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Bolton Start Well Service

Early Years Integrated Communication and Language Pathway

October 2020



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PLEASE NOTE:

Parents should not be led to believe that all children will be able to overcome their communication difficulties via the support offered in this Pathway. Children who have communication and language difficulties in the context of additional global and/or social interaction difficulties or complex disability should be supported through the appropriate Special Educational Needs and Disabilities (SEND) Pathway.

VERSION 3

REVIEW: October 2022

1. Introduction

In Bolton, we have a collective responsibility to provide children with the best possible start in life. The Bolton Early Years Integrated Communication and Language Pathway has been developed to ensure a multi-agency approach, enabling children and their families to access the early communication and language support they need. The Pathway is one of several integrated, Early Years Delivery Model Pathways, underpinned by the Greater Manchester Common 8 Stage Assessment Model (see appendix 1). This preventative and early intervention approach focuses on supporting the 'whole family' in an inclusive manner.

The Pathway is strengthened by a shared approach to have communication as a mutual responsibility between families, professionals, and agencies. It will enable children and families to access seamless, high-quality information, advice and guidance to improve life chances and provide agencies with the appropriate mechanisms to plan, implement and support families on their communication and language journey.

“Identifying and supporting children and young people’s speech, language and communication needs (SLCN) accurately and early means fewer issues later on. Early identification is a well-evidenced, cost-effective approach shown to result in longer term economic benefits; yet still too many children are being missed”.

ICAN/RCSLT. (2018) *Bercow: Ten Years on an Independent Review of Provision for Children and Young People with Speech, Language and Communication Needs in England*. London: ICAN/RCSLT. Available online at: [https://www.bercow10yearson.com/wp-content/uploads/2018/03/337644-ICAN-Bercow-Report-
WEB.pdf](https://www.bercow10yearson.com/wp-content/uploads/2018/03/337644-ICAN-Bercow-Report-WEB.pdf) (accessed February, 2020)

The Integrated Communication and Language Pathway has been developed in order to:

1. Promote good infant communication and language development for the population of Bolton, in order to improve the communication skills of children starting school through promotion of communication and language development. This will reduce the likelihood of poor long-term outcomes.
2. Provide early, comprehensive assessment of children’s communication and language problems, appropriate to individual needs, accessible to all who need it and considering culture, disability, and gender.
3. Provide evidence based effective coordinated services to meet the needs of children who require support and interventions to improve their communication skills.

N.B. Speech and Language Therapists also support children with feeding, swallowing and dysfluency (stammering) difficulties. These specialist services can only be accessed by a referral from an appropriate health professional. Despite this specialist support not being included in the Pathway, the child can still access the Pathway from ‘Every Child’.

“More than 1.4 million children and young people in the UK have speech, language and communication needs (SLCN). Language disorder alone is one of the most common disorders of childhood, affecting nearly 10% of children and young people everywhere throughout their lives. In areas of social disadvantage this number can rise to 50% of all children and young people, including those with delayed language as well as children with identified SLCN”.

ICAN/RCSLT. (2018) *Bercow: Ten Years on an Independent Review of Provision for Children and Young People with Speech, Language and Communication Needs in England*. London: ICAN/RCSLT. Available online at: <https://www.bercow10yearson.com/wp-content/uploads/2018/03/337644-ICAN-Bercow-Report-WEB.pdf> (accessed February, 2020)

The Bolton Communication and Language Pathway is segmented into four sections. This graduated support allows children and families to access appropriate support and guidance. At its core it utilises **WellComm**, an evidenced based screening tool, with tailored interventions and resources. The WellComm assessment screening tool can be utilised by all Early Years professionals to identify children who need additional support with their communication and language needs. It is a targeted assessment for children where there are concerns with their communication skills, for example, those who have scored within the grey or black for their communication skills when assessed using the Ages and Stages Questionnaires (ASQ).

Identification of children with SEN: Effective use of this Pathway will support partners to implement the graduated approach, described within the SEND Code of Practice, for children with emerging communication and language difficulties. This should be evidenced within individual assessments and planning for interventions.

It is recognised that for some children other criteria for accessing extra help will be required from those already involved. These children will follow the SEND Pathway.

Bolton Council and Bolton NHS Clinical Commissioning Group recognise the importance of a Communication and Language Pathway for Bolton to improve outcomes and reduce demand on specialist services. To this end, investment has been made into an integrated Early Years Communication and Language Development Service, alongside funding and training to support the effective delivery of the Pathway, including investment into WellComm. This service comprises of Speech and Language Therapists, Education Consultants, Early Years Practitioners and Speech and Language Therapy Assistants. They are available for support and guidance via email: BoltonStartWell@bolton.gov.uk or by telephone: 01204 338 349.

2. Using the Communication and Language Pathway

The Pathway is designed to assist all professionals working with parents of young children through the following:

- Highlighting their own role in promoting communication skills.
- Using the relevant assessment/screening tools and the associated interventions.
- Establishing how to identify needs and where to go for additional help in improving outcomes.

At each of the assessment points, a qualified frontline professional will assess the child and wider family situation using an evidence-based assessment / screening tool and their own assessment of the key risk factors that contribute to poor development. If a need or enough risk factors are identified, the professional will refer the child / parent to the relevant targeted intervention programme or will offer some direct support and assistance from the Early Years Communication and Language Development Service (for further details on EYCLDS, refer to appendix 3).

If the child attends an Early Years setting, then they will have access to a Communication Champion. Communication Champions are practitioners within schools and early education and childcare settings who have regular contact with the EYCLDS and who would be able to advise around mechanisms for accessing additional support for the child and family (see appendix 8 for the an outline to the role of the Communications Champion).

Should a child require additional support regarding their communication skills following an intervention from EYCLDS, the child will be referred into the appropriate team within the post-referral Paediatric Speech and Language Therapy Service. Speech and Language Therapists within the EYCLDS will liaise regularly with the Paediatric Speech and Language Therapists in this service, ensuring a seamless transition.

2.1 Assessment and Observation Tools

There are a series of universal screening and assessment tools which can be used and act as a trigger to accessing the Communication and Language Pathway. An overview of the following assessment tools can be found in appendix 6:

- Newborn Behavioural Observation (NBO)
- Ages and Stages Questionnaires (ASQ-3 and SE)
- Early Years Foundation Stage (EYFS)

In addition, the Pathway uses the following targeted assessment tools to support families:

- **WellComm Speech and Language Toolkit**

The *WellComm Toolkit* published by GL Assessment, suitable for children aged 6 months to 6 years, provides a complete speech and language toolkit that can be used by all Early Years professionals. It includes an individual assessment developed in collaboration with leading practitioners at the Sandwell PCT.

The Big Book of Ideas provides practitioners with over 150 bespoke intervention activities to meet individual needs as identified through the screening process. These activities correspond exactly to the WellComm screens which means targeted input can be provided. The activities are designed to be fun, engaging and appropriate for use with both individual children and groups across the entire age range. They also provide a helpful guide for parents to support their child's development at home.

For WellComm to be most effective in supporting children's communication and language development, we must follow its use to fidelity. This ensures consistency of use across Bolton and the range of different professionals using the tool. This consistency in turn supports communication between professionals and the family, as all involved have a shared approach and understanding. Therefore, we encourage all professionals using WellComm to access regular training, including WellComm support in their induction procedures, regularly referring to the handbook within the WellComm toolkit and speaking directly to EYCLDS when any further advice is needed. Further guidance is available (see appendix 7), including essential information to share with professionals when using WellComm, as this forms part of the Early Help process. In addition, there is an audit tool to ensure effective use and understanding across teams of professionals.

- **Early Help Framework**

The purpose of Early Help is to support the well-being of children and families by tackling emerging needs at the earliest opportunity and prevent them from getting worse. Effective Early Help may be delivered at any point in a child's life, from pre-birth onwards, about any issue which is impacting or could affect their development and well-being, including education, health and safety.

The Early Help Assessment and Action Plan provide a standard assessment approach to enable those working with children and families in need of Early Help to identify and respond effectively. The assessment will help identify: the child's strengths and level of need; which needs must be prioritised; what actions are needed to meet needs. The Early Help process should be used within the Pathway to identify a collaborative multi agency approach to meet need.

An Early Help Assessment and Action Plan must be completed with families accessing targeted or specialist services as part of this Pathway (except in the case of Social Care who can use the "Social Care Referral Form").

2.2 The THRIVE Framework

Bolton’s Early Communication and Language Development Pathway is aligned to the THRIVE Framework which has been developed by a collaboration of authors from the Anna Freud National Centre for Children and Families and the Tavistock and Portman NHS Foundation Trust. The model is referenced nationally as a replacement to the Tiered Model of Child and Adolescent Mental Health Services, however, has since been recognised that its principles and common language can be embedded across all services for Children, Young People and their Families.

The THRIVE Framework encompasses service values and principles that enable self-help/management, access to advice and signposting, early intervention, and getting help and more help without a prolonged journey of escalation through different services.



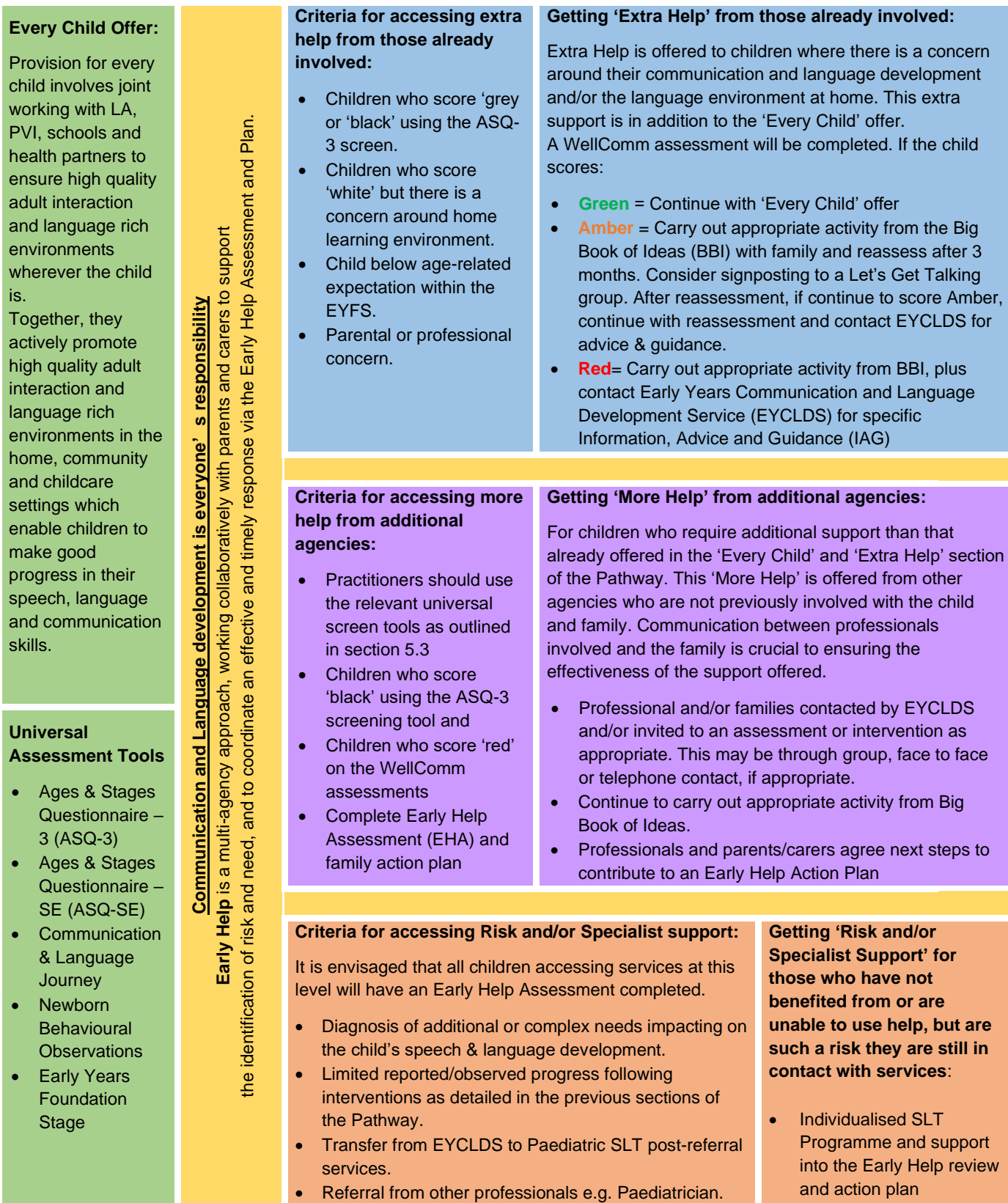
Fig One – The THRIVE Framework developed by Anna Freud Centre in partnership with Tavistock and Portman NHS FT

The Framework is needs-led and based on a common language. This means that communication and language needs are defined by families alongside professionals through shared decision making. Needs are not based on severity, diagnosis, education or health care pathways.

Across Bolton, many services are now operating in a ‘Thrive’ way and have mapped and reshaped their provision to ensure a range of support is available across all five needs-based groupings. An overview of these groupings in relation to this pathway is described in appendix 2.

Pathway Overview

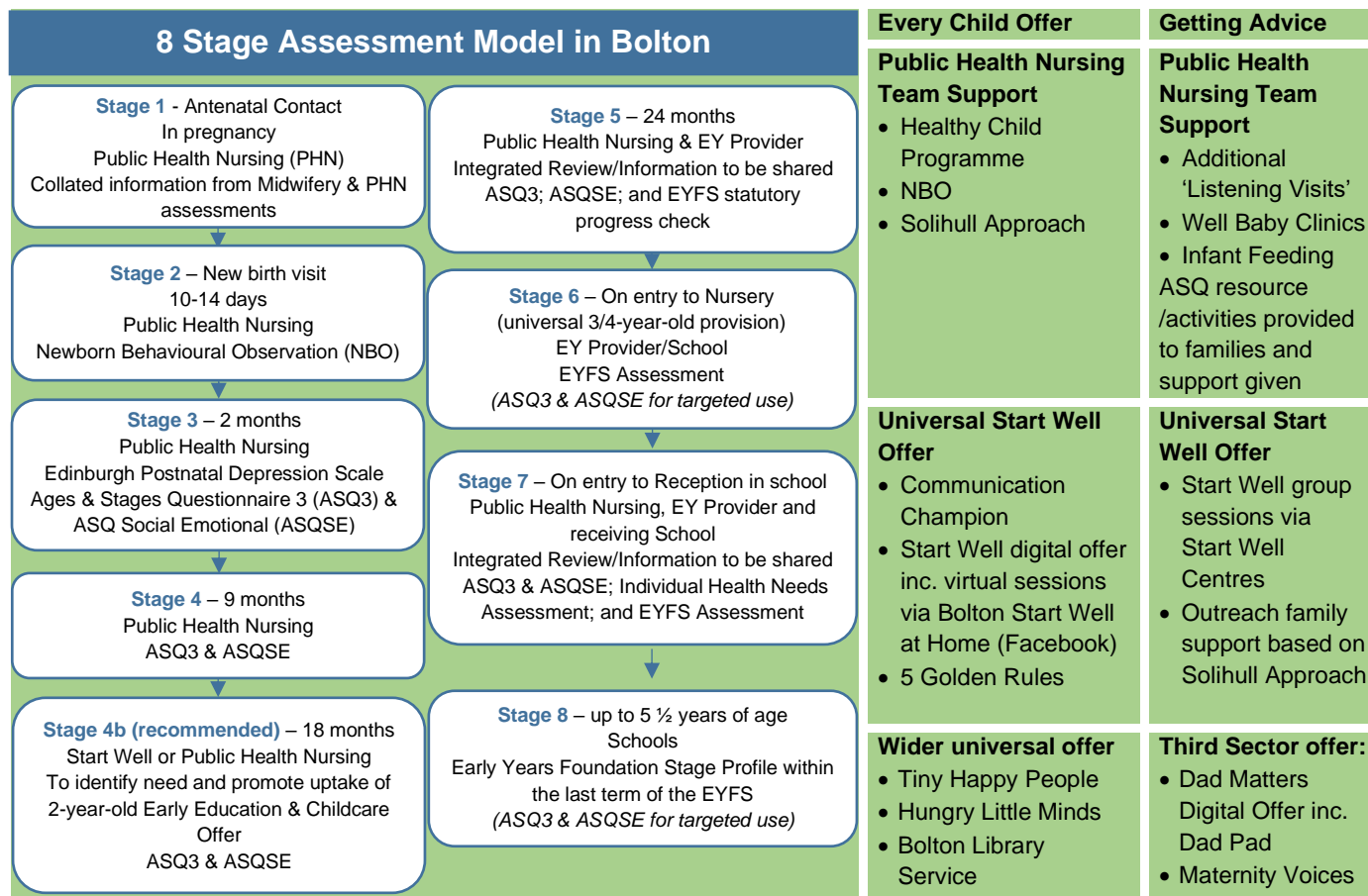
Bolton's Communication and Language Pathway Overview



Underpinned by skills and knowledge of workforce and work with Early Years Pathways

Information, advice, guidance and intervention

The Early Years Delivery Model, is underpinned by the 8 Stage Assessment Model, workforce development initiatives and a support model aligned with the Thrive Framework, which conceptualises needs of children into five needs-based groupings: “Every Child” (Thriving); Getting Advice; Getting Help; Getting More Help; Getting Risk//Specialist Support.



Workforce Development

- A professional development offer is available for the Early Years Sector at large in line with local priorities and needs coordinated by Bolton Start Well.
- This pathway is underpinned by training in the Communication & Language Journey and WellComm Toolkit.

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.

Getting Extra Help from those already involved:

- WellComm activities with professionals and families from the Big Book of Ideas.
- SLT designed Parent & Child Interaction (PCI) support, i.e.: ‘Let’s Get Talking’ groups.
- EYCLDS parent and child groups e.g. book sharing, 5 Golden Rules, Busy Babies
- Start Well Locality offer.
- Additional communication and language interventions in Early Years settings and schools, e.g. Language through Listening, Nursery Narrative and EYBIC.

Getting More Help from additional agencies:

- Professional consultation with EYCLDS for advice and guidance.
- SLT led PCI support.
- Home based SLT support.
- Continued communication and language intervention, taken from ‘Extra Help’ section above.
- Enhancing Families Service interventions (including NBAS, Incredible Years, Solihull Parenting Online and Video Interaction Guidance (VIG))

Getting ‘Risk and; or Specialist Support’ for those who have not benefited from or are unable to use help, but are such a risk they are still in contact with services:

- Further help and individualised intervention, dependent on the child’s and family’s needs and parenting capacity.

WellComm Protocol

In Bolton we require all professionals using the WellComm toolkit to follow it to fidelity (ensuring it is implemented with accuracy and in accordance with the Bolton Good Practice Audit). This protocol should be considered alongside the WellComm handbook to ensure the most effective use of WellComm for our children and families. The WellComm screen can be completed by all Early Years or Allied Health Professionals, who have accessed Early Years Communication and Language Development Service WellComm training, to identify Early Years children who need additional support with their communication skills.

- This assessment would typically be accessed in the '**Extra Help**' section of the Pathway (ref to section 5 of the Pathway).
- A WellComm assessment will be completed. If the child scores:
 - a) **Green** = Continue with the 'Every Child' offer.
 - b) **Amber** = Carry out appropriate activity from the Big Book of Ideas (BBI) with family and reassess after 3 months. Consider signposting to a Let's Get Talking Group. After reassessment, if continue to score amber, continue with reassessment and contact EYCLDS for advice & guidance.
 - c) **Red** = Carry out appropriate activity from BBI, consider contacting EYCLDS for specific Information, Advice and Guidance (IAG)

4.1 Implementing WellComm: using the screen and intervention

When implementing the '**Extra Help**' WellComm screen it is imperative that screens are carried out in a quiet and familiar environment and results are recorded clearly, as part of the early intervention process:

- Professionals must start by checking whether a WellComm screen has previously been undertaken, this could be by other professionals, and what support was implemented as a result.
- If no previous assessment has been undertaken, the professional must calculate the child's age in months and then select the appropriate WellComm score sheet depending on the child's chronological age.
- The score sheet must be used in conjunction with the 'Little Book of Rules' for guidance and explanation, ensuring the environment is appropriate for the child and the professional is fully prepared to undertake the screening.
- If the child scores 'red' or 'amber' using this score sheet, the professional must work backwards, using earlier score sheets until the child reaches 'green'. This may take more than one session. (Record the section on which the child obtained 'green' on the original score sheet).

- The professional must discuss the findings with the parent/carer, discussing the child's communication strengths in combination with their areas of need. Results and actions taken must be discussed with other professionals involved.
- One or two next step activities must then be provided, using the resources from the Big Book of Ideas.
- Activities must be reviewed regularly, in collaboration with parents and other professionals involved, to support the child's progress (other complementary interventions can also be used alongside WellComm resources, if appropriate for the child's learning journey).

The activities from the Big Book of Ideas are designed to be accessible and motivating for the child, so practitioners should initially share activities which are at the level the child is currently working at or just above. For example, a child aged 32 months scored 8 out of 10 at Section 4 (24-29 months). This is a Green score. However, if the child were functioning at an age appropriate level, they would have scored Green at Section 5 (30-35 months). A practitioner would therefore start with the two elements from the Big Book of Ideas, which the child found more difficult in Section 4, before moving onto activities in Section 5.

Activities should be undertaken in both the education setting and within the home learning environment.

4.2 Rescreening

After a minimum of three months the screening may then be repeated to establish whether the child is making progress and whether '**Further Help**' is required (ref to section 3 of the Pathway).

- If other professionals are involved in the child's support, they must be made aware of the assessment and rescreening plans, this includes any transition between settings and key professionals.
- If the rescreen still identifies concerns Early Help processes must be followed and the **Early Years Communication & Language Development Service** invited in to provide further help (ref to appendix 3).

The WellComm screen must be completed through a series of observations, discussions with parent/carer and through formal screening, as outlined above. To ensure fidelity, training in the delivery of WellComm can be accessed through the Start Well service and reference must be made to the WellComm Good Practice Guide (ref to appendix 7).

For further information or guidance about WellComm, please contact EYCLDS (see appendix 3 for contact details)

5. Exploring the Pathway in more detail

5.1 Every Child

This provision **ensures all children benefit from [a language rich environment](#)** as part of early development. This involves joint work with the Local Authority, Voluntary, Private and Independent (PVI) sector, schools and health partners. Together they actively promote high quality adult interaction and language rich environments in the home, community, and childcare settings to enable children to make good progress in their speech, language and communication skills. It is important to be aware of children who are exposed to more than one language in their home environment. Please remember that [being multilingual is an advantage](#) and does not cause a delay to language or language difficulties. Research shows that having a firm foundation in home language supports all subsequent language learning. It is important to raise this awareness of speaking their home language with families you work with, as this will support their child's development within a language rich home learning environment.

The following activity takes place within the '[Every Child](#)' part of the Pathway:

- **Antenatal Parentcraft**

Parentcraft classes are designed to help you and your baby through pregnancy, labour and birth and to provide a strong foundation for secure attachment and early language development.

- **The Solihull Approach**

[The Solihull Approach](#) is used by parents and practitioners to increase emotional health and well-being. It does this through resources and training across the child and family workforce.

It provides parenting programmes from conception through to adolescence. It has a particular emphasis on including fathers and increases the accessibility of parenting programmes through a whole workforce approach and online courses, which have the same content as the face to face groups.

- **Healthy Child Programme**

The Community Midwifery Service and Children's Integrated Health & Wellbeing Service - Specialist Public Health Nursing Team will deliver the full Healthy Child Programme (HCP) 0-5 years with a focus on multi-agency working to ensure a healthy start for all children and families – this includes:

- Individualised Antenatal care via the Community Midwifery Service and Specialist Public Health Nursing.

- Health and development reviews using the Ages & Stages Questionnaires. Two of these reviews are integrated reviews which will involve the sharing of information between early years settings and Public Health Nursing at 2 years (Stage 5) and on entry to reception (Stage 7), identifying need and supporting transition plans.
- Screening and physical examinations and immunisations.
- Promotion of health and wellbeing (e.g. smoking, diet and physical activity, breastfeeding/healthy weaning, keeping safe, prevention of sudden infant death, maintaining infant health, and [dental health](#), including [toothbrushing](#)).
- Assessing, screening, and promoting strategies to support communication development in children.
- Promotion of sensitive parenting and child development.
- Involvement of fathers (mental health needs assessed).
- Support with transition to parenthood and family relationships; and
- Signposting to information and support for parents to access a range of resources and services.

- **[Newborn Behavioural Observation](#)**

A relationship building intervention that offers individualised information to parents about their baby's abilities and behaviours. The aim is to promote a positive bond between parent and child, and thereby promote optimum development.

- **Bolton Start Well Universal Offer to Families**

Families can access information advice and guidance to support their child's communication and language development in [Start Well Children's Centres](#) and also digitally through the [Bolton Start Well at Home Facebook Group](#). In Start Well Children's Centres, families can access advice and information including [5 Golden Rules](#) for Communication and Language and monthly [Top Tips](#). Online, the [Bolton Start Well at Home Facebook group](#) allows all families to access videos and interactive opportunities that will support them to share stories and rhymes with their child and support their learning through a range of play activities. Online posts, such as those from the [BBC](#), [Department for Education](#) and [Bolton Libraries](#), will also help parents to understand how their child's level of communication and language impacts on the way they are able to follow routines and manage behaviour. The strategies given will promote effective communication through [day to day routines](#).

- **Communication Champions**

Communication Champions are practitioners within schools and PVI settings who have extra communication and language knowledge (see examples [1](#), [2](#) and [3](#)) in line with the [Speech, Language & Communication \(SLC\) Framework](#), attend regular briefings and Continual Professional Development (CPD) to enable them to maintain current knowledge and support colleagues. This supports early identification, as their additional knowledge of typical development enables them to signpost and access further support for families when needed and influence everyday interactions taking place between

parent and child. We are encouraging take up of the Communication Champion role across wider partners and professionals who support families within the Early Years.

- **Communication and Language Journey** (*supported by Communication Champions*)

[The Early Communication and Language Journey resource](#) is an essential tool which will support parents and professionals to understand early communication and language development. This shared understanding of typical development will support the early identification of any emerging needs, which can then be addressed to enable children to reach their full potential and go on to be school and life ready.

The Early Communication and Language Journey resource is divided into seven age band sections, with identified communication and language milestones. Within each age band section there is detailed information including:

1. A parent friendly summary given in a poster style; and
2. Explanations about each aspect and suggestions about how adults can support children's learning and development.

- **3 and 4-Year-Old Early Education and Childcare**

All children become entitled to a funded early education and childcare place from the term following their third birthday. All Early Years providers including schools, settings and childminders follow the Early Years Foundation Stage curriculum and are inspected by Ofsted to ensure the quality of teaching and learning.

- **Outcome screening tools/assessment:**

Ongoing monitoring through [Ages and Stages Questionnaires](#) and Early Years Foundation Stage.

5.2 [Extra help from those already involved](#)

Extra help is offered to children where there is a concern around their communication and language development and / or the language environment at home. This extra support is offered from those already working with the child and their family and in addition to that offered to every child.

Criteria for accessing extra help from those already involved:

- Children who score 'grey or black' using the [ASQ-3 screening tool](#); and/or
- Children score 'white' but there is a concern around the home learning environment
- Green or Amber at chronological age on [WellComm screen](#)
- Child below [age-related expectation within the EYFS](#); and/or
- Parental or professional concern.

Within Pathway Screening/ Assessment Tools:

Practitioners should use the [WellComm Speech and Language Toolkit](#) to further assess children's communication and language development. For those scoring Green or Amber at chronological age – continue on the '[Extra Help](#)' section of the Pathway. For those scoring Red at chronological age transfer to the '[Getting More Help](#)' section of the Pathway i.e. Assessment for additional agency support.

Communication between professionals involved and the family is crucial to ensuring the effectiveness of the support offered.

A telephone or email consultation between a practitioner and an SLT within EYCLDS, for specific advice and guidance, can be provided.

Consider use of the Early Help processes, agreeing goals and actions for your organisation with parents and reviewing progress on a regular basis.

Please see WellComm Protocol, ([section 4](#) and [appendix 7](#)) for more [guidance on using the screen and intervention effectively](#).

Interventions:

- **WellComm Activities**

Following a WellComm assessment, practitioners will work with families to implement communication and language activities from the WellComm Big Book of Ideas, which are selected, provided and modelled to parents. Practitioners will provide a follow up contact to support families within the three-month period. These will be undertaken by Public Health Nursing, Early Years Practitioners or Start Well Service staff. The child will be reassessed after a three-month period.

- **2-Year-Old Early Education and Childcare**

Funded early education and childcare places for 2-year-old children who meet the Government's eligibility/discretionary criteria. All Early Years settings follow the EYFS curriculum & are inspected by Ofsted.

- **Speech and Language Therapy designed Stay, Play and Learn Sessions**

These sessions have a focus on communication and language development of children namely: **Busy Babies**; **Book Sharing** and **5 Golden Rules** sessions and **Let's Get Talking**. These have been designed by Speech and Language Therapists and educational professionals and delivered by Start Well Children and Family Workers in Start Well Centres and Early Professionals in education settings. These sessions include key messages for parents and involve pre and post assessment of parental knowledge and confidence. Families can access this offer directly via their [local Start Well Centre](#) or Early Education provider.

- **Additional Learning Interventions in Early Years Settings and Schools**

Early education and childcare settings and schools will deliver a range of interventions to support children's communication and language development including [WellComm](#), Language through Listening programme, Early Years Based Information Carrying Word Pack (EYBIC) and Nursery Narrative programme, some of which may be funded through Early Years Pupil Premium (EYPP), Pupil Premium Grant (PPG) and [Early Years Inclusion Fund](#) (see glossary).

5.3 Getting more help from additional agencies

For those who require additional support than that already offered in Every Child and Extra Help from those already involved sections of the Pathway.

This further help is offered from other agencies who are not previously involved with the child and family.

Communication between professionals involved and the family is crucial to ensuring the effectiveness of the support offered.

Criteria for accessing more help from additional agencies:

Practitioners should use the relevant universal screening tools as outlined in section 2.1:

- Clinical judgement following [NBO assessment](#); and/or
- Children who score 'black' using the [ASQ-3 screening tool](#); and/or
- Children who score 'red' on a [WellComm assessment](#)
- [Referral into SLT](#) is prioritised for EYCLDS input as child and family's needs meet the appropriate criteria.

Additional Assessment Tools:

- Neonatal Behavioural Assessment Scale (NBAS) (to access Incredible Years Baby)
- WellComm Speech and Language Toolkit (for concerns regarding communication skills if not already completed)
- Undertake or update (if already existing) a holistic assessment with the family
- Telephone or email consultation by practitioner with SLT within EYCLDS for specific advice and guidance
- Video Interactive Guidance (VIG)

Interventions:

- Support from **Neonatal Behavioural Assessment Scale (NBAS)** trained practitioner, with follow up to work on planned strategies agreed using Solihull Approach, with ongoing consultation with CAMHS.
- **Solihull Parenting Online**
Solihull parenting is a digital parenting course centred around the Solihull approach, which aims to improve emotional health and wellbeing by supporting relationships. The courses are written by CAMHS professionals with other health and education workers and are evidence based and accredited by the Department for Education. These courses are for everyone who wants to be the best parent, grandparent or carer that they can be and are available in over 27 languages. For more information please visit www.solihullapproachparenting.com. If you would like to access any of the free courses please visit www.inourplace.co.uk, using the access code: Rivington.

- **Video Interactive guidance (VIG)**

VIG promotes successful interactions between parents and infants as a framework for identifying positive moments in communicative exchanges. These moments are selected by focusing on the way in which an infant's communication is responded to by adults. Parent-infant interactions are then filmed and edited, to produce a short film that focuses on what is working well. The family and professional review the successful moments together, focusing on when the adult has responded in an attuned way to the infant.
- The **Incredible Years Baby** training programmes for parents/children developed by Carolyn Webster-Stratton for children aged 0-8 mths.

[The programmes](#) involve video modelling, observational and experiential learning, rehearsal and practice, individual goal setting, self-management, self-reflection and cognitive self-control. The aim is to improve parent-child interactions, build positive nurturing relationships and attachments and support children's early communication and language development.
- **WellComm Activities**

Following [a WellComm assessment](#), practitioners will work with families to implement appropriate communication and language activities from the WellComm Big Book of Ideas, modelling these for parents, to enable them to gain confidence to continue with these in the home. Practitioners will provide a monthly review of progress e.g. two contacts to support families within the three-month period. These will be undertaken by Public Health Nursing, Early Years Practitioners or Start Well Service staff. The child will be reassessed after a three-month period. Please see WellComm Protocol, ([section 4](#) and [appendix 7](#)) for more guidance on using the screen and intervention effectively.
- **Additional Learning Interventions in Early Years Settings and Schools**

Early education and childcare settings and schools will deliver a range of interventions to support children's communication and language development including [WellComm](#), Language through Listening programme, EYBIC and Nursery Narrative programme, some of which may be funded through EYPP, PPG and [Early Years Inclusion Fund](#) (see glossary). As advised by SLTs within EYCLDS.
- **1:1 SLT assessment and advice** contact – in line with The Early Years Communication and Language Promotion Service Specification (Greater Manchester).
- **Speech and Language Therapy Led Parent-Child Interaction Support**

These programmes are led by Speech and Language Therapists. These interventions will support parents to become skilled in understanding communication development and be able to use strategies to support their child's communication skills. Activities are designed to enrich the home learning environment. Children are rescreened using the WellComm toolkit by the referrer, following the group intervention.

How are these interventions accessed?

Send a copy of the completed and signed [Early Help Assessment Form and Action Plan](#) to: paedcommtherapyreferrals@boltonft.nhs.uk

Remember the practitioner requesting the targeted support remains the Lead Professional.

In addition to a **relevant holistic assessment** for the young person, specifically for SALT, information about strengths and needs in the following areas should be provided in the **Speech, Language and Communication** section:

- Attention and listening
- Play and social skills
- Understanding
- Speech sounds and talking
- Feeding/swallowing issues
- Information about what steps have been made to address these concerns/issues to date” e.g. WellComm scores and activities shared with family, family accessing interventions like Let’s Get Talking. Information regarding how the child has scored on completion of the WellComm assessment and details about the activities from the Big Book of Ideas need to be detailed in order for extra help to be provided’
- **NB re Bilingual referrals** - please state ALL other languages spoken in the home regardless of need for interpreters.

Outcome screening tools/assessment:

Monitoring with WellComm Speech and Language Toolkit, details of additional support activities which have been completed and movement of the child within the Pathway.

5.4 Getting Risk and/or Specialist support

This section is for those who have not benefited from or are unable to use help, but are such a risk they are still in contact with specialist services. It is envisaged that all children accessing services at this level will have an **Early Help Assessment** completed.

Criteria for accessing specialist help from Paediatric Speech and Language Therapy:

- Diagnosis of additional or complex needs impacting on the child's speech and language development
- Limited reported/observed progress following interventions as detailed in previous sections in the Pathway
- Transfer from EYCLDS
- Referral from other professional e.g. Paediatrician
- Professional judgement of a likely persistent speech and language delay

Targeted Screening / assessment tools:

- **WellComm Speech and Language Toolkit;** and
- Undertake or update (if already existing) a holistic assessment of the family using the Early Help Assessment Framework and complete an **Early Help Assessment/Action Plan.**
- Referral information to include WellComm scores, interventions provided, and best practice guidance followed.

In addition to a **relevant holistic assessment** for the young person, specifically for SALT, information about strengths and needs in the following areas should be provided in the **Speech, Language and Communication** section:

- Attention and listening
- Play and social skills
- Understanding
- Speech sounds and talking
- Feeding/swallowing issues
- Information about what steps have been made to address these concerns/issues to date" e.g. WellComm scores and activities shared with family, family accessing interventions like Steps to Talking.
- **NB re Bilingual referrals** - please state ALL other languages spoken in the home regardless of need for interpreters.

Interventions:

- **Paediatric Speech and Language Therapy Service**

Specialist assessment, diagnostic and appropriate management service for disorders of communication. This includes speech, language, voice, swallowing disorders and alternative and augmentative means of communication.

How are these interventions accessed?

Send a copy of the completed and signed **Early Help Assessment Form and Action Plan** directly to the Speech and Language Therapy Service at Brightmet Health Centre, Brightmet Fold Lane, Bolton, BL2 6NT or email:

paedcommtherapyreferrals@boltonft.nhs.uk

Outcome screening tools/assessment:

Specialist assessments, evidence-based outcome measures.

6. Monitoring and Evaluation

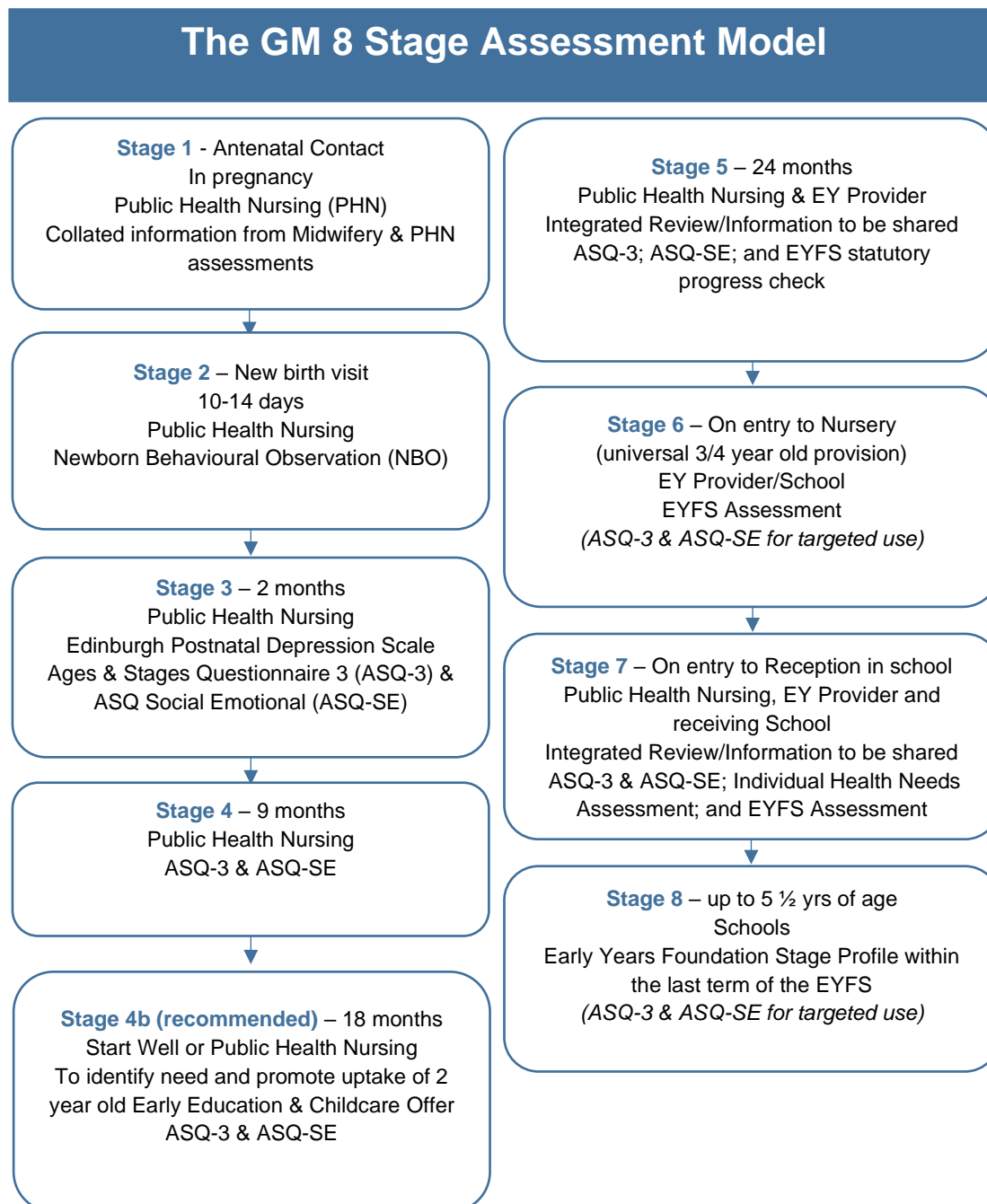
The delivery of this Pathway is reliant on partner engagement, it is essential that all Pathway requirements are embedded across the Early Years system including, Maternity, Public Health Nursing, Start Well, Speech and Language Therapy, Early Years Settings and Schools.

| Pathway Requirements | Action | Frequency of Monitoring |
|--|--|---|
| Agencies and settings to have a named Early Years Communication Champion and Deputy if appropriate | Named member of staff shared with EYCLDS and committed to following best practice set out in 'The Role of Communication Champion' (ref to appendix 8) | Annual |
| Attendance at Start Well Communication Champion briefings. | Communication Champion regularly attends termly Communication Champion Briefings and is committed to keeping knowledge current. | Annual |
| Communication Champions & other professionals undertaking essential CPD | Essential Communication and Language training is attended and disseminated to wider team: <ul style="list-style-type: none"> • Early Communication and Language Journey • WellComm training These should form part of induction practices. | Quarterly review of 0-19s service and non 0-19s service professionals trained |
| Effective use of WellComm Toolkit | Key members of each team trained in WellComm, with WellComm forming part of the induction and ongoing CPD for team members. An annual reflection undertaken, using the Bolton Good practice Audit resource (see appendix 7) | Quarterly review of 0-19s service and non 0-19s service professionals trained |
| EYCLDS provide Information, Advice & Guidance (IAG) for those providing 'Extra Help' for children in their setting or on their caseload. | EYCLDS provide prompt IAG when requested by professionals. | Quarterly review |






| Pathway Requirements | Action | Frequency of Monitoring |
|---|---|-------------------------|
| EYCLDS reflect on and review PCI support practice and evaluations. | EYCLDS provide feedback and Continual Professional Development (CPD) where appropriate to ensure PCI practice is effective in supporting the communication and language needs of children and their families. Evaluations are reported quarterly. | Quarterly review |
| Quality and numbers of referrals are effectively coordinated by EYCLDS. | Triage systems enable responses in line with Trust guidance and needs of children are met as detailed in the Pathway. Quality and numbers of WellComm Screens being completed by professionals are also reviewed and feedback given when appropriate. | Quarterly review |
| Number of onwards referrals to post referral services monitored. | Transition into Paediatric SLT is reviewed and monitored by leaders to ensure children's needs are met effectively and systems are fully supporting the Pathway. | Quarterly review |

Appendices

Appendix 1; Greater Manchester 8 Stage Assessment Model



Appendix 2; The THRIVE Framework Groupings

| | | |
|---|------------------------------------|--|
|  | <p>Every Child Thriving</p> | <p>The majority of children and families in Bolton are classed as 'Thriving'. They do not require individualised advice or support around their communication and language needs but may benefit from accessing prevention and promotion strategies which are accessible for every family. These families are engaged and able to access support themselves with little or no help from Professionals.</p> |
|  | <p>Getting Advice</p> | <p>Children and Families who have mild or temporary difficulties that are managing their own health and do not require goal-based input from practitioners. The families would however benefit from receiving tailored advice and/or signposting to support that can access independently. It is also worth noting that within this group there could be families with more severe difficulties but are choosing to manage their own health with minimal Professional input.</p> |
|  | <p>Getting Help</p> | <p>Bolton families with needs identified in 'Getting Help' would benefit from targeted evidenced-based interventions delivered by Professionals which has a clear focus on an agreed set of goal-based outcomes. The support/interventions will need to ensure there is a clear criteria for assessing whether the outcomes have been achieved. It is important to think about:</p> <ul style="list-style-type: none"> • What a successful outcome would look like for the family • How likely this is to occur by a specific date • What would happen if this was not achieved |
|  | <p>Getting More Help</p> | <p>This grouping is not significantly different from 'Getting Help' in terms of the types of interventions/support offered, however, will require more extensive resource in terms of practitioner input and potentially a coordinated multi-agency approach to delivering support to the child and family.</p> |
|  | <p>Getting Risk Support</p> | <p>This grouping represents a very small proportion of Bolton families who remain within services despite not being able to benefit from the interventions delivered within 'Getting Help' and 'Getting More Help'. Families within this group remain a significant concern and a risk to themselves and/or to others and therefore are unable to be discharged from services despite all interventions explored not being effective.</p> <p>To support these families in Bolton is important to work in a coordinated way with agencies around the child and family via the Practitioners that they most trust to enable risk management to take place.</p> |

Across the 10 localities in Greater Manchester (GM), a GM i-THRIVE team has been mobilised to support us in embedding THRIVE across our services. The GM i-THRIVE Programme team is hosted by Manchester University NHS Foundation Trust and can be contacted on: gm.thrive@mft.nhs.uk

The GM i-THRIVE team have collated a series of regional and national resources which will support you to understand more about the THRIVE Framework. More information from the GM i-THRIVE team can also be found online by clicking [here](#).

| | |
|--|---|
| THRIVE Framework for System Change (2019) | The most recent national publication of the THRIVE Framework developed by the Anna Freud Centre and Tavistock and Portman NHS FT. |
| GM i-Thrive Description Slides (2019) | A set of slides specific to Greater Manchester which provide an overview of the THRIVE framework. |
| 7 Minute Briefings | A series of one-page overviews which provide a concise overview of the key principles of the THRIVE Framework |
| Verbal overview of the Thrive Model (2016) | An overview of the THRIVE model delivered by author Miranda Wolpert |

Appendix 3; Service Directory

1. Early Years Communication and Language Development Service (EYCLDS) – Bolton Start Well

| | |
|--------------------------|---|
| Description | <p>A communication and language service for children 0-5 years and their families and professionals working with families, providing advice, guidance, support, assessments, individual and group interventions on speech, language and communication issues including:</p> <ol style="list-style-type: none"> 1. Telephone advice 2. CPD training opportunities, including bespoke training around communication & language needs 3. Access to Communication Champion briefings 4. Guidance for families & professionals around key communication & language issues 5. Access to key documents and resources through Start Well website (see link below) 6. Supportive visits are available for educational settings 7. Advice on accessing different elements of the Pathway |
| Access Criteria | Every Child; Extra Help; Getting More Help from multi agencies |
| Access & Contact Details | <p>Early Years Communication and Language Development Service (EYCLDS), Health Families (0-19), Oxford Grove Start Well Centre, Shepherd Cross Street, Bolton, BL1 3BY Tel: 01204 33 8349/8182 Email: paedcommtherapyreferrals@boltonft.nhs.uk Web: www.boltonstartwell.org.uk</p> |

2. Bolton Families Information Service (FIS) & Local Service Directory

| | |
|--------------------------|--|
| Description | <p>Provide impartial information and advice on a wide range of issues that affect families including:</p> <ol style="list-style-type: none"> 1. Parenting and family support 2. Access to a range of health services 3. Local leisure activities, clubs and groups 4. Education; including support with admissions process 5. Finding and arranging quality childcare or nursery education 6. Health and well-being including physical activity, nutrition and weight management support 7. Money matters, grants and benefits 8. Support if you are thinking of working in childcare, becoming a childminder or setting up a childcare business |
| Access Criteria | Every Child |
| Access & Contact Details | <p>Families Information Service, Access Bolton, Bolton Town Hall, Victoria Square, Bolton BL1 1RU Tel: 01204 33 2170 Email: families@bolton.gov.uk For contact details of local and national support organisations including the latest leisure activities and events visit: http://www.localdirectory.bolton.gov.uk/</p> |

3. Children's Integrated Health & Wellbeing Service 0-19/25 specialist Public Health Nursing Service

| | |
|-------------------|--|
| Description | Providing a universal service for all children 0-19/25 years. We provide an enhanced service for children, young people and families who may have additional health needs, such as special educational needs, looked after children and children, young people and families who require safeguarding support. |
| Access Criteria | |
| Referral Criteria | 0-19 Children and Young People's Health and Wellbeing Service (Public Health Nursing Team) Pikes Lane Centre, Deane Road, Bolton. BL3 5HP Tel: 01204 46 2325 Chat Health Messaging Service: Parent/Carer Line: 07507 33 1751 Web: http://www.boltonft.nhs.uk/services/bolton-childrens-integrated-health-and-wellbeing-service/for-families/ |

4. Early Help/Integrated Working Team

| | |
|--------------------------|---|
| Description | The Early Help Integrated Working Team provides advice, support, guidance documents and training on Early Help processes (including Information Sharing and the Lead Professional Role) |
| Access Criteria | For practitioners requiring advice and support on Early Help processes. |
| Access & Contact Details | Integrated Working Team, Ground Floor Castle Hill Centre, Castleton Street, Bolton BL2 2JW Tel: 01204 33 1392/1394 Email: boltonISA@bolton.gov.uk Web: http://www.homestartbolton.org.uk / www.boltonsafeguardingchildren.org.uk |

5. Early Years SEN Inclusion Fund

| | |
|--------------------------|--|
| Description | The Early Years SEN Inclusion Fund is for those children who already have identified needs and have agencies working together to support them. It will be based on the needs of the child and will support the practitioners to improve the child's early learning and development outcomes. The funding is available to support funded children who live in Bolton aged 2, 3 and 4 in nursery schools and classes, private or voluntary settings or those with childminders. The application process will use the existing assessments made by the Early Years provider and other agencies as a basis for funding allocation. The level of funding awarded will vary depending on the child's level of need and may be used by the provider to enhance staffing ratios for part of the week in order to meet the child's needs. |
| Referral Criteria | Offered to schools and settings based on assessed needs of the child. |
| Access & Contact Details | Bolton Start Well Service (SEND & Inclusion Team), Harvey Start Well Children's Centre, Shaw Street, Bolton BL3 6HU Tel: 01204 33 8149/8182 Web: http://www.boltonstartwell.org.uk Email: startwellsend@bolton.gov.uk . |

6. Early Years Pupil Premium (EYPP) and Pupil Premium Grant (PPG)

| | |
|--------------------------|---|
| Description | EYPP and PPG are sources of additional funding available to providers to support the learning and development of eligible children. EYPP is available for children aged 3 and 4 years and PPG are available to children of school age. The criteria for eligibility can be found at http://www.boltonstartwell.org.uk/wp-content/uploads/Funded-Early-Education-and-Childcare-Entitlement-Operational-Guidance-final.pdf . These are the most financially disadvantaged and providers are required to describe the ways in which they have used funding to meet a child's needs. |
| Referral Criteria | Targeted – offered to eligible children. |
| Access & Contact Details | Bolton Start Well Service (Quality and Outcomes Team), Harvey Start Well Children's Centre, Shaw Street, Bolton BL3 6HU Tel: 01204 338 149 Web: http://www.boltonstartwell.org.uk |

7. Maternity / Midwifery Service

| | |
|--------------------------|--|
| Description | A universal health service for pregnant women and women who have recently had a baby. Provide full midwifery, maternity and neonatal care. |
| Referral Criteria | Every Child |
| Access & Contact Details | Maternity Services, Royal Bolton Hospital, Minerva Road, Bolton BL4 0JR Tel: 01204 390 612 – Maternity Triage Tel: 01204 390 023 – Comm. Midwifery Web: http://www.boltonft.nhs.uk/services/maternity/ |

8. Neonatal Behavioural Assessment Scale (NBAS)

| | |
|--------------------------|--|
| Description | An in-depth assessment intervention assessing infant functioning in all four systems (autonomic, motor, state and social interactive), observing a baby's strengths and identifying areas for support. |
| Referral Criteria | Can be done up to 8 weeks of age – need identified following NBO. |
| Access & Contact Details | 0-19 Children and Young People's Health and Wellbeing Service (Enhancing Families Team), Pikes Lane Health Centre, Deane Road, Bolton BL3 5HP External referrals should be emailed to the Enhancing Families team. Tel: 01204 463 695 Email: Enhancing.Families@boltonft.nhs.uk Web: http://www.boltonft.nhs.uk/services/bolton-childrens-integrated-health-and-wellbeing-service/for-families/ |

9. Newborn Behavioural Observations (NBO) System

| | |
|--------------------------|---|
| Description | A relationship building intervention that offers individualised information to parents about their baby's abilities and behaviours. The aim is to promote a positive bond between parent and child, and thereby promote optimum development. |
| Referral Criteria | Every Child - Routinely offered up to 3 months of age |
| Access & Contact Details | <p>Via Community Midwifery & Health Visiting services</p> <p>0-19 Children and Young People's Health and Wellbeing Service (Enhancing Families Team). Pikes Lane Centre, Deane Rd, Bolton. BL3 5HP Tel: 01204 462 325 Web: http://www.boltonft.nhs.uk/services/bolton-childrens-integrated-health-and-wellbeing-service/for-families/</p> <p>Maternity Services, Royal Bolton Hospital, Minerva Road, Bolton BL4 0JR Tel: 01204 390 023 – Comm. Midwifery Web: http://www.boltonft.nhs.uk/services/maternity</p> |

10. Paediatric Speech and Language Therapy Service

| | |
|--------------------------|--|
| Description | A specialist service providing universal, targeted and specialist support for children ages 0-19 with speech, language communication, feeding and swallowing difficulties, their parents and the workforce working with these children. |
| Referral Criteria | Getting more help from multi agencies and further help from specialist service |
| Access & Contact Details | <p>Paediatric Speech and Language Therapy services, Brightmet Health Centre, Brightmet Fold Lane, Bolton, BL2 6NT</p> <p>Tel: 01204 462 670 Email: paedcommtherapyreferrals@boltonft.nhs.uk</p> |

11. Start Well Service - Locality Offer

| | |
|----------------------------|---|
| Description | There are a variety of early intervention and prevention services and activities provided by Bolton Start Well for families. These include stay, play and learn sessions, family support and other interventions. The service provides these in Start Well Centres, community venues, family homes and online via Bolton Start Well at Home Facebook Group. |
| Referral Criteria | Pregnant women, children and families |
| Access and Contact Details | Via Families Information Service / Local Service Directory (see above). See Appendix 5 for Start Well Children's Centre contact details. |

12. (The) Incredible Years

| | |
|--------------------------|--|
| Description | A series of interlocking and comprehensive parenting programmes developed by Carolyn Webster-Stratton including: IY Baby (0-8 months); IY Toddler (1-3 years); and IY Pre-School (3-6 years). The programme's aim is to improve parent-child interaction, build positive nurturing relationships and attachment, preventing and treating early onset conduct behaviours and emotional problems. IY programmes are delivered by multi-agency teams. |
| Referral Criteria | Getting more help from multi agencies - Offered to families based on assessed need. |
| Access & Contact Details | <p>External referrals should be emailed to the Enhancing Families team</p> <p>Email: Enhancing.Families@boltonft.nhs.uk Web: http://www.incredibleyears.com</p> |

13. Video Interactive Guidance (VIG)

| | |
|--------------------------|---|
| Description | VIG promotes successful interactions between parents and infants as a framework for identifying positive moments in communicative exchanges. These moments are selected by focusing on the way in which an infant's communication is responded to by adults. Parent-infant interactions are then filmed and edited, to produce a short film that focuses on what is working well. The family and professional review the successful moments together, focusing on when the adult has responded in an attuned way to the infant. |
| Referral Criteria | Getting more help from multi agencies - Offered to families based on assessed need. |
| Access & Contact Details | External referrals should be emailed to the Enhancing Families team Email: Enhancing.Families@boltonft.nhs.uk |

Appendix 4; Training Opportunities

The specific training and development courses which support the Integrated Early Communication and Language Development Pathway are outlined below:

1. Ages and Stages Questionnaire (ASQ-3 and ASQ-SE) Screening Tool

| | |
|--------------|--|
| Description | The Ages and Stages Questionnaire will be used with parents, Public Health Nurses, settings and schools; it is an approved screening tool that will be used with all children under the age of five. |
| Delivered to | Children's Workforce including Primary Schools, Public Health Nurses, Midwives, Children Centre Staff, Playgroups, Day Nurseries and Childminders. |
| Delivered by | Start Well Quality and Outcomes Team and Lead Public Health Nurses |
| Frequency | Awareness sessions running throughout the year |

2. The Early Communication and Language Journey Resource

| | |
|--------------|--|
| Description | A training session to improve the confidence and skills of the Early Years workforce in understanding typical development of communication and language and developing strategies to support the communication skills of all children from birth to 5 years. |
| Delivered to | Children's Workforce as above |
| Delivered by | Speech and Language Therapists and Early Years Consultants |
| Frequency | Sessions running throughout the year |

3. Early Help and Child Action at Level 2

| | |
|--------------|--|
| Description | Awareness in understanding the benefits of Early Help processes, having knowledge of the Early Help Assessment and how it can be applied to your practice to deliver Early Help. Be able to use Quality Assurance materials to improve Early Help Assessments and know how to share information lawfully with other agencies and in the best interest of the child, young person and family. |
| Delivered to | Those people who work regularly with children, young people and their families at the Early Help Level 1 and 2 of the Framework for Action |
| Delivered by | Integrated Working Team |
| Frequency | 6 x 1-day courses run throughout the year |

4. Early Language and Communications Programme

| | |
|--------------|--|
| Description | Ongoing support IAG for all Early Years settings and members of the workforce. Programme includes: <ul style="list-style-type: none"> • termly briefing sessions • in setting support visits from SLT/Communication co-ordinator online support tools • resources and support tools provided to communication champions • additional training for Communication Champions according to local or national initiatives |
| Delivered to | Communication Champions |
| Delivered by | Start Well Early Years Consultants/ SLT |
| Frequency | Termly |

5. Early Years Based Information Carrying (EYBIC)

| | |
|--------------|--|
| Description | An in-depth training workshop based around the Early Years Based Information Carrying (EYBIC) Word Pack. This great resource delivers effective interventions focused on improving listening and attention skills, auditory sequential memory, vocabulary development, receptive and expressive language and early communication skills. |
| Delivered to | Practitioners working with children aged 2-5 years. It is also suitable for those working with children learning English as an additional language. |
| Delivered by | Bolton Start Well Service, Communication and Language Development Team |
| Frequency | Throughout the year |

6. Embedding Language Strategies

| | |
|--------------|--|
| Description | A series of two interactive workshops designed specifically for ELKLAN accredited staff to refresh practitioner knowledge and understanding of key communication and language strategies and approaches. |
| Delivered to | This course is ONLY appropriate for staff who have gained ELKLAN accreditation. It is suitable for practitioners working with children aged 0-5 years and their families. Practitioners working with children in Key Stage 1 and 2 may also find this course beneficial. |
| Delivered by | Bolton Start Well Service, Communication and Language Development Team |
| Frequency | Throughout the year |

7. (The) Incredible Years Group Leaders

| | |
|--------------|--|
| Description | The Incredible Years Series is part of a series of 3 interlocking training programmes for parents, children and teachers. The parenting programs span the age range of 0-12 years. The child and teacher programs span the age range of 3 – 8 years. It is also a requirement of the programme that group leaders receive accredited IY supervision. |
| Delivered to | Public Health Nurses, Health Visiting Nursery Nurses, Early Years Practitioners, Children and Family Support Workers |
| Delivered by | Caroline White (approved trainer) |
| Frequency | By appointment through Caroline White (caroline.white@cmmc.nhs.uk) |

8. Language Through Listening

| | |
|--------------|--|
| Description | This workshop is based around the Language through the Listening Resource Pack. This great resource delivers effective interventions that address poor listening and attention skills in children entering the Early Years Foundation Stage (EYFS). This session underpins 'Letters and Sounds' (Phase 1). |
| Delivered to | This workshop is aimed at practitioners working with children aged 2-5 years and their families. It is also suitable for Managers, Communication Champions, EYFS Leads, SENCOs and Room Leaders. |
| Delivered by | Bolton Start Well Service, Communication and Language Development Team |
| Frequency | Throughout the year |

9. Nursery Narrative

| | |
|--------------|---|
| Description | An in-depth training workshop based around the Nursery Narrative Resource Pack. This workshop will enable delegates to deliver effective interventions that develop children's speaking and listening skills through narrative. |
| Delivered to | This workshop is aimed at practitioners working with children aged 3-5 years and their families. It is also suitable for Managers, Communication Champions, EYFS Leads, SENCOs, Room Leaders and all Early Years Practitioners. |
| Delivered by | Bolton Start Well Service, Communication and Language Development Team |
| Frequency | Throughout the year |

10. Neonatal Behavioural Assessment Scale (NBAS)

| | |
|--------------|---|
| Description | For those working with new-borns who have access to full-term babies from birth to 8 weeks old. |
| Delivered to | Public Health Nurses |
| Delivered by | The Brazelton Centre |
| Frequency | By appointment by The Brazelton Centre |

11. Newborn Behavioural Observation (NBO) System

| | |
|--------------|--|
| Description | To learn about infant behaviour and ways to support parents in the early weeks as they work out how to read their baby's communication signals and cues, leading to better outcomes and wellbeing. |
| Delivered to | Public Health Nurses |
| Delivered by | The Brazelton Centre |
| Frequency | By appointment by The Brazelton Centre |

12. Speech and Language Support for Under 5s, ELKLAN Training

| | |
|--------------|---|
| Description | <p>10-week accredited training course aimed at the Early Years workforce. This practical training course will:</p> <ul style="list-style-type: none"> • Build your confidence and skills to support the communication and language development of ALL children aged 0-5s years but especially those with speech and language difficulties. • Give you practical advice and strategies to support parents and families with whom you work. Provide settings with a highly skilled workforce to help narrow the gap and improve the life chances of young children. • Give you an externally verified and accredited level 2 or 3 qualification which is on the Qualifications and Curriculum Framework (QCF). |
| Delivered to | Children's Workforce as above |
| Delivered by | Speech and Language Therapists |
| Frequency | Termly |

13. WellComm Speech and Language Toolkit and Embedding WellComm Network Sessions

| | |
|--------------|--|
| Description | A training session to enable staff to feel confident to use the screening tool and communication support activities. |
| Delivered to | Children's Workforce as above |
| Delivered by | Speech and Language Therapist |
| Frequency | Sessions running throughout the year |

For information on any of the above courses or for details on other training and development opportunities please contact:

Start Well Service, Bolton Council

Email: www.boltonstartwell.org.uk or telephone: 01204 33 8149/8182

Appendix 5; Start Well Service Contact List

Early Years Communication and Language Development Service (EYCLDS)

Oxford Grove Start Well Centre Tel: 01204 33 8349/8182
Shepherd Cross St, Bolton BL1 3BY

Start Well SEND & Inclusion Team

Harvey Centre Tel: 01204 33 8149
Shaw Street, Bolton BL3 6HU

Start Well Children's Centres

Alexandra Start Well Centre Tel: 01204 33 7347
Blackledge Street, Bolton BL3 4BL

Oxford Grove Start Well Centre Tel: 01204 33 7090
Shepherd Cross Street, Bolton BL1 3BH

Oldham's Start Well Centre Tel: 01204 33 4992
Forfar Street, Bolton BL1 6RN

Tonge Start Well Centre Tel: 01204 33 6745
260 Starkie Road, Bolton BL2 2ED

Great Lever Start Well Centre Tel: 01204 33 7333
Leonard Street, Bolton BL3 3AP

Farnworth Start Well & Young People's Centre Tel: 01204 33 4955
King Street, Farnworth, Bolton BL4 7AP

Harvey Centre Tel: 01204 33 7390
Shaw Street, Bolton BL3 6HU

Appendix 6; Universal Assessment & Observation Tools

1. Ages and Stages Questionnaires (ASQ)

ASQ Third Edition (ASQ-3) and ASQ Social and Emotional (ASQ-SE) published by Paul H. Brookes Publishing Co. are two of the evidenced based screening tools selected as part of the Early Years Delivery Model. ASQ is designed to illustrate a child's strengths as well as needs.

To obtain accurate outcomes, children must be screened using the correct age interval questionnaire. ASQ-3 and ASQ-SE are parent-reporting screening tools; these are the most accurate, time- and cost-efficient methods of developmental screening.

2. Newborn Behavioural Observation (NBO)

NBO is a Midwifery and Public Health Nursing observation and intervention tool which forms part of the Early Years Delivery Model. NBO is a relationship building intervention that offers individualised information to parents about their baby's abilities and behaviours. The aim is to promote a positive bond between parent and child, and thereby promote optimum development.

NBO is routinely offered up until the baby is 3 months of age.

3. Early Years Foundation Stage (EYFS)

The Statutory Framework for the Early Years Foundation Stage (EYFS) sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness'.

The learning and development requirements of the EYFS comprise three prime and four specific areas of learning and development that shape educational programmes within Early Years settings.

Early years providers are required to undertake ongoing assessments of children's development against the EYFS. The EYFS is delivered to all children aged 0-5 accessing registered Early Years provision.

4. Communication and Language Journey

The Early Communication and Language Journey Resource is an essential tool which will support parents and professionals to understand early communication and language development. This shared understanding of typical development will support the early identification of any emerging needs which can then be addressed to enable children to reach their full potential and go on to be school ready and life ready. The Early Communication and Language Journey Resource is divided into seven age band sections with identified communication and language milestones. The full Communication and Language Journey is shown in a parent friendly form and is also available as a poster.

Appendix 7; WellComm Good Practice Audit Tool Guidance Document

This guidance document has been designed to assist you to work with your staff teams and reflect on how you are using the WellComm toolkit in practice. The WellComm toolkit can be used to support children aged 6 months up until the age of 6 years. The early identification of any speech and language difficulty or delay is key to the progressive development of a young child's overall development. It is therefore essential to ensure that all Early Years practitioners have a good awareness of what represents appropriate development at each stage.

The WellComm screening should be used when a concern around a child's communication and language development has been raised by a professional or parent and is considered to be below in age related expectations in the Early Years Foundation Stage (EYFS), if they have scored grey or black on the ASQ-3 screening tool, or white on ASQ-3 with a concern around the home learning environment (see Bolton Communication and Language Pathway Protocol for more information).

The guidance document is broken down into the following sections. It is good practice to continue to review this at regular intervals throughout the year to ensure progress is being made.

The rating score is displayed on each page and will help you to reflect on how the WellComm toolkit is used in practice.


Section 1 – Understanding the use of the WellComm screen and intervention – Ensuring that all the team are aware of what typical communication and language development looks like and what additional screening tools are available.

Section 2 - Environmental factors – Takes into considerations as to where the screening takes place and who the best person is to carry out the assessment.

Section 3 – Carrying out the screen – This ensures that all staff follow the same screening guidance and records their information correctly.

Section 4 – Feedback and involving families – Ensures that all staff are keeping parents informed about the WellComm screening and discussing how parents can support their child in the home learning environment.

Section 5 – Intervention – Following the screening results, ensure that all staff are aware of what interventions to use to support the child's communication and language development, decide if these need to be offered on a 1-1 basis or in small groups (if appropriate).



The last page contains an action plan which will help you to identify which areas you have identified when working your way through the guidance document and will help you to know which section to focus on. We recommend completing this as you work through the document, capturing any priorities as you go. It is important to share this with all your staff and discuss the actions at team meetings and then review this regularly.

For any further guidance and support please contact: **Early Years Communication and Language Development Service**

[BoltonStartWell@bolton.gov.uk](mailto: BoltonStartWell@bolton.gov.uk) or Tel: 01204 33 8349/8182

WellComm Good Practice Audit Tool

Guidance - Bolton

Setting.....

Lead.....

Understanding the use of WellComm screen and intervention

| <u>Section 1</u> | Pre | Post | Development Areas & Review |
|---|-----|------|----------------------------|
| 1.1) Understand with whom a WellComm screen should be carried out e.g. concern around the child's communication and language development being below age related expectations, scored grey or black on ASQ. | | | |
| 1.2) Awareness of whole team of what typical Communication and language development looks like, use of Early Communication and Language Journey resource. | | | |
| 1.3) Aware of the guidance in the handbook around using the WellComm screen with children who have EAL and/or SEND children | | | |
| 1.4) Ensure majority of practitioners within the setting have attended the training and/ or shadowed a trained practitioner so WellComm can be easily used when needed | | | |
| 1.5) Ensure all practitioners are familiar with the Bolton Communication and language Pathway and how to support a child who has scored amber or red on the WellComm screen. | | | |
| 1.6) Ensure WellComm results are recorded clearly as part of Early Help processes. | | | |
| 1.7) Ensure processes support tracking of WellComm screens and impact of intervention e.g. rescreen dates (not within 3 months) and activity taking place. | | | |

Environmental factors

| <u>Section 2</u> | Pre | Post | Development Areas & Review |
|--|-----|------|----------------------------|
| 2.1) Distractions are limited e.g. quiet room, no music/ T.V. on | | | |
| 2.2) Activities take place in a suitable position for the child e.g. child's level, on floor | | | |
| 2.3) Health and safety issues are considered both for child and self-e.g. no trip or choking hazards, home visiting policy adhered to if appropriate | | | |
| 2.4) Is aware and takes into consideration cultural values e.g. dress code, shoes off, suitable resources used | | | |
| 2.5) Check child is well and settled | | | |
| 2.6) Familiar adult to carry out screen or be present to ensure child feels at ease e.g. key person, familiar health professional | | | |

Carrying out the screen

Rating

1 = Most of the time
2 = Sometimes
3 = Not vet

Section 3

| | Pre | Post | Development Areas & Review |
|--|------------|-------------|---------------------------------------|
| 3.1) Check if a WellComm screen has been carried out previously and if so when and what happened as a result of this e.g. check child's red book, talk to previous or existing childcare professionals, refer to transition information. | | | |
| 3.2) Ensure screens are not repeated within a 3-month period. | | | |
| 3.3) Makes sure screen starts at child's chronological age | | | |
| 3.4) Has all correct forms and resources required for the screen, are easily accessible e.g. uses the Little Book of Rules alongside the score sheet so they know exactly what to ask for each section. | | | |
| 3.5) If parent is present, informs parent/carer of the screening plan and advises them not to provide clues that might help their child. | | | |
| 3.6) Make sure adult removes cues such as gestures which may result in inaccurate screening. | | | |
| 3.7) Screening instructions followed effectively e.g. not naming items/breaking down instructions etc. | | | |
| 3.8) Make sure the screen is carried out screening back to find out where child scores 'green'? | | | |
| 3.9) Confidence to suspend the screen at appropriate time e.g. if child is becoming tired or uncooperative. | | | |
| 3.10) Record what the child scored at chronological age e.g. red/amber and then screen at which they scored green. This is key information. | | | |

Feedback and involving families

| <u>Section 4</u> | Pre | Post | Development Areas & Review |
|---|-----|------|----------------------------|
| 4.1) Summarise your findings/outcomes to the parent/carer in a clear and precise manner | | | |
| 4.2) Give parent/carer an opportunity to ask any questions | | | |
| 4.3) Discuss the follow up plan with the parent | | | |
| 4.4) Provide demonstration and activity from Big Book of Ideas for use at home | | | |
| 4.5) Know when to refer questions/issues to SALT | | | |
| 4.6) Respects and always maintains confidentiality e.g. asking if it is acceptable to talk to or work with the child's nursery/ Public Health Nurses any other professionals involved | | | |
| 4.7) Liaise with other professionals involved with the family around activity to support child and plans for rescreen | | | |
| 4.8) Ensure any WellComm screen information is included in transitions for children between/ into settings and between key professionals. | | | |

Intervention

Rating

1 = Most of the time
2 = Sometimes
3 = Not vet

Section 5

| | Pre | Post | Development Areas & Review |
|---|------------|-------------|---------------------------------------|
| 5.1) Where a referral was indicated on the screen do you understand how to action this. | | | |
| 5.3) Where a referral was indicated on the rescreen was this negotiated and dealt with appropriately? | | | |
| 5.3) From the screen results prioritise activities from the section where the child scored green to focus on (e.g. 1 or 2 activities) | | | |
| 5.4) When sharing activities to be carried out at home you explain the activity simply and clearly | | | |
| 5.5) When supporting parents and other adults do you model using clear language at the appropriate level | | | |
| 5.6) Demonstrate activity to parent/carer and check they have understood | | | |
| 5.7) Check progress with actions, at home and within the setting, and follow up with more activities as appropriate, referring to the screen | | | |
| 5.8) Consider the results of WellComm screens completed and the impact on provision, e.g. any common themes, changes need to be made to practice and provision | | | |
| 5.9) Ensure all practitioners/ professionals involved with the child are aware of the focus for the child and how to support them e.g. through activity in continuous provision | | | |
| 5.10) Consider similar needs of individuals to run an intervention group if appropriate | | | |
| 5.11) Confidence to use other interventions as appropriate within the setting alongside WellComm | | | |

Action Plan (detail any actions needed following your reflections):

| Section | Action | Key Staff | Action By | Progress Made | Review Date | Reflection |
|---------|--------|-----------|-----------|---------------|-------------|------------|
| | | | | | | |
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Appendix 8; Role of the Communication Champion: Suggested Good Practice Guide

Promoting speech, language and communication skills for the 21st century

“Language is our tool for thinking and learning. It is through communication that we build relationships and resolve conflicts. Language and communication skills are vital to the economy. Employers are increasingly concerned about a disconnect between the skills of young people entering the workforce and the demands on them to demonstrate good communication and interaction skills”. Burns, M (2016) *Skills for Work: Skills for Life* (2nd edition) ICAN.

Intervention to improve spoken language has been shown to make a difference to school readiness and school attainment. The Education Endowment Foundation found that pupils who participate in spoken language interventions make approximately five months’ additional progress over a year. (Details of the full report can be accessed from the Education and Endowment Foundation website: ‘Oral Language Interventions).

Speech, language and communication skills are essential for the development of a child’s learning and their social and emotional wellbeing. It is important that the nominated Communication Champion has the appropriate skills and knowledge to be able to support other staff in the setting to meet the needs of all children.

Successful Communication Champions will have full support of the management team and will have a leadership role within the workplace. They may have time allocated to fulfil the role. It is good practice to identify a Deputy Communication Champion to support this vital role. In larger teams/settings two Communication Champions could share the role across the provision. The Deputy Communication Champion would take on the role of the nominated Communication Champion in their absence.

What the role involves

- Ensuring all practitioners have an understanding of what typical communication and language development looks like for young children.
- Commitment to attend and disseminate essential communication and language training such as the Early Communication and Language Journey and WellComm training.
- Commitment to attend the termly Communication and Language briefings.
- Commitment to keep their knowledge current through attending briefings like the Communication Champion briefings.

- Understand the Bolton Communication and Language Pathway to enable appropriate support for children to be promptly accessed within the setting and from other professionals. Share this understanding across the team and families.
- Provide regular training to staff team, sharing expertise, disseminating key information and developing quality interactions for all children.
- Be confident to use the WellComm screen and intervention to fidelity (ensuring it is implemented with accuracy) and in line with the Bolton Good Practice Audit.
- Work with staff to monitor the effectiveness of any interventions as appropriate in- line with the Early Communication and Language Journey and WellComm screen and intervention. Supply data to the Local Authority on request.
- To be highly skilled in observing children’s learning and identifying next steps in their communication & language development. Can support other staff to identify if children are not working at age related expectations.
- Ensure communication and language is embedded in all planning for all children across the whole setting or caseload.
- Liaise with local Public Health Nursing Team/other Early Years Provider/ SENDCO/ Literacy coordinator/ Senior Leadership Team to ensure appropriate support is being provided for identified children. Be confident to discuss communication and language development with parents and identify further support.
- Facilitate joint working with parents/carers to enhance children’s communicative opportunities within the home learning environment.
- To contribute to sharing best practice, develop case studies/networking with others.
- Embed peer observations focusing on good practitioner interactions with children and promote peer to peer observations.

Essential criteria

- Minimum level 3 qualification (preferably EYP/T or QTS) or equivalent qualification in a relevant profession.
- Undertaken Eklan accredited Speech and language course or have active participant in the Early Years Professional Development Programme.
- Attended the Early Communication and Language Journey training.
- Attended the WellComm training.
- Enhanced knowledge and competence in identifying and supporting early communications and language delay.
- Complete the Communication Trust – Speech, Language and Communication Framework (SLCF) to the Enhanced stage:

The Speech, Language and communication Framework (SLCF) can be used as a self-evaluation online audit tool and is available at; www.talkingpoint.org.uk/slcf.

<https://www.slcframework.org.uk/> This identifies the key strengths of the Communication Champion and further areas for continued professional development.



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