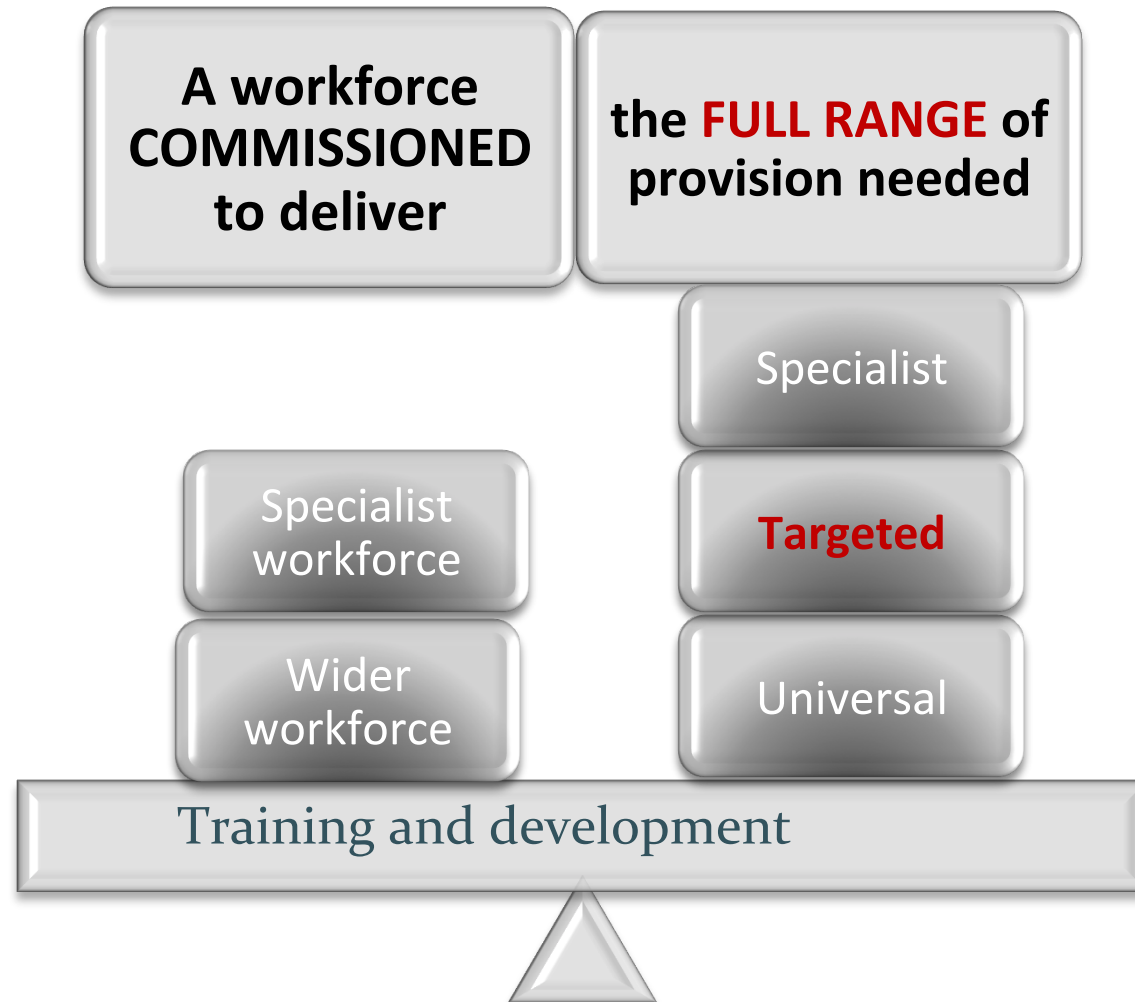
## All children need:

- Parents and carers who are supported with information and resources to encourage their role as primary communicative partners for their children
- Places where they spend time to be communication friendly environments (including community based settings that children access with their parents - libraries, leisure facilities etc)

## All children need:

- Schools and settings where staff are confident in their role as facilitators of communication
- Children's centres that are able to meet the core offer in terms SLC including the involvement of a SLT for at least part of the week
- Children's centres recognised as having a particular role in providing locally based *additional* support for language and communication development

# The balanced system!



## Who are the children needing targeted provision?

- An identified sub-group who may have specific need or be felt to be vulnerable to particular need.
- In terms of SLCN specifically this group is broad and makes up the majority in volume of children who benefit from SLT involvement

- Range includes children with delayed language and communication skills who can be expected to respond to intervention through to early identification of children who may go on to have more persistent need and potentially require specialist services.
- This group should by definition be a mobile group and children may go back to the universal level or move to the specialist level.

## They will need:

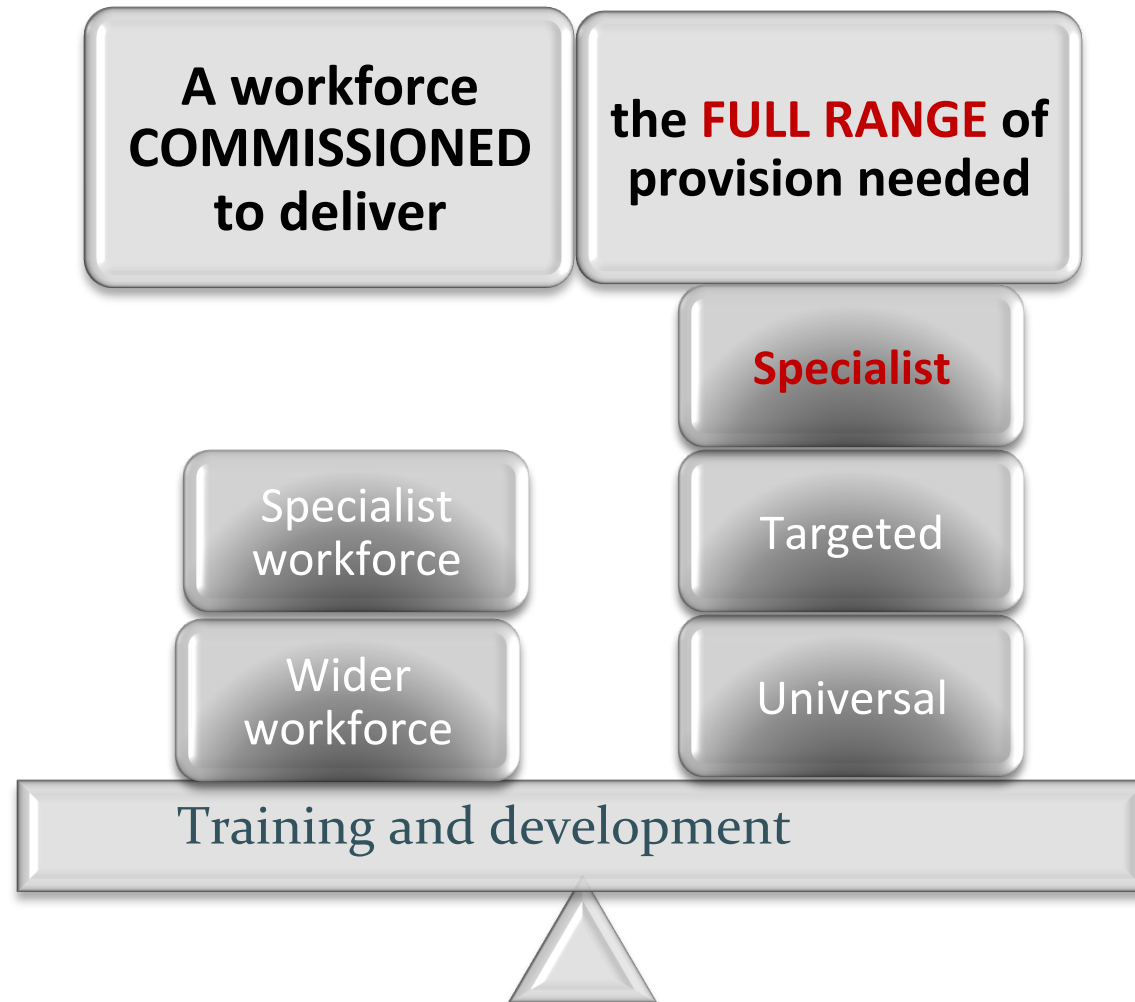
- Their parents to receive specific additional support in order to ensure their confidence in their role as a key communication partner for their child
- Early identification where they are not making expected developmental gains in terms of speech, language and communication



- Practitioners in settings and schools who have received training that raises awareness of the differing levels of need amongst children and increases practitioners' understanding of their influence in interactions within the setting

- Access to a programme of targeted speech, language and communication interventions with the support of a speech and language therapist delivered in the most appropriate context for the child (typically early years setting, children's centre, school, home) by the most appropriate person

# The balanced system!



## Children needing specialist provision

- Children identified as having specialist needs over and above those that can be met via universal and targeted provision (although some elements of the child's overall need may be met by the offer at these levels and children should access these in addition to specialist services)

## Children needing specialist provision

- In terms of SLCN these children will have ongoing persistent difficulties in this area.
- The range will include children who are cognitively able and have specific speech, language and communication difficulties as well as children with profound and multiple learning needs of which language and communication are a part

## This significant minority will need:

- Specific specialist support for parents in order to ensure their confidence in their role as a key communication partner for their child and to increase their understanding of the specific communication challenges associated with their child's needs

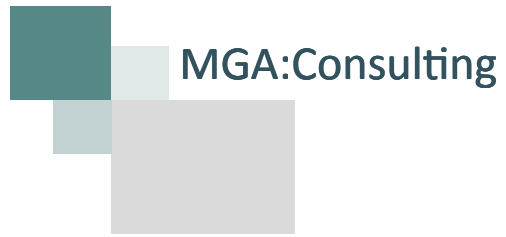
## This significant minority will need:

- Joined up, multi-disciplinary support building on existing good practice such as the Early Support Programme and team around the child
- To be able to access a range of settings and schools in which appropriate support and learning opportunities can be provided for their child

## This significant minority will need:

- Settings and schools where the infrastructure has been developed to support children with additional or complex needs through adaptations, training and support with advice from specialist practitioners
- Access to a range of specialist interventions for children with additional or complex speech, language and communication needs under the guidance of a speech and language therapist





# HOW DO WE GET THERE?

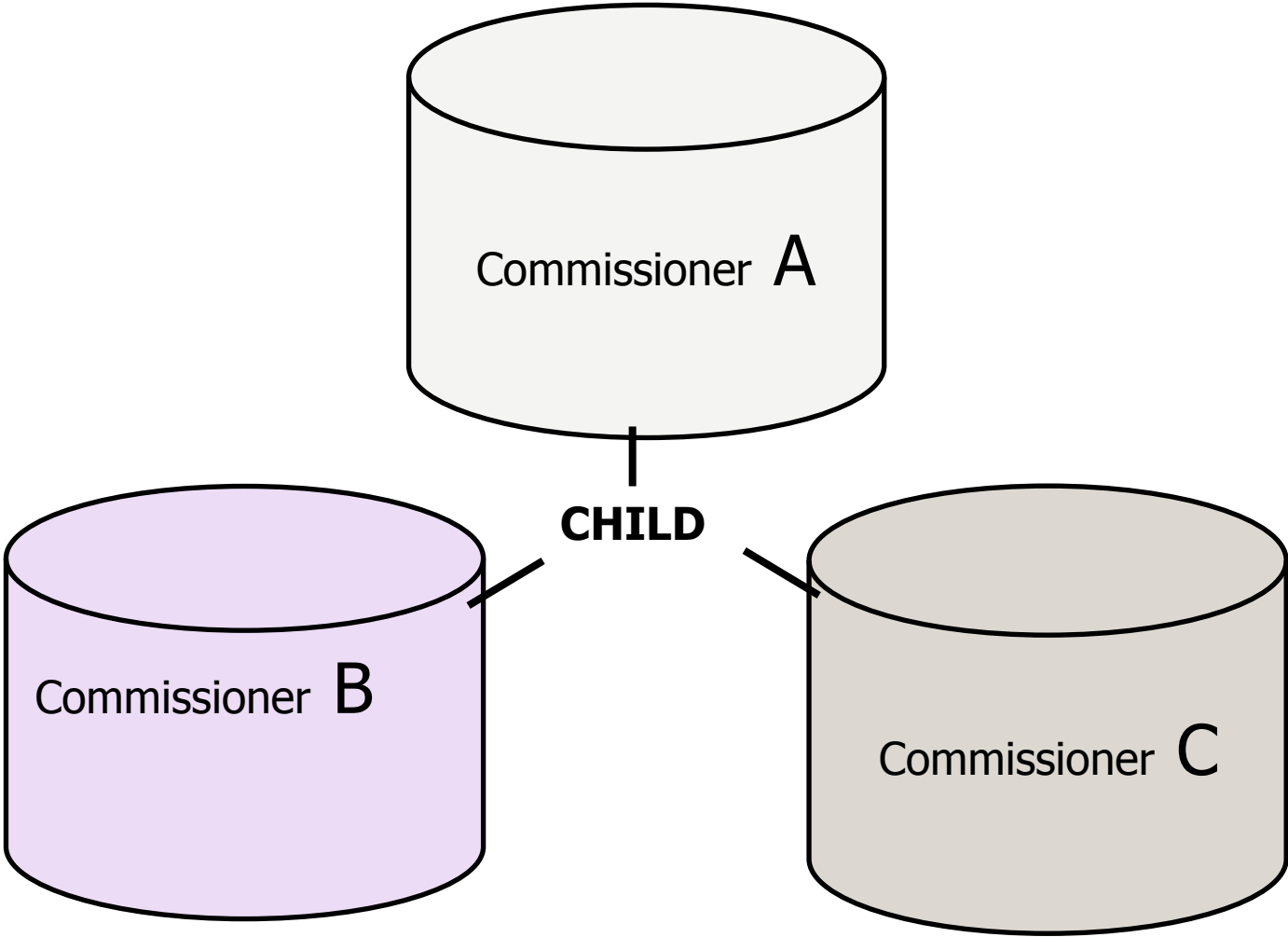
# The balanced system!



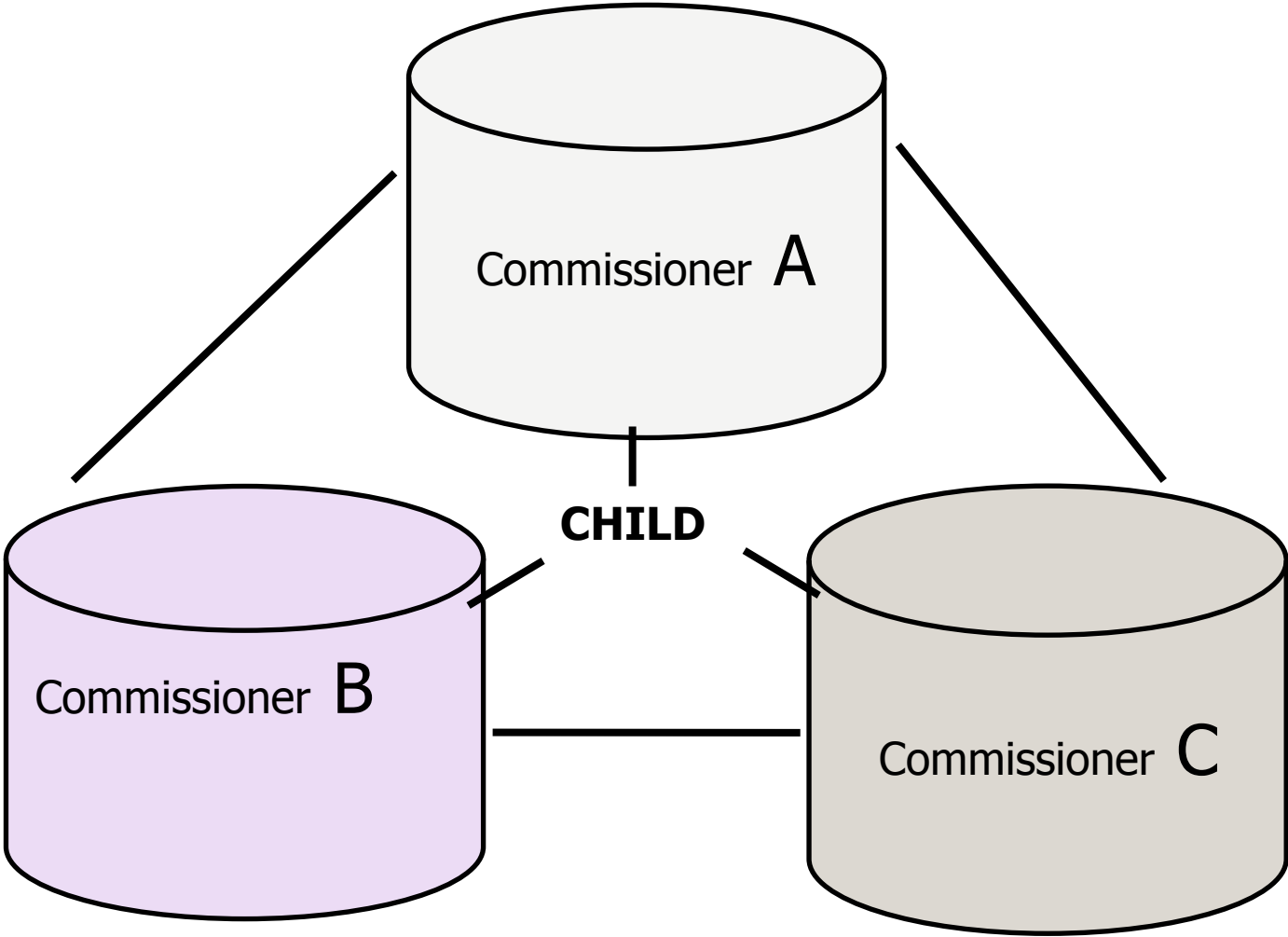
# Commissioners? Who are they?

- PCT's
- GP's
- LA's
  - SEN departments
  - Children's centres central funding
- Headteachers
- Charities
- Parent groups
- Individuals with disabilities and direct payment arrangements

# Silo commissioning!

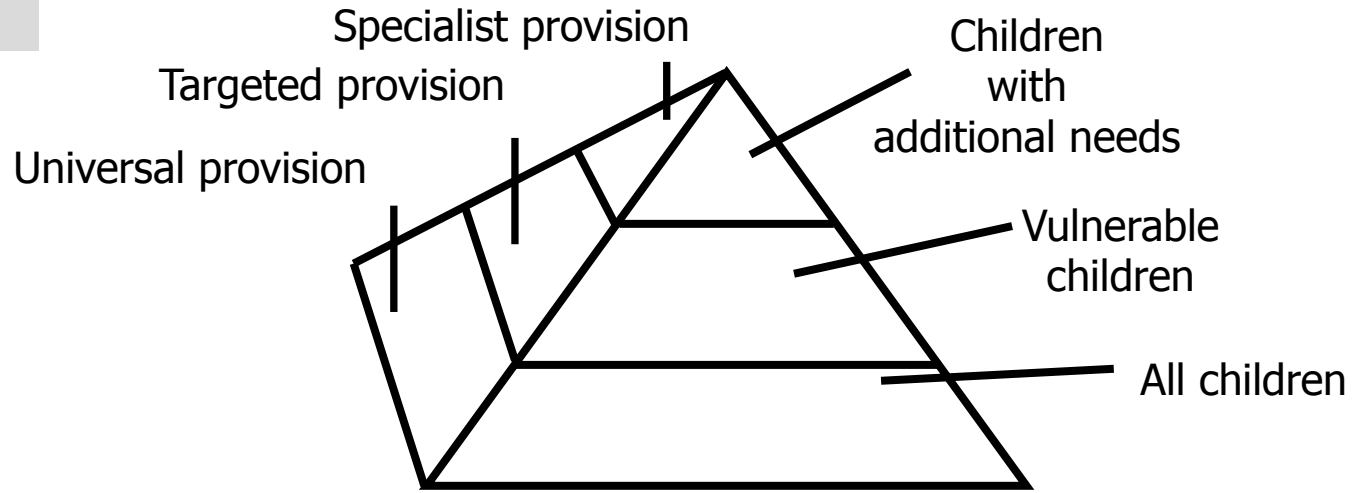


# Joint commissioning

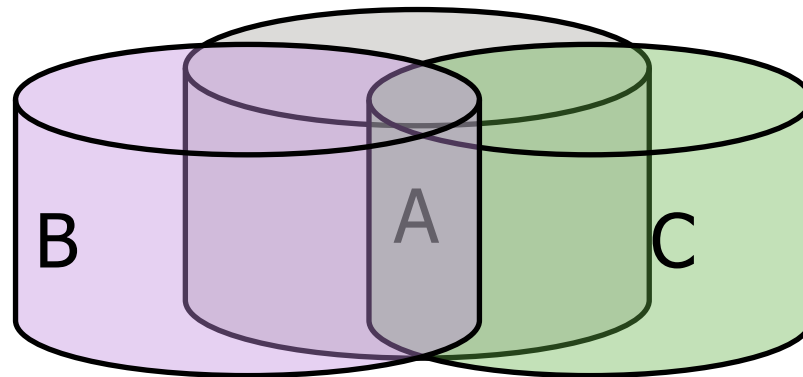




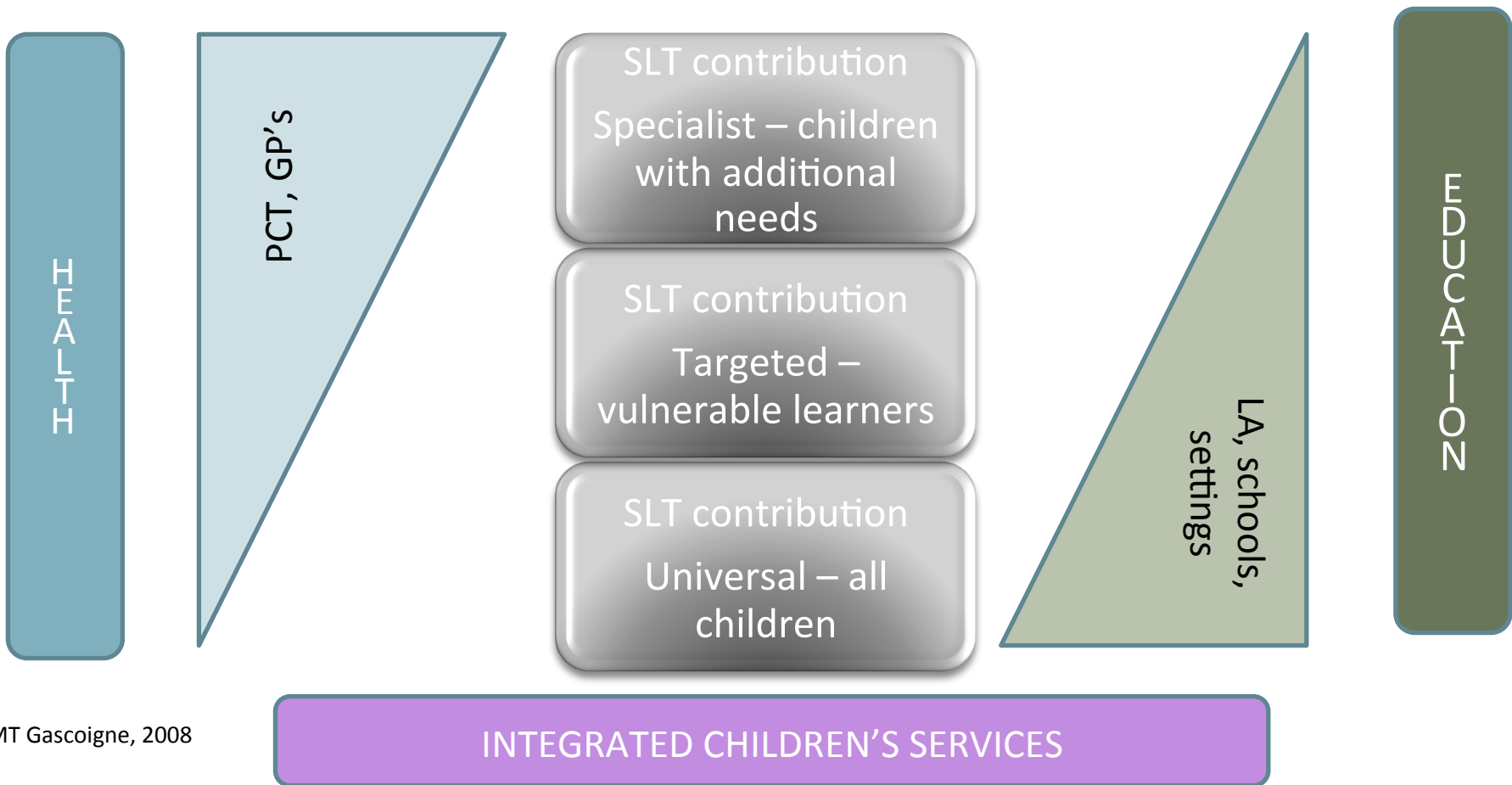
**WOULDN'T IT BE NICE IF....**



Integrated commissioning



# Commissioning accountability for SLCN





## Contact details

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