




Bolton's Early Years Integrated Communication & Language Pathway Overview

Working together, professionals will actively promote positive outcomes for children and families; ensuring access to the right support, at the right time, in the right place. Through early identification, assessment, and intervention to promote positive communication and language outcomes for all children.

This pathway outlines the information, advice and support provided to families to support early communication and language development. This is underpinned by the Early Years Delivery Model; Framework for Action; workforce development initiatives; and aligns with the [Thrive Framework](#).

Early Years Delivery Model 8 Stage Assessment Model			Workforce Development
<p>Stage 1 - Antenatal Contact In pregnancy Public Health Nursing (PHN) Collated information from Midwifery & PHN assessments</p> <p>Stage 2 – New birth visit 10-14 days Public Health Nursing Newborn Behavioural Observation (NBO)</p> <p>Stage 3 – 2 months Public Health Nursing GAD-7 and PHQ-9 Ages & Stages Questionnaire 3 (ASQ3) & ASQ Social Emotional (ASQSE)</p> <p>Stage 4 – 9 months Public Health Nursing ASQ3 & ASQSE</p> <p>Stage 4b – 18 months Start Well or Public Health Nursing To identify need and promote uptake of 2-year-old Early Education & Childcare Offer ASQSE & WellComm (ASQ3 for targeted use)</p> <p>Stage 5 – 24 months Public Health Nursing & EY Provider Integrated Review/Information to be shared ASQ3; ASQSE; and Early Years Foundation Stage (EYFS) statutory progress check</p> <p>Stage 6 – On entry to Nursery (universal 3/4-year-old provision) EY Provider/School EYFS Assessment (ASQ3 & ASQSE for targeted use)</p> <p>Stage 7 – On entry to Reception in school Public Health Nursing, EY Provider and receiving School Integrated Review/Information to be shared ASQ3 & ASQSE; Individual Health Needs Assessment; and EYFS Assessment</p> <p>Stage 8 – up to 5 ½ years of age Schools Early Years Foundation Stage Profile within the last term of the EYFS (ASQ3 & ASQSE for targeted use)</p>			<ul style="list-style-type: none"> A professional development offer is available for the Early Years Sector in line with local needs and priorities coordinated by Bolton Start Well. The pathway is underpinned by training in Early Help & supporting processes; Thrive Framework; Communication & Language Journey; WellComm Toolkit; EYFS; and the Solihull Approach.
			Essential Information
<p><i>Some interventions appear in multiple “needs based groups”, recognising some individuals may require more resource, attention and coordination from those providing services across the locality.</i></p>			<ul style="list-style-type: none"> Further information on the pathway can be found at: Bolton Early Years Integrated Communication and Language Pathway – Bolton Start Well This document should be read in conjunction with the Bolton Framework for Action which can be found at: Home – Bolton Safeguarding Children
<p>Every Child Thriving:</p> 	<p>Criteria for ‘every child thriving’: Families who are ‘Thriving’ will experience the normal ups and downs associated with life. They are engaged with and adequately supported by universal services and when required will access communication and language prevention and promotion strategies as they practice good adult child interactions and engage in universally available guidance across Bolton.</p>	<p>For those whose current need is support in maintaining their child’s development through effective prevention, this includes access to:</p> <p>Public Health Nursing & Start Well Integrated Offer:</p> <ul style="list-style-type: none"> Healthy Child Programme Newborn Behavioural Observation Solihull Approach and Solihull Parenting Online Start Well digital offer inc. virtual sessions via Bolton Start Well at Home (Facebook) 	<p>Early Ed. & Childcare Offer:</p> <ul style="list-style-type: none"> Funded early education and childcare provision EYFS, C&L curriculum – language rich environments <p>Other Universal Support (inc):</p> <ul style="list-style-type: none"> 5 Golden Rules for Communication The Early Communication and Language Journey; Communication Champion Tiny Happy People; Start for Life; Bolton Library Service.
<p>Getting Advice:</p> 	<p>Criteria for ‘getting advice’: Families who are ‘getting advice’ have low level speech, language and communication concerns. They may need support from professionals to access universal key messages and resources and relate them to their own circumstances. This tailored advice and signposting enables them to independently support their child’s SLC needs.</p>	<p>Some families may need support to access the ‘every child offer’ through additional signposting and advice from those already involved.</p> <p>Public Health Nursing & Start Well Integrated Offer:</p> <ul style="list-style-type: none"> Well Baby Clinics Infant Feeding ASQ resources & support Chat Health Chat, Play Read/Stay, Play & Learn group sessions Outreach family support based on Solihull Approach 	<p>Early Ed. & Childcare Offer:</p> <ul style="list-style-type: none"> Family Information Service SENCO <p>Voluntary Sector offer:</p> <ul style="list-style-type: none"> Dad Matters Digital inc. Dad Pad Stay, Play and Learn <p>Other Universal Support (inc):</p> <ul style="list-style-type: none"> What to Expect in the Early Years Foundation Stage Guide for parents

<p>Getting Help:</p> 		<p>Criteria for accessing help:</p> <ul style="list-style-type: none"> • Parent/carer concern in relation to child's communication and language development; and/or; • Professional judgement based on holistic assessment; and/or; • Children who score 'grey' or 'black' using the ASQ3 screen; • Children who score 'white' but there is a concern around home learning environment; • Child below age-related expectation in Communication & Language. 	<p>This support is in addition to the 'Every Child' and 'Getting Advice' offer. Help is offered to children where there is a concern around their communication and language development and/or the language environment at home.</p> <p>Screen the child's communication skills using the WellComm Toolkit. If the child is not scoring Green at chronological age:</p> <ul style="list-style-type: none"> • Carry out appropriate activities from WellComm Big Book of Ideas • Share activities from the Big Book of Ideas with the family and reassess after 3 months • Consider referral to Let's Get Talking parent child interaction group • Consider using other language interventions - Nursery Narrative, Language Through Listening, EYBIC etc. • At any point during this process, please contact the Early Years Communication and Language Development Service (EYCLDS) for advice and guidance on 01204 338349 or email: EYCLDS@boltonft.nhs.uk
<p>Getting More Help</p> 	<p>Holistic Assessment</p> <p>Early Help is a multi-agency approach, working collaboratively with parents and carers to support the identification of risk and need, and to coordinate an effective and timely response via the Early Help Assessment and Plan where appropriate.</p>	<p>Criteria for accessing more help:</p> <ul style="list-style-type: none"> • Parent/carer concern in relation to child's communication and language development; and/or • Professional judgement based on holistic assessment; and/or; • Children who score 'black' using the ASQ3 screen; and/or • Children who score 'red' on the WellComm assessment; and/or • Early Help Assessment & family plan. 	<p>Children and families who are 'Getting More Help' may require more extensive, evidence-based intervention due to increased complexity and potential risk factors associated with the parent or child. They are likely to require a coordinated multi-agency approach to delivering support. Additional services/interventions may include:</p> <ul style="list-style-type: none"> • Continue to carry out appropriate activities from Big Book of Ideas if still relevant. • Professional consultation with EYCLDS for advice and guidance • Professionals and parents/carers agree next steps to access more help and make a referral to SALT and EYCLDS: Speech and Language Therapy - Bolton NHS FT. • Following acceptance of referral and triage into EYCLDS assessment and intervention delivered (inc. Parent Child Interaction groups; and support for Early Years and Childcare settings for individual child). • Continued communication and language intervention, taken from 'Getting Help' section above.
<p>Risk Support</p> 		<p>Criteria for accessing Risk support:</p> <ul style="list-style-type: none"> • New or diagnosed specific need requiring specialist support; and/or • No reported/observed progress following extensive input as detailed above and risks remain; and/or • Families presenting with rapid deterioration in presentation/functioning due to acute internal/external stressors; and/or • Families who decline support but for whom professionals remain concerned about the level of risk. 	<p>Children and families who are requiring 'Risk Support' present as a significant concern to practitioners due to the limited progress made despite the best efforts of the team around the child.</p> <p>This may be due to the complexity and potential risk factors associated with the parent or child such as being at risk of long-term SEND needs, parental mental health, safeguarding needs and/or parent-child relationship.</p> <p>There will be ongoing integrated, multi-agency working with shared responsibility for risk assessment and management in relation to both the parent/child. Services and interventions may include:</p> <ul style="list-style-type: none"> • Diagnosis of additional or complex needs impacting on the child's speech and language development, and support via Paediatric SaLT. • Education, Health and Care needs assessment carried out. • Specialist professional consultation and liaison via Enhancing Families Service with an emphasis on offering risk management advice as opposed to delivering intervention. • Safeguarding support via Children's and/or Adult Social Care. • Liaison with other relevant specialist services including risk-based services within the voluntary sector.