

Communication and Language. Overall aim: By the end of the 10 year programme, SSBC children will be empowered through improved, effective and age-appropriate verbal and non-verbal communication skills.																	
	Overarching outcomes			Specific Outcomes	Key Measures	Baseline	Target	Timescale	Overarching Activities			As well as overarching activities, examples of Specific Activities include:					
Good parent infant relationships	Good cognitive development	Children ready for school	Effective and consistent support delivered in the SSBC Way	Short Term Parents understand the fundamentals of communication and language development for their children.	CL 1 - Number of families benefitting from enhanced Book Gifting initiative	0	1000 families benefitting from enhanced book gifting initiative	12 months (on-going)	Delivery of enhanced Healthy Child Programme	Family Mentor Peer Support	SSBC Workforce Transformation	Community Social Marketing Campaigns	<ul style="list-style-type: none">SSBC Language for Life Strategy – an overarching Communication & Language strategy in our SSBC Wards. This will include social marketing, progressive workforce development, parent knowledge and skills development and a range of community and one to one activities.				
				SSBC children have will have age appropriate communication and can use language to express their physical needs and have positive social interaction.	CL 2 - Outcome of Ages and Stages Questionnaire at age 2	Baseline level to be identified over 6 months	10% improvement from baseline	24 months					15% improvement from baseline	36 months	20% improvement from baseline.	48 months	<ul style="list-style-type: none">Implementation of the evidence based competency framework developed by the Communication Trust. This will involve progressive tiered training across the SSBC workforce including Midwives, Health Visitors, Nursery Nurses, Children Centre staff, Family Mentors, VCS Staff and volunteers, to cover universal levels (talking matters, let’s interact, communication for all, working with children who have English as an additional language) and enhanced levels (leading on language, Nuffield early language programme and talking time). This will be supported by SSBC Speech and language specialist and will provide the opportunity to become ‘Language Leads’.
				Medium Term Increased parental involvement in their children’s learning	CL 3 - Home Learning Environment Scale	0	25% Staff trained	Year 3					50% Staff trained	Year 4	75% staff trained	Year 5	<ul style="list-style-type: none">Enhanced Book Gifting, complementing the existing Book Start programme with the Dolly Parton Imagination Library. SSBC teams and extended workforce will support parents to read with children and will be linking to related activities in Childrens Centres, Libraries, nursery settings.
				Children make good progress through preschool and are more school ready.	CL 4 - Number of eligible children accessing their 2 year offer with Early Years Providers	50%	60% Sept ‘16 70% Sept ‘17 75% Sept ‘18 80% Sept ‘19	Year 5								<ul style="list-style-type: none">Toddler Talk sessions for parents – language focussed family learning groups.	
					CL 5.1 - Increased % of children achieving the expected communication and language level at Early Years Foundation Stage assessment	59% (All 4 SSBC wards combined – 2013)	15% improvement from 2013 result	5 years								<ul style="list-style-type: none">Elklan Let’s Talk OCN Level 1 - a training course for parents and volunteers on how best to develop children’s language.	
					CL 5.2 - Increased % of children achieving the expected level of literacy at Early Years Foundation Stage assessment	39% (All 4 SSBC wards combined – 2013)	25% improvement from 2013 result	5 years								<ul style="list-style-type: none">Say and sign groups for parents, which will support good general language development messages.	
																<ul style="list-style-type: none">Video Interactive Guidance (VIG) – linking in to the SED part of the SSBC programme, VIG for parents struggling to interact with their babies.	
																<ul style="list-style-type: none">Universal assessment with ASQ’s at key development stages	
																<ul style="list-style-type: none">SSBC – accredited Level 3 in supporting language leads	

				Children have better literacy and language skills and better school achievement	CL 6.1 - Increased % of children achieving level 2+ at Key Stage 1 Reading	81% (All 4 SSBC wards combined – 2013)	10% improvement from 2013 result	6 years					in settings ensuring language rich environments in day care environments, including baby and toddler rooms.
					CL 6.2 - Increased % of children achieving level 2+ at Key Stage 1 Writing	75% (All 4 SSBC wards combined – 2013)	10% improvement from 2013 result	6 years					<ul style="list-style-type: none"> Health Visitors and Family Mentors trained to implement the Home Learning Environment (HLE) scale Home Talk home based visiting programme implemented by commissioned enhanced skilled staff to support parent to develop language in everyday situations Awareness raising in Schools to highlight the importance of Learning and Communication of every child's attainment. Development of a Talking to Learn Model, based on the national Talk of the Town project.
					CL 6.3 - Increased % of children achieving level 2+ at Key Stage 1 Speaking and Listening	78% (All 4 SSBC wards combined – 2013)	10% improvement from 2013 result	6 years					
				Long Term Children continue to have better literacy and language skills and better primary school achievement	CL 7.1 - Increased % of children achieving level 4+ at Key Stage 2 Reading	80.9% (All 4 SSBC wards combined – 2013)	12% improvement from 2013 result	10 years (2025)					
					CL 7.2 - Increased % of children achieving level 4+ at Key Stage 2 Writing	76.7% (All 4 SSBC wards combined – 2013)	14% improvement from 2013 result	10 years (2025)					
					CL 8 - Reduced number special educational needs children with speech, language and communication needs (school action plus)	61 pupils	25% reduction	10 years (2025)					

small steps big changes
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