



Implementing effective approaches in the early years: a discussion day



CECIL

COACHING EARLY CONVERSATIONS INTERACTIONS & LANGUAGE

LAURA BARBOUR
EARLY YEARS LEAD



WITH THANKS TO OUR FUNDING PARTNERS



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FUNDING PARTNERS



DELIVERY PARTNERS

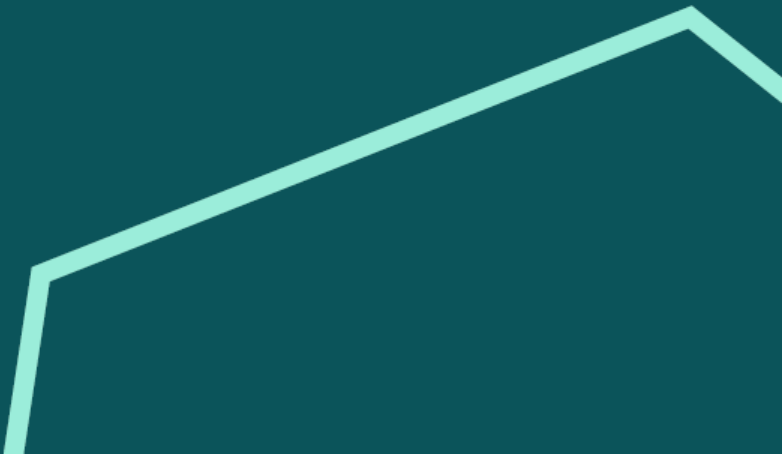


EVALUATION PARTNERS



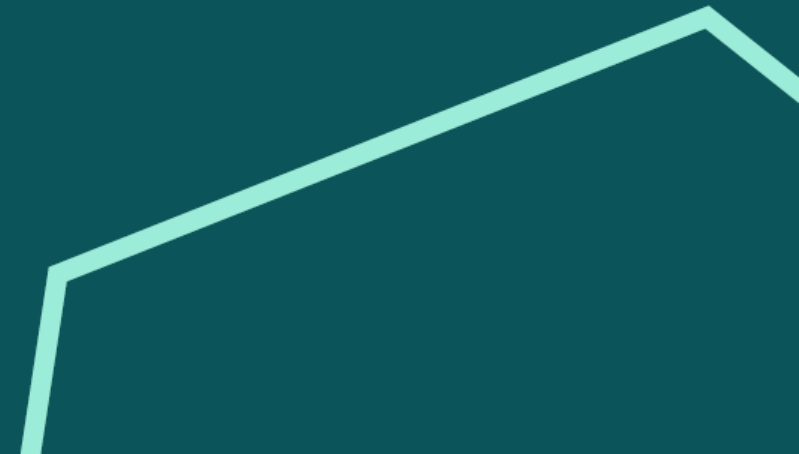
Discussion:

Thinking about the early years context:

1. What points are most relevant/resonant for implementation of evidence-based practice in early years settings?
 2. What points are most challenging for early years settings?
 3. What questions do you have for Jane?
- 

Coffee Break

See you back here at **11.55am**



Eiklan

Providing effective and accessible training to ensure everyone in a child's network can support the development of their speech, language and communication

- What does good implementation of evidence-based programmes look like?
- What are the barriers and enablers to successful implementation in early years (especially PVI) settings?
- What approaches could funders take to support effective implementation from the start?

Develop quality courses



Speech and Language Support for
5-11s

All Eiklan courses are externally accredited
so have a quality mark

All involve portfolio of evidence of learning



Speech and Language Support for
 0-3s



Speech and Language Support for
 3-5s



Speech and Language Support for
 5-11s



Speech and Language Support for
 11-16s



Speech and Language Support for
 Post 16s



Speech and Language Support for
 Pupils with SLD



Communication Support for
 0-25s with
 Complex Needs



Communication and Language
 Support for
 Autistic Pupils 10 SESSION



Supporting
 Social, Emotional and
 Mental Health
 of Children and Young People



Supporting
 Children and Adults
 Using AAC



Supporting Gestalt
 Language Processing
 A Total Communication Approach



What does good implementation of evidence-based programmes look like?

Elklan has a network of highly qualified Tutors

- All tutors are SaLTs/teaching advisors or equivalent
- Large network facilitates wide reach



Flexibility

- Resources for face-to-face/blended learning options
- Delivered by local Eiklan Tutors/join centrally organized courses
- Variety of days and times offered
- LA/MATs can commission courses, Eiklan will do all the admin
- So, cater from individuals to large cohorts

Joined up training

- Write core reading material for learners and SaLTs so common resource
- Provide all training materials for tutors- licence
- Create e-learning sessions
- Devise e-portfolio system
- Develop learner management system
- Keep all resources up to date

Evidenced based practice

- Include references whenever possible
- Engage in research
- Listen to what works for learners

Evaluation

- Individual evaluation part of every e-portfolio
- Randomised control trials, 2015 and 2024/5
- Evaluation Tool Kit – new for 2025. Erin Dysart, Leeds University

Benefits of reach

- Gains reputation and traction
- Mentioned in EHCP plans
- Schools, MATs, LAs ask for training
- Consistency of training across areas of UK
- Self-sustaining so longevity

But are one or two trained practitioners in a setting enough?

Nationally accredited by Elklan and OCN London



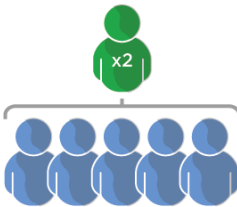
2012

CFS Early Years model



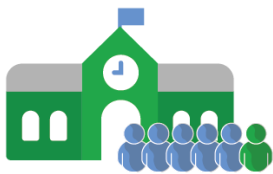
1. Speech and Language Support (SLS) for 0-3s or 3-5s

2 early years practitioners complete SLS 0-3s or 3-5s and achieve Level 3 accreditation and become Lead Communication Practitioners (LCPs).



2. Communication Counts (5x one-hour sessions)

LCPs cascade training to all staff, support the team and achieve Level 4 accreditation.

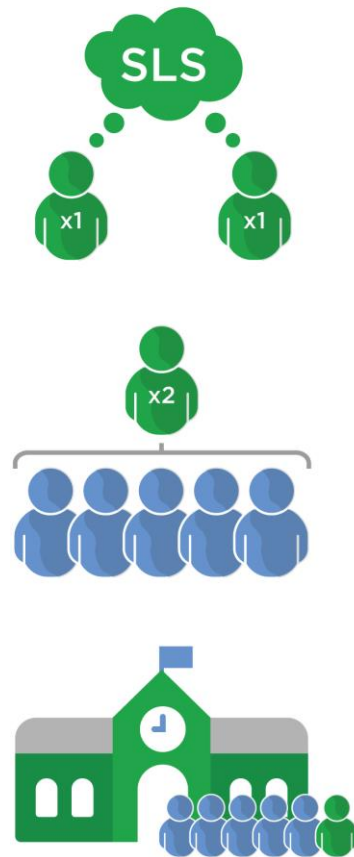


3. Audit and accreditation

CFS status is awarded.

Accredited by Eiklan and OCN London.

Communication Friendly Settings Whole Staff Training (Early Years)



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EEF/SPH evaluation

- Randomised control trial to evaluate Eiklan's CFS Early Years programme
- Evaluation complete 2025
- **Efficacy** study of Communication Friendly Home-based settings for childminders
- Evaluation complete 2024

New - CFS Gold

Complete CFS and join group

Each year:

- Two workshops (one to cascade)
- Two mentor sessions
- Discounts on other courses and resources



New - HLCP

- National Higher Level Communication Practitioner (HLCP)
- National recognition for role already exists in settings
- Similar to HLTA
- Be a key person to liaise with the local SaLT and/or LA Inclusion and SLCN teams
- Support colleagues in the setting to promote the SLC of all children and young people
- Pilot - Autumn 2024 for 40 settings



HLCP

**All this takes a huge amount of
work and dedication**

Longevity and patience is vital

Barriers and solutions

- Funding
- Pressures on EYPs – flexible days/time offered
- Lack of time to commit to CPD opportunities
- End short-term/quick fix grants
- Ring-fenced budget for CPD
- Recommend minimum CPD hours for EYPs to attend courses with live tutor support and required practitioner interaction/engagement not just passive e-learning or reading
- Adopt a 'can-do' culture and be creative!

Thank you

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Early Talk

for Early Talk for York

A local area approach to improving speech, language and communication outcomes 0 - 5

York

**Children &
Young People Now**
Awards 2023

Winner

Why early language?

‘Children’s language development should be viewed as a public health wellbeing indicator, rather than just as an individual or ‘clinical’ concern.’

(Early Intervention Foundation, 2017, ‘Language as a child wellbeing indicator’)

Early spoken language skills are the most significant predictor of literacy skills at age 11....What’s more, children with poor vocabulary age five are more than twice as likely to be unemployed at age 34.

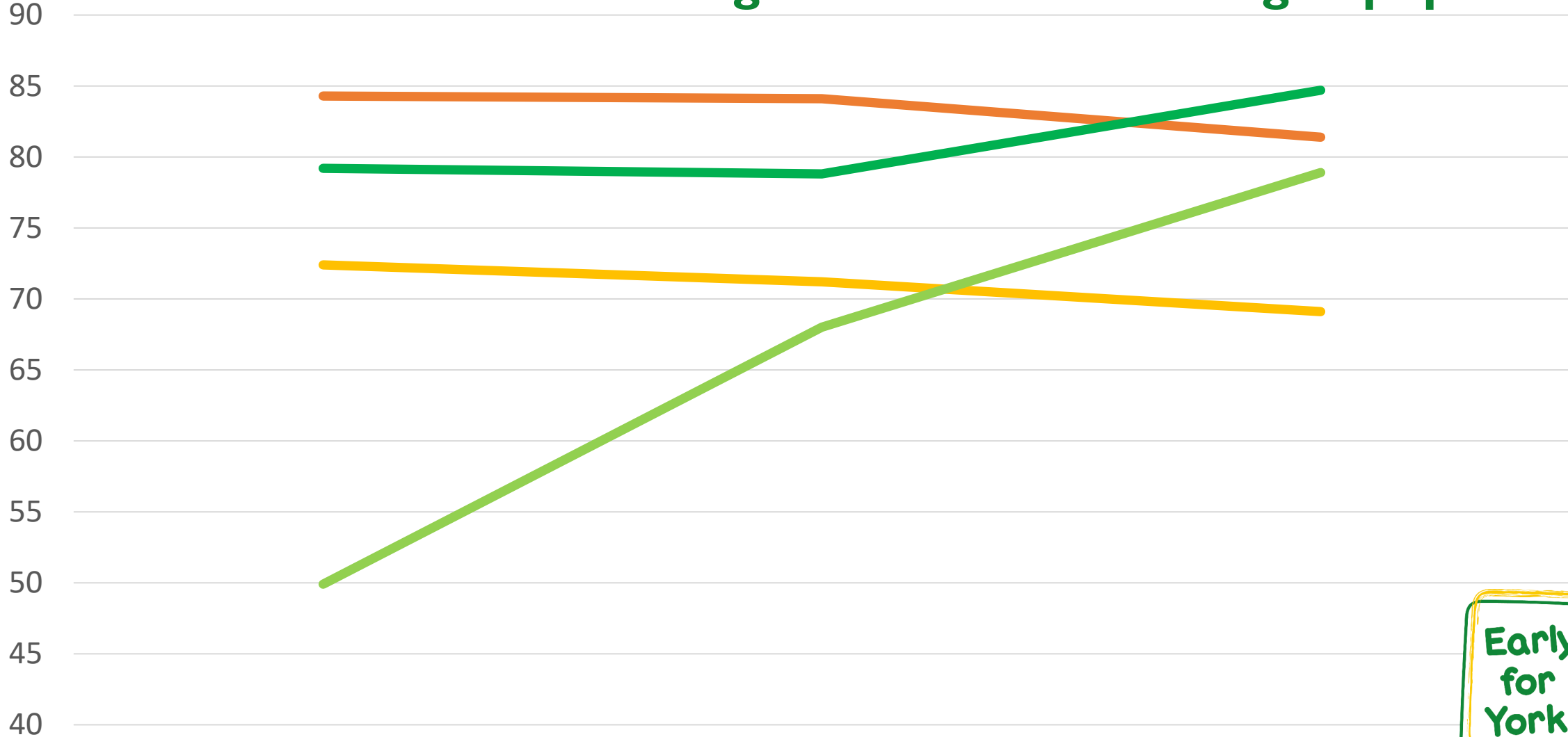
(APPG on Literacy, 2019)



Early Talk
for
York



Attainment in EYFSP Communication and Language outcomes disadvantaged vs non-disadvantaged pupils



2018
National non-disadvantaged

2019

2022

Average ETFY schools non-disadvantaged

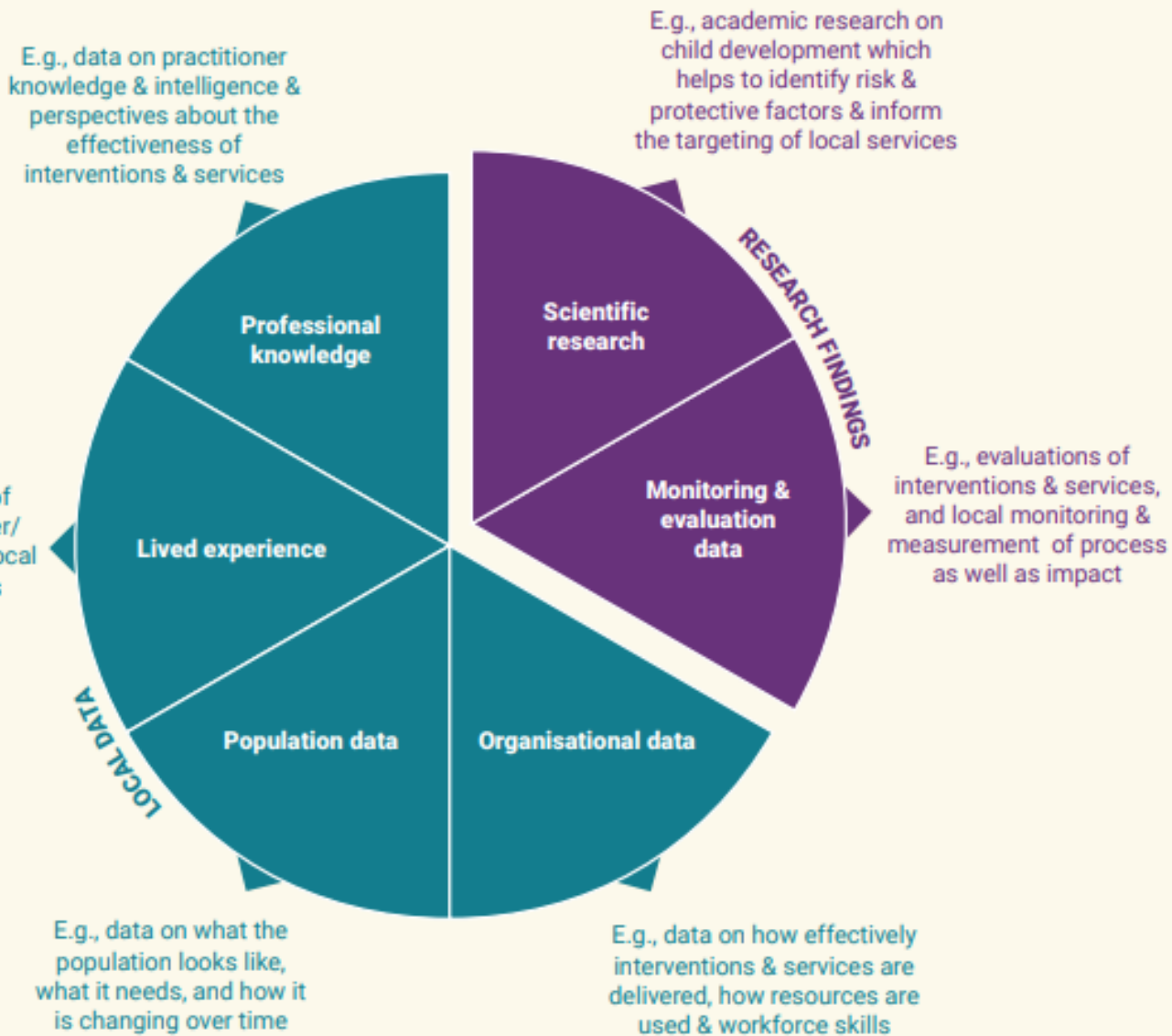
National disadvantaged

Average ETFY schools disadvantaged



FIGURE 1

Using and generating evidence – combining research findings and local data




Early Talk for York

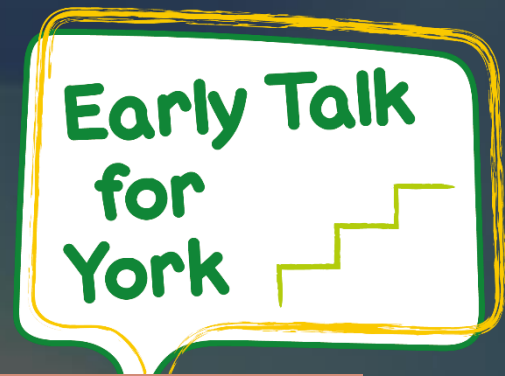
Early Talk for York Roadmap

Find out more about the opportunities available and how you can get involved with the programme at:
www.york.gov.uk/EarlyTalkforYorkRoadmap

System level implementation

- Started small – test, learn and co-construct
 - Relationships at the centre
 - Multi disciplinary
 - Being clear about the ‘what’ and focusing hard on the ‘how’
 - A plan that can (and does) flex
 - Deliberately sustaining momentum
- 

Active ingredients



A relentless focus on speech, language and communication as a top priority that impacts on whole of life outcomes.

Investment in high quality training that is sustained and quality assured.

Supported cascading of training to influence the development of whole teams.

Universal screening of children's needs using a consistent tool.

Ongoing support of specialists who are proactive in responding to emerging needs.

Peer and social support and accountability on delivering the above, including working in partnership with parents/carers.

My final thoughts...



If we're really serious about changing outcomes for large groups of children, I strongly believe that we have to:

1. Move away from looking for the silver bullet
2. Confront the limitations of 'working at scale' and 'at pace'
3. Build capacity in local areas to support high quality leadership and implementation.



ECS (Enhancing Communication Support) for childminders

Caroline Coyne, CEO and Founder



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 @communicateSLT

 CommunicateSltCIC

Communicate SLT CIC



Education



Training



Health



Families



Early Years

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ECS for childminders

Aim: To provide childminders with high quality training and one-to-one coaching, to enhance the support they provide for all children's speech, language and communication development.

Timescales:

Development and recruitment: Jan – Aug 2024

Delivery: Sept - Dec 2024 (1 term)

Delivered by:

- Speech and Language Therapy Assistant (Coach)
- Speech and Language Therapist (Hanen licenced trainer)
- Early Years Teacher (Hanen licenced trainer)

ECS for childminders





Thank you

Caroline Coyne, CEO and Founder



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 CommunicateSLtCIC

1

Adopt the behaviours that drive effective implementation

2

Attend to the contextual factors that influence implementation

3

Use a structured but flexible implementation process

CONTEXTUAL FACTORS



What is being implemented

Consider whether your approach is:

- evidence-informed
- right for the setting
- feasible to implement



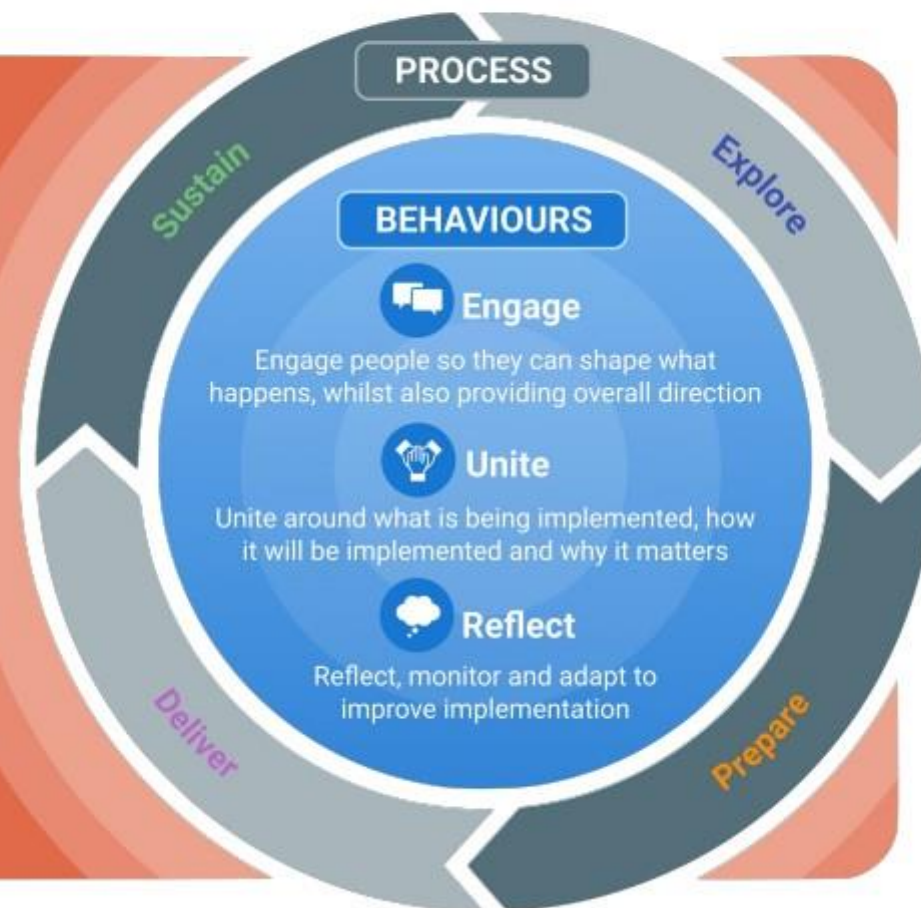
Systems and structures

Develop an infrastructure that supports implementation e.g. time, roles, logistics



People who enable change

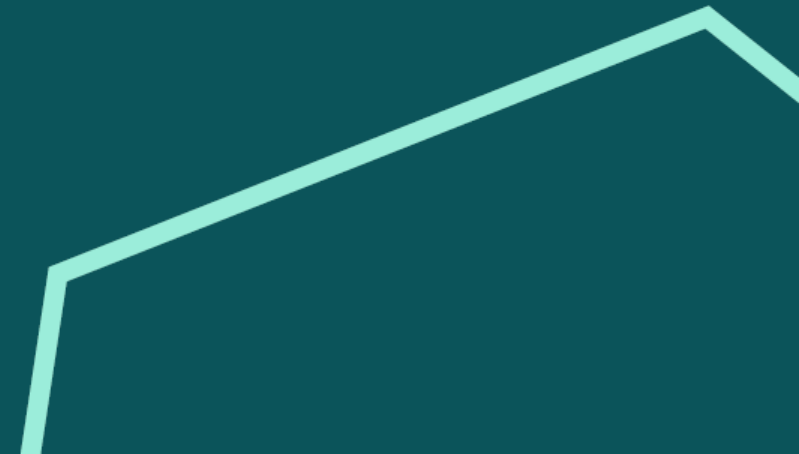
Ensure people are in place across the school who can support, lead and positively influence implementation



Education
Endowment
Foundation

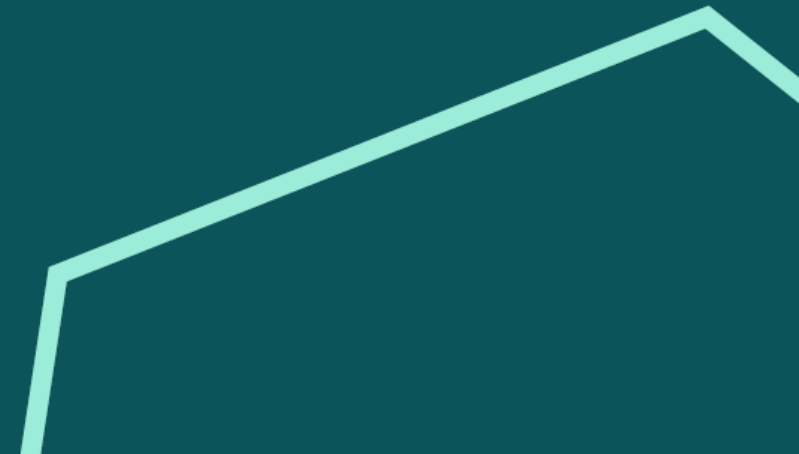
Lunch Break

Please go to your Breakout Rooms at
1.45pm



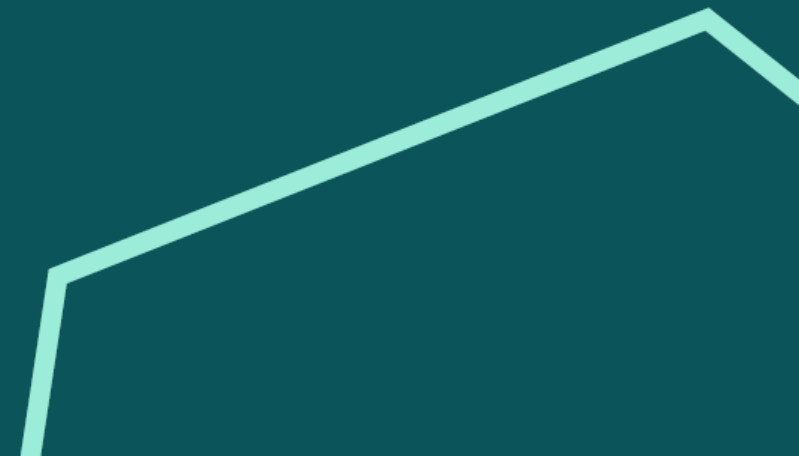
Discussion:

1. What have we learnt about implementation from the four contributions?
2. In particular, what are the enablers of effective implementation in the early years?



Funder and Developer Reflections

"What can developers and funders of interventions (and evaluations of interventions) do differently in the future to support good implementation?"



**Thank you for
attending today's
event!**

**Please scan the QR
code to provide
feedback!**



Nuffield Foundation