



Seminar 11: Partnership Working to Tackle Inequity





Input 1: Dundee



Speech and language therapy contribution to the Attainment Challenge in Dundee Nurseries

Morag Dorward, AHP Lead
Sheena Flack, SLT coordinator
Lesley Gibb, Education Manager



Why?

The number of words heard by the age of 36 months in high to low income families

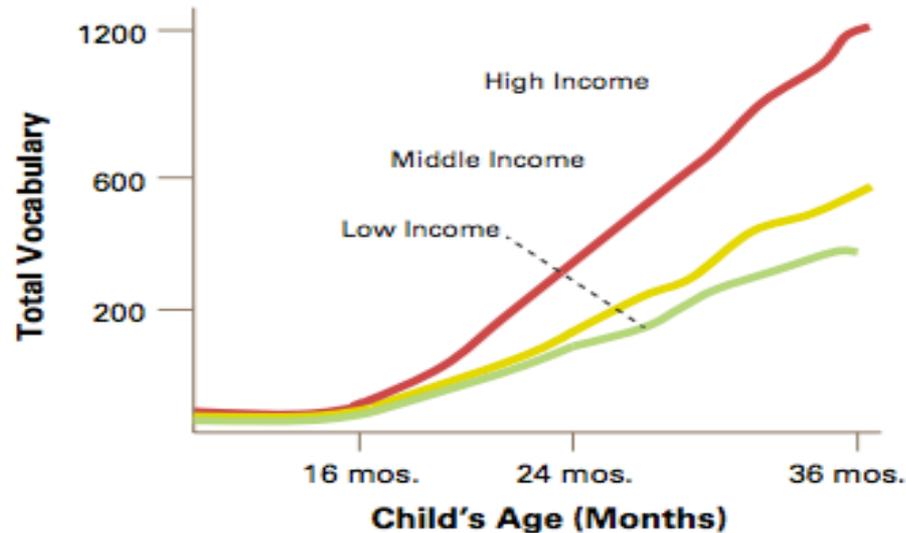
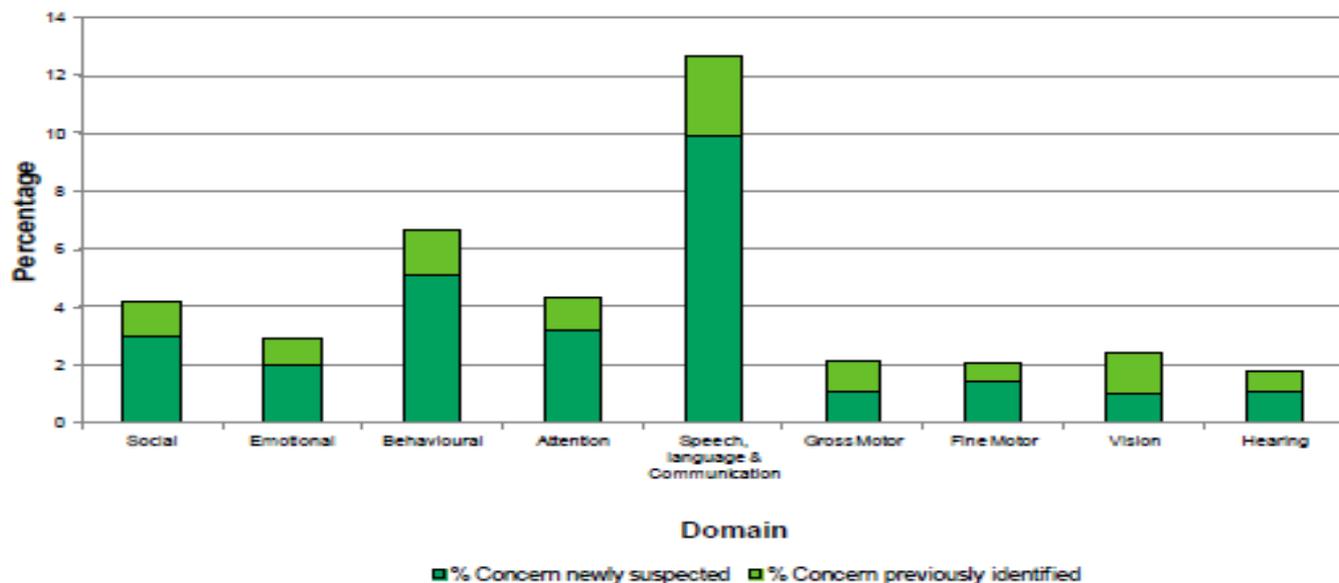


Figure 4: Percentage of newly suspected and previously identified concerns in Scotland by developmental domain; 2013/14



Source: ISD Scotland, CHSP Pre-School Aug 2014

Why?

Strong evidence base of impact of poor speech, language and communication (SLC)

- 50% primary one children in deprived communities have delayed SLC vs specific difficulties 2 per class
- between 88-100% of a sample of young people not in employment, education or training who were formally tested had underdeveloped SLC.

Who is involved and where?

- Speech and Language Therapy staff – 4 FTE (8 staff)
- 8 nurseries in year 1 with highest number of children living in SIMD 1 and 2

Aim of speech and language therapy interventions

To reduce language inequalities in young children exposed to a specific programme of intervention in Dundee

Objectives

- To provide training and support to families and nursery staff to build capacity and sustainability
- To provide support to nursery staff to increase their skills and confidence in delivering specific programmes
- To improve the language skills of the children for application across learning contexts
- Support wellbeing of children

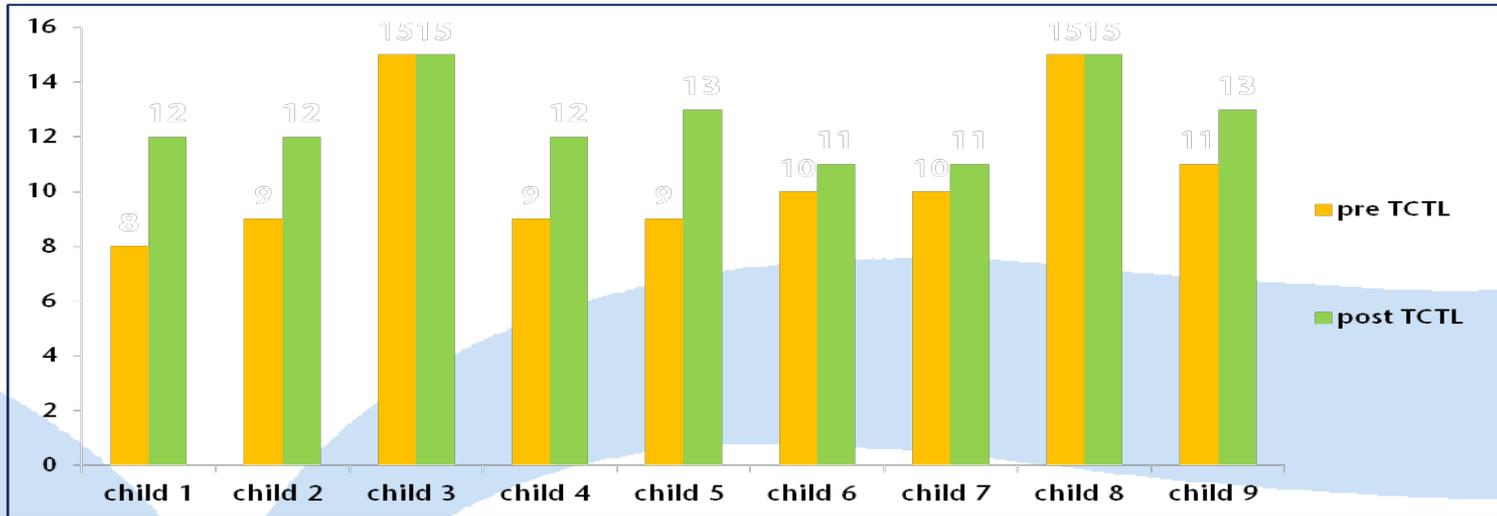
What is the intervention package?

- Toddler Talk
(2 year old children with families and nursery staff)
- Teaching Children to Listen
(3 year old children with nursery staff)
- Word Aware
(3 year old children with nursery staff)
- Nursery Narrative
(4 year old children with nursery staff)

Research study – protocol in draft format

- measure of vocabulary level
(using the British Picture Vocabulary Scale)
- baseline measure in term one between Aug – Sept 2016 and then recorded annually following interventions with an agreed cohort of children

Small test of change- Listening Skills Rating Scale
 for children pre and post TCTL - 70% improved (two already high
 and role models)



Family engagement

- Initially, 10% engagement with information session in one nursery
- Engagement and relationship building takes time

Staff and families tell us.....

Our speech therapist demonstrated using words in play in the garden so I got a ball and I threw it **over** the hedge, **through** the hedge and picked it up from **under** the hedge and we did that for a few days and now my grandson knows and uses those words as part of his language so it was really good advice and I really appreciate it.

grandparent

I am enjoying learning and using these skills – the children are learning from me and I am learning from the children.

nursery worker

Early Years professionals bring so much experience and skill to the mix - it makes a huge difference to the impact of the programmes we are introducing in the nurseries.

speech therapist

Staff and families tell us.....

Having the SLT in nursery in a different role to the one we are used to means that she is modelling strategies alongside staff 'on the shopfloor' while she is here this year. This is encouraging staff and creating confidence in supporting communication skills in all our children.

head teacher

Working as an embedded part of the nursery team is very different from our usual role. It's challenging, refreshing and exciting to explore the ways in which we can make a difference for our children, by working in partnership on-site.

speech therapist

Next steps

- Engagement/relationship building with families
- Continue to develop interventions
- Build on early measures across interventions
- Scale up to include nurseries with new staff
- Finalise protocol for research

References

1. Hart, B. & Risley, T. (1995). *Meaningful Differences in the Everyday Experiences of young American Children* Baltimore: Paul Brookes.
2. Law J, McBean K, Rush R. Communication skills in a population of primary school-aged children raised in an area of pronounced social disadvantage. *International Journal of Language and Communication Disorders*. 2011;46(6):657-64.
3. Gregory J, Bryan K. Speech and language therapy intervention with a group of persistent and prolific young offenders in a non-custodial setting with previously undiagnosed speech, language and communication difficulties. *International Journal of Language and Communication Disorders* 2011;46:202-15
4. Bryan K, Freer J, Furlong C. Language and communication difficulties in juvenile offenders. *International Journal of Language and Communication Disorders* 2007;42(5):505-20.

SLT Intervention References

- Toddler Talk
I CAN ISBN: 978-1-908173-19-5
- Teaching Children to Listen
Bloomsbury ISBN: 9781441174765
- Word Aware
Speech mark ISBN: 9780863889554
- Nursery Narrative
Black Sheep Press

Any questions?

morag.dorward@nhs.net
lesley.gibb@dundeecity.gov.uk
sheenaflack@nhs.net



Input 2: Edinburgh





'Raising the Barre'

Margot R MacAlister
St. Francis' Primary School



The Rationale

*Some are born great, some achieve
greatness, and some have greatness thrust
upon them. (Twelfth Night)*

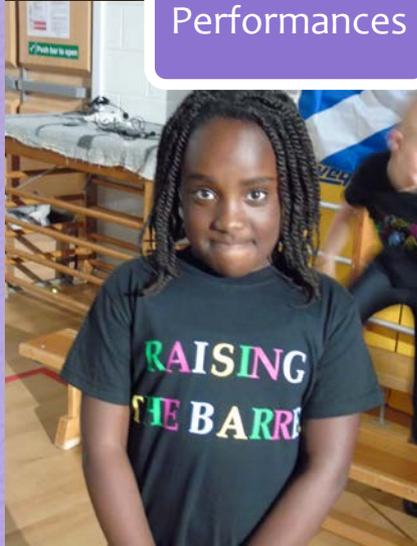




Whole School Performances

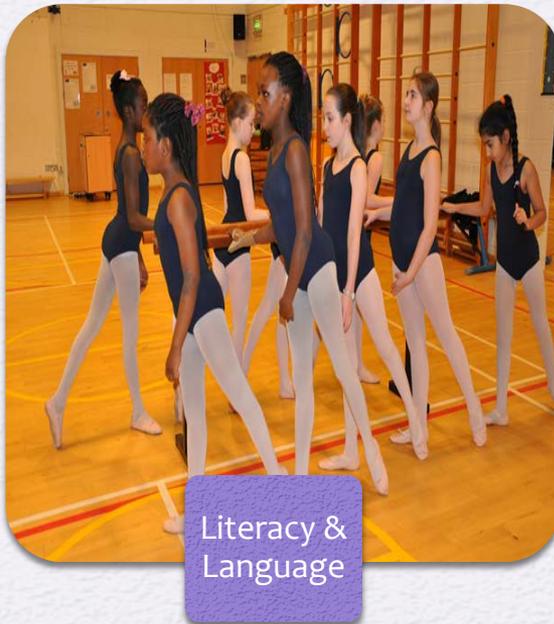
Stage Performance

Individual Performances





Dance Academy





Impact

Performance Programme	Dance Academy
<ul style="list-style-type: none">2.2 Learning Pathways2.2 Rationale and Design2.3 Planning, tracking and monitoring2.3 Effective use of assessment2.6 Continuity and progression in learning2.7 Collaborative learning and improvement3.2 Attainment in literacy3.3 Creativity Skills3.3 Digital Literacy	<ul style="list-style-type: none">2.2 Skills for learning, life and work2.2 Learning Pathways2.3 Quality of teaching2.3 Effective use of assessment2.4 Removal of barriers to learning2.7 The development and promotion of partnerships3.1 Inclusions and wellbeing3.2 Overall quality of learners' achievement3.2 Equity for all learners3.3 Creativity Skills