

Speech and Language Therapy Transformation Programme

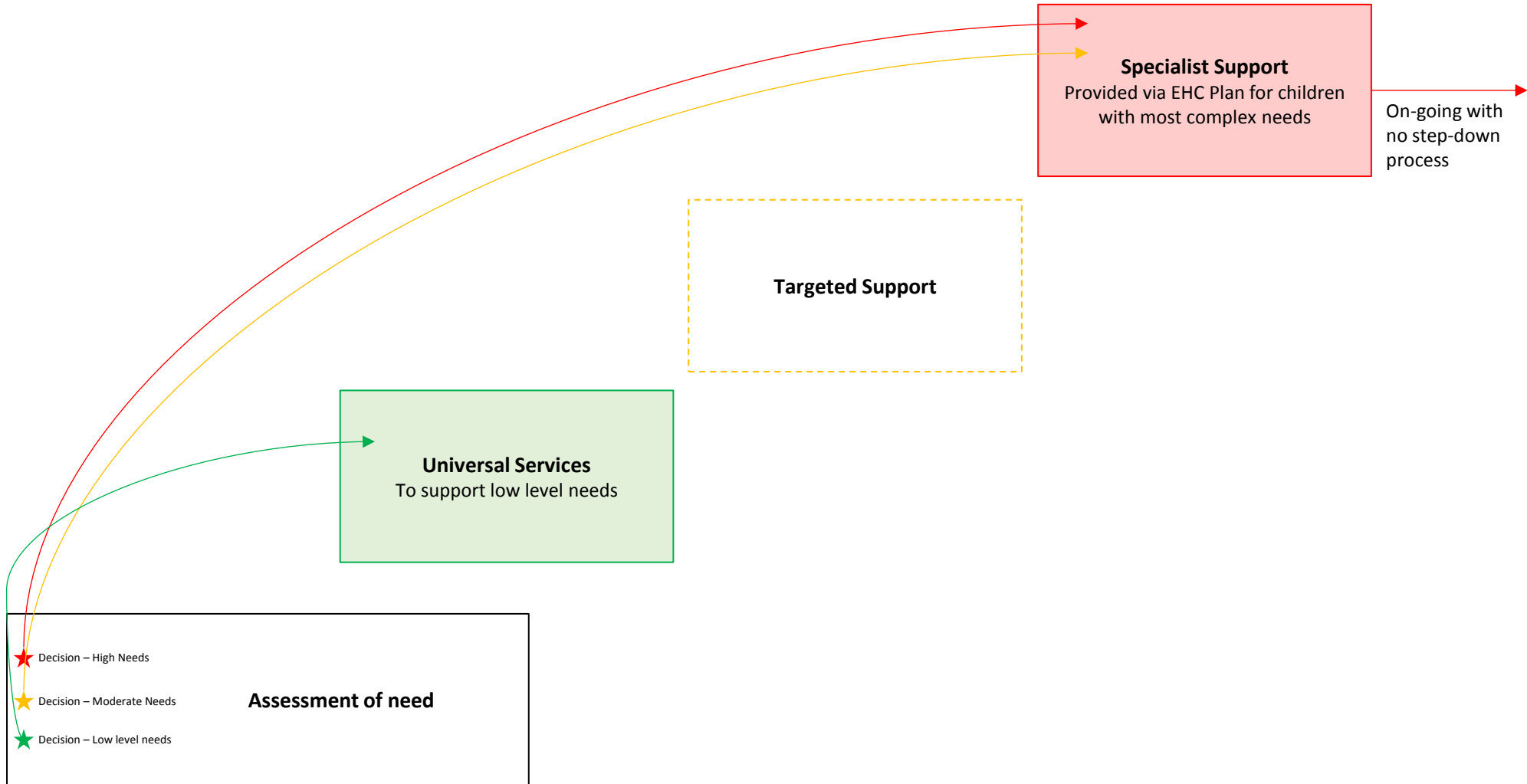
Tri-borough SENCO Forum

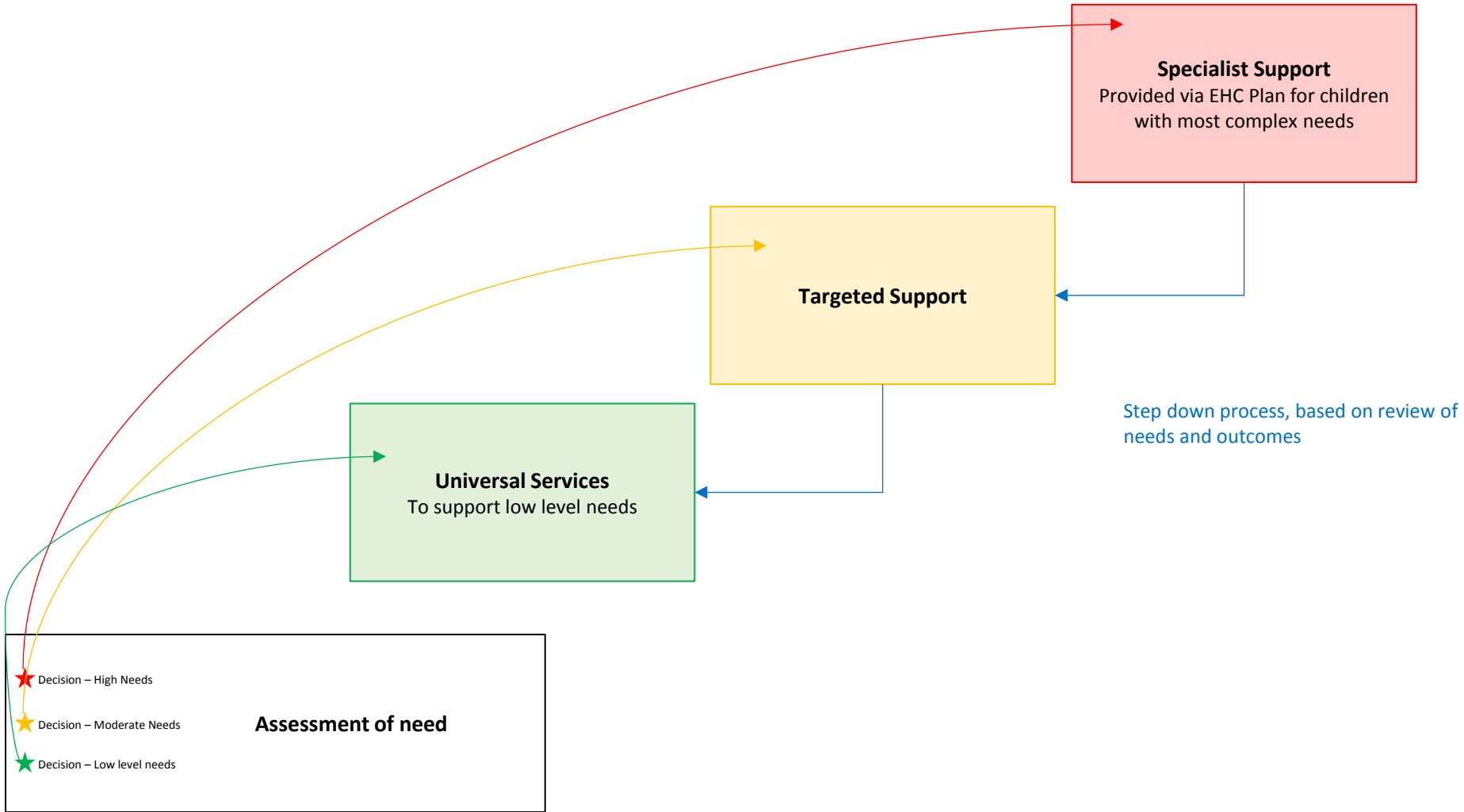
08 February 2017

Context

- Joint procurement activities for SaLT commenced in July 2015 but could not be concluded.
- This was due to the identification of several complex issues that were affecting the overall performance of the service and also the changing legislative and financial landscape within which the commissioning process was being undertaken.
 - Demand and capacity – increasing demand, pressure at specialist end of service
 - Assessment processes – long waits for assessment, lengthy processes
 - Service model – workforce flexibility, targeted support below statements
- Working across CCG, local authority, CLCH and partners to review and explore opportunities for redesign of our speech and language therapy offer across the age ranges

Current schools model





Progress so far

- Joint Transformation working group has been set up
- Efficiencies have been made in the Early Years Service – streamlining assessment processes, reducing duplication and bureaucracy. Resulting in more children being seen more quickly
- A reorganisation of service structures
- Initial engagement with stakeholders to inform design of future delivery models

Workshops

- We are committed to implementing a co-design approach
- Following some initial consultation with schools, we held two workshops at the end of January
- These were just the start of the journey towards a new delivery model. The focus of the workshops was to:
 - Build a clear picture of our current 'as is' service model
 - Establish the strengths and weaknesses of our current offer
 - Set some principles to describe what 'good' looks like
 - Gather some practical thoughts on what a redesigned future model might look like

Workshops continued...

- **Strengths** of the current model:

- Primary pupils receive very good support at statement / EHC Plan level
- Some good examples of interventions at SEN Support level, such as Communications Champions and Talk Boost

- **Weaknesses** of the current model:

- Time taken by service to provide initial assessment and subsequent support
- Lack of flexibility in use of SaLT time at statement / EHC Plan level
- No coherent, standardised offer at SEN Support level
- Nervousness around concept of 'step-down' from specialist support following review of outcomes and ongoing needs

Workshops continued...

Principles to develop a good model

General	At SEN Support Level	At Statement / EHCP level
<ul style="list-style-type: none">• Maintain quality of service• Children have access to appropriate intervention at the right time• Flow of pathway through the system to be agreed from the outset• Evidence based appropriate referral• Measurable impact (outcomes focus with regular review process)• Support for schools when communicating to parents about speech and language needs	<ul style="list-style-type: none">• Clear model of delivery across all schools• Children's needs identified and supported early to prevent increased need• Ability for schools to work with wider group of students• Knowledgeable skilled staff in schools (strategic and practitioner)• Access to specialist support where required (skill mix)• Access to network opportunities via outreach and training• Access to multi-agency support to address / identify root of need	<ul style="list-style-type: none">• Regular communication with professional during EHCP application stages• Relevant and specific provision in EHCP• Consistency in support within available resource – could a cluster model work?• Regular assessment and annual reviews focussed on outcomes• Reducing specificity where appropriate – better use of specialist time

Questions for you today...

1. What does a good Speech and Language Therapy Service look like?
2. How will we know it works?
3. Considering the SEN Support cohort, what interventions currently exist within your school?

Thank you

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