

Who is involved?

Helen Booth, County Lead for Complex Needs (ISL) is leading this workstream. Helen is working with the following members of the group: **Pauline Hickey** (Secondary Speech and Language Base Leader for Longdean); **Zoe Phillips** (Head of Round Diamond Primary School); **Wendy Berezowy** (North Herts College); **Christine deGraft-Hansen** (Head of Garston Manor, Special School); **Louise Freeman** (Speech and Language Therapist); **Mary Ann Cooper** (Head of Bushey & Oxhey Infants School); **Graham Cunningham** (Head of Longdean Secondary School); **Gillian Warwick-Thompson** (Parent)

Proposed outcomes of the workstream

A clear understanding of the resources available, how these are used and how effectively needs are currently being met

- An action plan is drawn up in response to the findings and recommendations of the review.
- A flexible and co-ordinated continuum of provision for children and young people with speech, language and communication needs is in place that supports early intervention and inclusion.
- An integrated collaborative model of services and provision delivers effective provision that is good value for money
- Agreed arrangements for the commissioning of speech and language therapy as part of the overall service model

Overall workstream objectives

- The overall purpose of this work-stream is to review the current use of resources for children and young people with Speech, Language and Communication needs in Hertfordshire and to make any necessary recommendations for change to ensure the needs of children and young people are met.
- The workstream will consider the provision in mainstream schools and settings, specialist advice and support, services provided by specialist base provision and special schools. The workstream will also consider the arrangements for the commissioning and provision of speech and language therapy and the funding currently allocated from the High Needs Block of the Dedicated Schools Grant for this service.

Speech, Language and Communication Workstream

Why is this work necessary?

There is a range of provision in Hertfordshire to meet the needs of children and young people with speech, language and communication needs. Over several years there has been an increased recognition of the importance of developing language and communication as integral to all aspects of learning and the curriculum. There have been many developments in training programmes for professionals in education to enhance their skills and expertise in the classroom/learning setting.

In keeping with these developments many authorities have reshaped models of provision to focus more on building capacity in all schools/settings to support children and young people with speech, language and communication needs. There are also new models of service delivery of speech and language therapy which have been implemented locally.

We have a historical pattern of bases/units providing specialist placements for children and young people with high level needs. We need to review the existing provision across the continuum to ensure our services can meet current and future needs and that they provide value for money.

In addition to resources available in mainstream schools and settings £3.6m of high needs funding is spent on speech, language and communication provision so it is important to ensure these resources are being used effectively and equitably to meet needs.

What work will be done?

Ref	Activity	End Date
Outcome 1: A clear understanding of the resources available, how these are used and how effectively needs are currently being met		
1.1	Establish workstream group, set up framework for the review , decide next steps and pieces of work	January 2016
1.2	Review current continuum of support, services and provision for speech, language and communication including provision in all schools/settings, ENF, the Communication and Autism service, specialist bases/units and special schools including data about numbers, costs, equity in use of services and impact.	May 2016
1.3	Review the current arrangements for the commissioning and delivery of speech and language therapy from the High Needs block including numbers, costs and equity in use of services and impact.	May 2016
1.4	Research other models elsewhere for meeting the needs of children with speech, language and communication needs where there is recognised good practice and evidence of this leading to improved outcomes	March 2016
1.5	Set out current picture of educational services and provision in Hertfordshire and make recommendations for options for change and improvement as appropriate	May 2016
Outcome 2: An action plan is drawn up in response to the findings and recommendations of the review		
2.1	Consult more widely with stakeholders about options for change	July 2016
2.2	Determine priorities and timescales and develop a comprehensive work plan to implement changes	October 2016
Outcome 3: A continuum of provision for children and young people with speech, language and communication needs is in place that supports early intervention and inclusion		
3.1	Develop a document setting out the offer of educational services and provision for speech, language and communication including the provision expected from all schools/settings as well specialist services/provision.	January 2017
3.2	Establish a mechanism for evaluating the offer and how well it supports early intervention and inclusion	January 2017
3.3	Implement the changes to provision and services arising from the review	April 2017
Outcome 4: Agreed arrangements for the commissioning of speech and language therapy as part of the overall service model		
4.1	Options are developed and consulted on for the future level of funding and commissioning model for speech and language therapy from the High Needs block in the DSG, including consideration of local school/setting commissioning models	October 2016
Outcome 5: An integrated collaborative model of services and provision delivers effective provision that is good value for money		
5.1	Clear SLA and commissioning agreements reflecting the new integrated arrangements are developed with robust monitoring and evaluation arrangements in place	April 2017