

From Conception to Reception : the Stockton-on-Tees strategy for giving every child the best start in life 2021-2025

Health and Wellbeing Board 24th April 2024

From Conception

to Reception

Stockton-on-Tees – from conception to reception strategy 2021-2025

Overview

- Sets out five key priorities to realise the vision for all children and young people living in the borough in the earliest years; that ***Stockton-on-Tees is a great place to grow up, where children and young people are protected from harm and supported to be the best they can be in life.***
- Informed by LGA peer challenge, multi-agency self-assessment and co-production with parents and partner stakeholders (NENC ICB, NTHFT, HDFT, Voluntary and Community Sector organisations, Early Education Providers).
- Based on evidence that the first five years of life are one of the most important periods of development, and that positive early life experiences impact on social, emotional, academic achievement and lifelong health.

Best Start Strategy

Strategic Priorities

- Work alongside families to develop a clear offer of support for all children from conception to five years
- Building and strengthening early relationships
- Supporting children and families with the development of early speech, language and communication
- Supporting families to provide a positive home learning environment
- Encouraging access to high quality, inclusive and affordable Early Years education

Stockton-on-Tees Talks – Speech and Language Pathway

Established in April 2021 to:

- Embed lasting change and develop a sustainable / borough-wide solution to support children's early speech and language development
- Ensure that families have access to the right information and right support, at the right time to support speech, language and communication development
- Promote joint working across the children's workforce, to support sharing of good practice and consistency of messaging
- Work alongside families to co-produce a speech, language and communication pathway which develops strengths, responds to needs and provides swift access to support.



Stockton-on-Tees TALKS

It takes two!

Top Tips

- When your little one is in their car seat or pushchair, they love to hear your voice. Talk to them even if they can't always see you, the words are all going in.
- Copying the sounds and actions that your child makes will help them start to understand how to take turns in conversations.
- Children don't always need toys to play – 'peek-a-boo' and 'eye-spy' are great for helping them learn to take turns and use new words.

The graphic features a woman with long dark hair, wearing a blue and white striped shirt, sitting and talking to a young boy with short brown hair, wearing a yellow and green striped shirt. They are both smiling and looking at each other. The background is a solid orange color. The text 'Stockton-on-Tees' is in a white speech bubble, and 'TALKS' is in a yellow speech bubble. Below the title, the text 'It takes two!' is in white, and 'Top Tips' is in white. The list of tips is in white.

Communication rich environments and empowering the early years workforce

Key communication messages co produced with parents.

Shared through EY settings, parent champions, family hub activities, midwifery and health visitor key contacts

Tots Talking: Targeted family programmes to improve the language skills of 2-3-year-olds and promote the home learning environment.

Partnership between family hubs, 0-19 service and NT SALT.

Speech and Language Champions. (level 3 qualification) Family Hubs, 0-19 service, midwifery, libraries, SENDI

Parent Champions

60 parents have taken part Tots Talking programmes so far with 100% of parents reporting spending a lot more time play, talk and listen to their children after completing the course.

Mum reports that she is much more focussed on A's play and her interactions following the Tots Talking programme. She plays alongside him now more often.... Mum also spends some time watching A to see what his interests are and considers how she will join in with this play.

During some of the sessions and activities Mum had what she described as a "lightbulb moment". Sometimes it was reassurance that her interactions were supportive of A's development and at other times it was more a realisation that small changes she could make would have a big impact.

Communication rich environments and empowering the early years workforce

Early Talk – communication rich whole setting

20 childminders trained

40 settings trained (practitioners)

“The Early Talk training has given me a better understanding of why and when children could develop speech problems. It has given me the confidence and tools to identify and assess children’s speech.... I can see great improvement in their communication with me and others” **Practitioner**

“All staff are engaging well with high quality interactions which is ensuring more children are meeting their age expected levels. Less children are requiring SALT referrals than previously....and with our two-year-olds we are able to implement strategies from the start whereas previously children were coming into the setting after their third birthday delayed.”

Headteacher

The children who were engaged in Early Talk Boost and Early Talk interventions speech has become clearer and more coherent. The children can express their thoughts and feelings and be understood well by others. **Nursery manager**

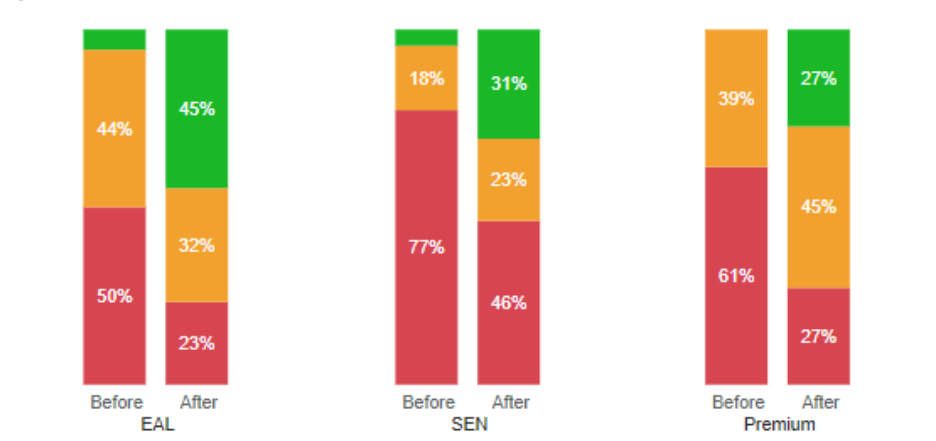
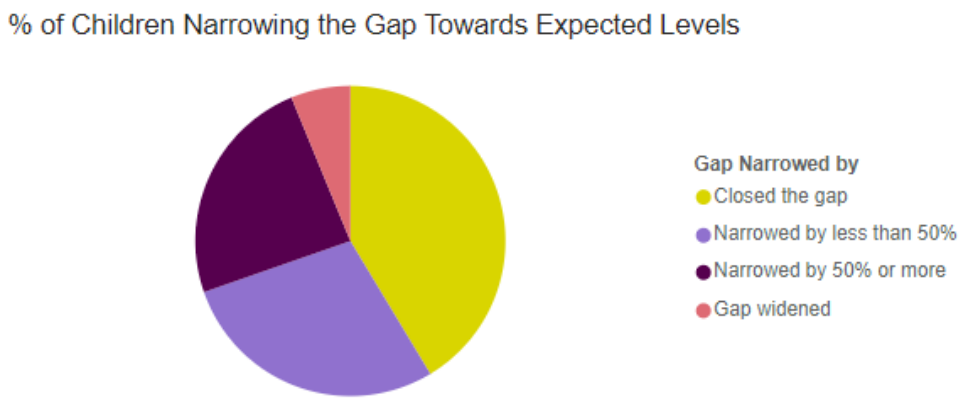
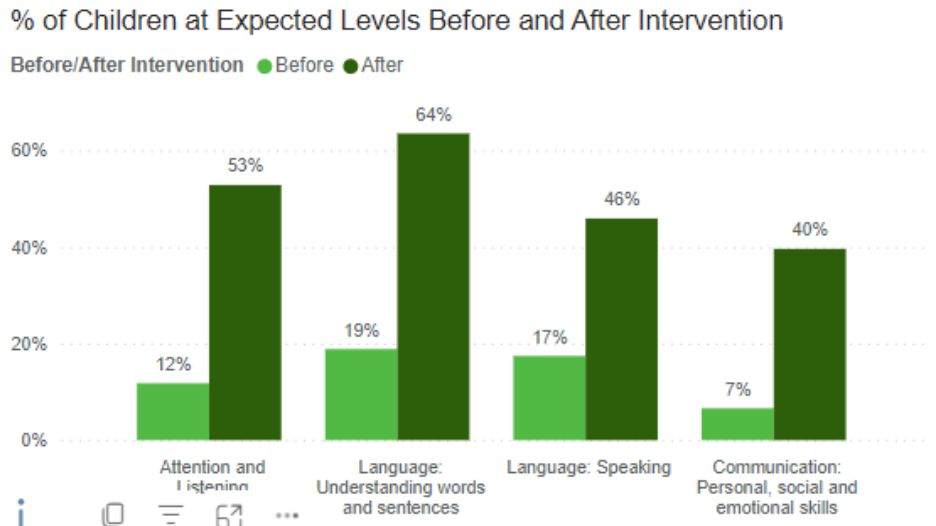
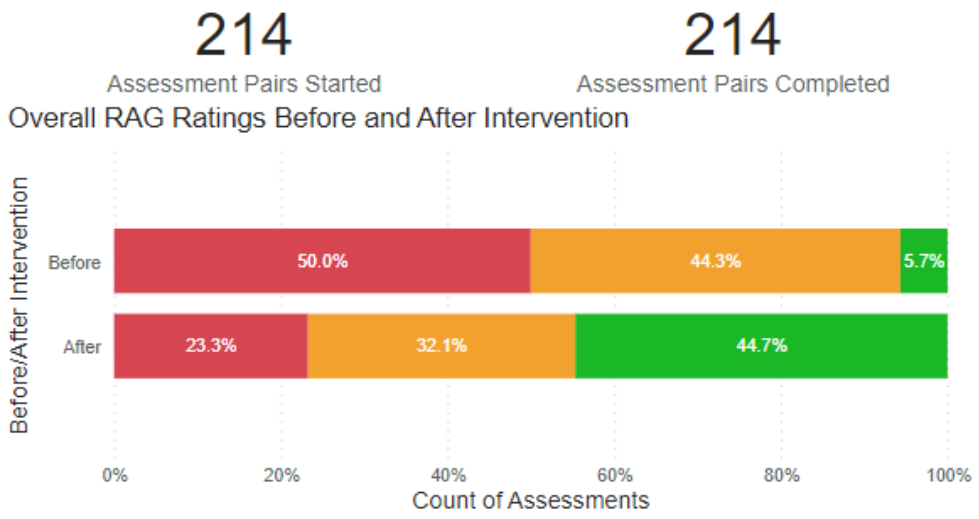
Early Talk Boost – targeted support

- 40 settings trained
- 70 practitioners trained
- 300 children participating in targeted interventions
- 90% of children narrowing or closing the gap between expected level of progress (attention and listening, language and communication skills).

“It helped her. The book helped her to learn about friendships and she would appreciate activities that Jake was involved in both at home and school. It motivated her to get involved so we did things like Jake and Tizzy!” *“She can listen and wait a little now! She likes helping with the shopping and cooking.”*
parent comment

H.... is listening more at home and we love to read our stories at bedtime”
Parent

Measuring Impact



Best Start Strategy

Next Steps

- Continuation of Early Years focus
- Extension of SLCN pathway across Key Stage 1, 2, 3 and 4 in response to the increased number of children being identified as having speech, language and communication needs as part of the Education, Health and Care plan needs assessment
- Future funding secured through SBC SEND and Inclusion services with contribution from ICB

Best Start Strategy

Any Questions or Comments?