

THE CHILDREN'S INTEGRATED SPEECH AND LANGUAGE  
THERAPY SERVICE FOR HACKNEY AND THE CITY

# ANNUAL REPORT 2018-2019



[WWW.GETHACKNEYTALKING.CO.UK](http://WWW.GETHACKNEYTALKING.CO.UK)

# ABOUT OUR SERVICE

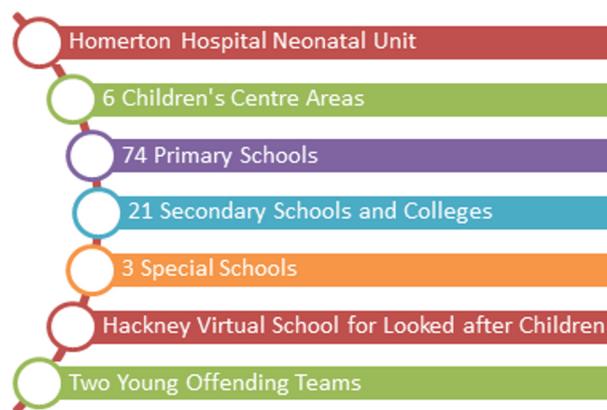
The Hackney Speech and Language Therapy (SaLT) Service work to promote the speech, language and communications skills of all children and young people in Hackney and The City, and beyond.

We also have a key role in supporting children and young people with eating, drinking and swallowing difficulties.

The SaLT Service is embedded within Homerton University Hospital and Hackney Learning Trust and is integrated at the point of delivery.

The service receives commissioned funding from a variety of sources including: City and Hackney Clinical Commissioning Group, Hackney Learning Trust (Additional Needs and Children's Centres), individual Educational Settings, and the Local Authority.

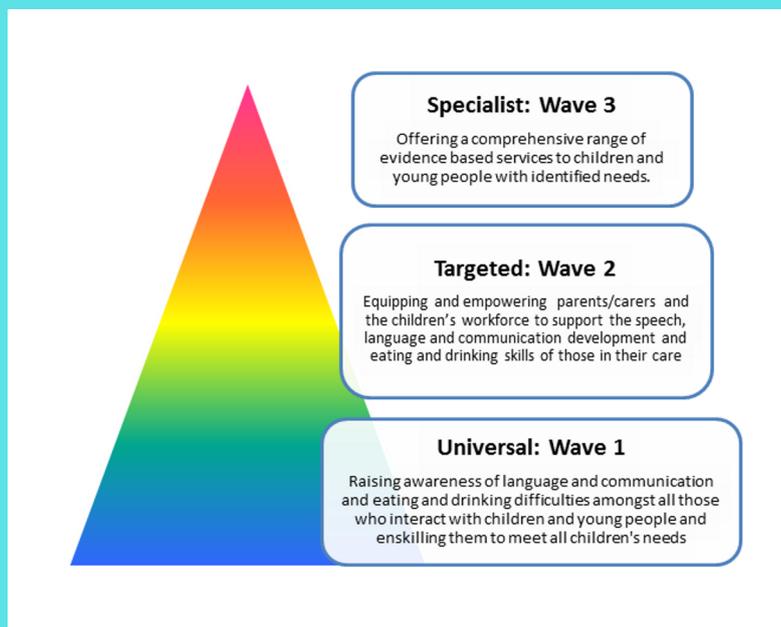
An innovative approach to growth means that the service has a number of out of borough commissions and specifically funded projects. Places we work include:



# OUR MISSION AND AIMS

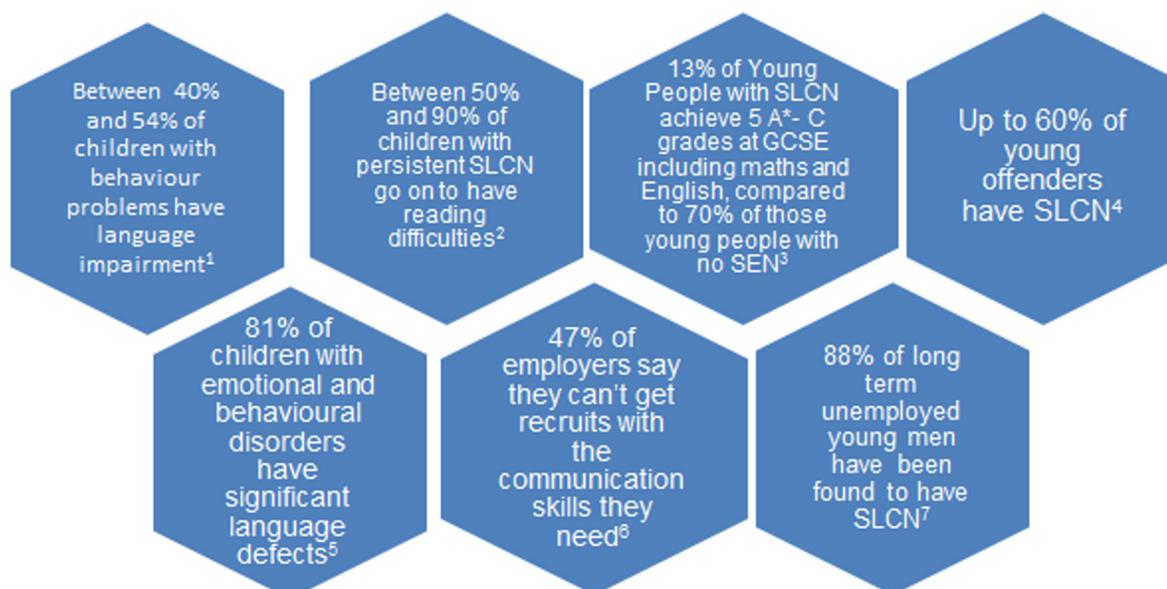
We work to improve children and young people's speech, language and communication, and eating and drinking skills by offering a unified system across the pyramid of need (see diagram).

Speech, language, communication, eating and drinking all develop within a social context. The service believes strongly in partnership with families and the team around the child. We work together to create a system that is high quality, cost-effective and responsive to children and young people's needs.



## SPEECH AND LANGUAGE THERAPY CHANGES LIVES

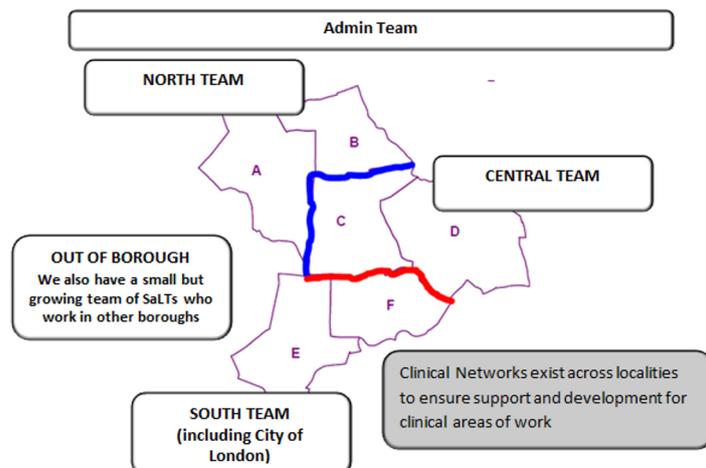
The lack of appropriate Speech and Language Therapy intervention in a timely manner can have significant costs for individuals and society. Here is a brief summary of some of the evidence that indicates the lasting difference that speech and language therapy can make:



# A COMMUNITY BASED TEAM

We know that consistency and continuity of care are valued highly by children and families, as well as by staff teams. We provide a named speech and language therapist to each of the settings or teams that we work with. This ensures clear communication and accountability.

We also ensure that every child and young person gets the support they need, whatever the level of their needs. We have a network of clinical specialists who support and train our staff and who offer direct specialist work where necessary.



As of August 2019 there are 82 staff members in the Speech and Language Therapy Team (71.7 whole time equivalent)  
 All of our Speech and Language Therapists are HCPC registered.



# STUDENT SPEECH AND LANGUAGE THERAPISTS

The Homerton University Hospital is one of the largest placement providers of SaLT student placements in London. This academic year the SLT team offered **70 placements** to more than **60 students**. This was equivalent to **749 days of placement**.

Student placements frequently support recruitment and many of our team originally started in Hackney as a student. Members of the team take on a shared responsibility for students and work together collaboratively to help improve quality for children and families, as well as provide excellent professional and clinical learning for the students.

Just finished my first placement with @HackneyTalk and I loooved it! Every single SaLT I met made me feel so welcome and were all super eager to help. So sad to be leaving but excited to see where I'll be next!

9:27 AM - 2 Apr 2019

Our team make every effort to provide high quality placements and support each other in doing so. Our three Student Coordinators support Practice Educators in their localities, and a Band 7 SLT has dedicated time for development of student placements and helping maintain high standards of provision.

Feedback from students was positive, with over 80% rating their supervision as above average or excellent.

Our team's good practice was presented at the 2019 National Annual Practice Educators Workshop.

## WORKING IN A MULTI-AGENCY TEAM

Co-location with other professionals enables joint working and relationship building with other professionals, allowing for more effective and joined-up care for children and families. Attendance at multi-agency team meetings and effective communication also supports quality.

The SaLT team are co-located with other professionals in a range of locations including:

- Hackney Ark Centre for Children with Disabilities
- Homerton Hospital (acute site) Hackney
- Children's Centres
- Hackney Learning Trust
- Health Centres
- Local Authority Premises

This year SaLTs and Occupational Therapists (OT) in a special school provided an innovative MDT placement for SaLT and OT students. This led to benefits for the service, the students and the children who they worked with. Feedback from both sets of students was very positive, who rated themselves as better able to liaise with other professionals, include other professionals in their planning and to have a better understanding of the roles of other professionals, following the placement.



# HOW MUCH DID WE DO?

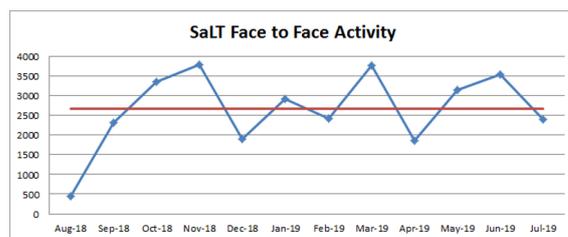
Activity data is one of the SaLT service's Key Performance Indicators. This refers to direct interactions between therapists and children or young people for assessment or intervention.

- 88% of these interactions are face-to-face
- 12% relate to client-related activity that is non face-to-face (for example, telephone contact).

**Total Caseload (July 2019) = 3840**

**Average contacts per child = 8**

Some children will receive significantly more than this according to need.



This graph (above) demonstrates that activity fluctuates across the year, in line with school terms. CCG and Homerton data is reported by financial year (below). Although some low and high activity months were anticipated, variation was larger than in previous years due to an increase in school-based working.

Activity	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	YTD
Plan	1998	2847	3090	1877	332	2483	2847	3453	1877	2968	2483	3211	29466
Actual (activity by hcp)	2413	3558	3345	2065	464	2207	3256	3596	1843	2633	2234	3557	31171
Variance	20.8%	25.0%	8.3%	10.0%	39.8%	-11.1%	14.4%	4.1%	-1.8%	-11.3%	-10.0%	10.8%	5.8%



# REFERRALS

In the Academic Year 2018-19 our service received **1735** referrals. The sources of these referrals are indicated below:

- 38% Educational Establishments
- 24% Parents
- 10% Health Visiting
- 5% GPs
- 5% Hackney Learning Trust SEN
- 5% Community Paediatricians
- 4% Hospital Consultants
- 2% Youth Justice
- 7% Others (including Audiology, CAMHs, Social Services)



This year our service led a multi-agency Quality Improvement project as part of a national Improvement Science for Leaders course.

The project aimed to increase early referrals (under 5 years) and reduce missed appointments to ensure that **no child falls through the gap**. This project has led to a number of service changes and a 3.6% improvement in appointment attendance.

Changes have included the introduction of text message reminders, clearer information about what to expect at an appointment and stronger feedback loops from SaLT to referrers when appointments are missed. Awareness raising and more detailed on-line information has also helped.

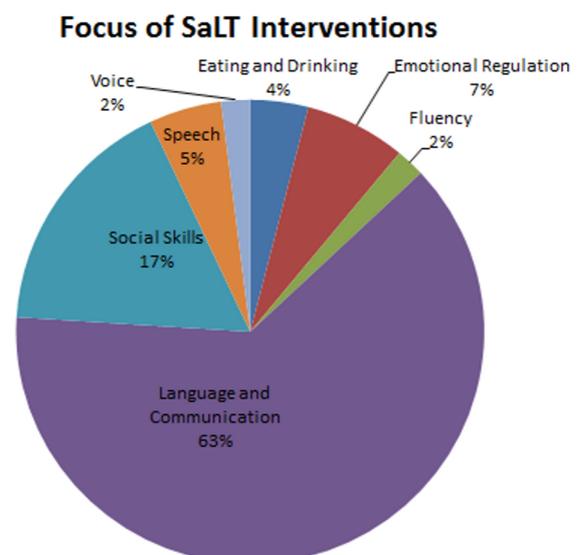
## HOW WE ARE WORKING WITH CHILDREN AND YOUNG PEOPLE

**32%** speech and language therapy interventions are with children and young people in one-to-one sessions

**56%** are in a group setting with children and young people who have similar needs

**12%** of interventions focus on the child's social context or environment

This pie chart (below) shows the main areas that speech and language therapy interventions have addressed for children and young people this year



# PREVENTION AND PROMOTION

In the Academic Year 2018-2019 Hackney Speech and Language Therapists also completed an additional **9979 Universal Activities**. These included training courses for parents and staff, coffee mornings, open evenings, work with whole classes in schools and many other public health promotion activities.

These Universal Activities represent approximately **40% of total activity** but are not included in the figures above.

Through Universal Activities we aim to:

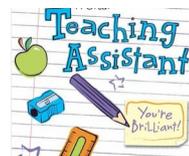
- Raise awareness about speech, language and communication needs
- Empower and equip all those who interact with children and young people with appropriate knowledge and skills
- Ensure that the environments where children play and learn are optimised for good language learning

Universal work is the foundation for all of our therapeutic approaches but in addition we have some specifically commissioned Universal programmes including: **Launchpad for Language** ([gethackneytalking.co.uk/professionals/launchpad-for-language/](http://gethackneytalking.co.uk/professionals/launchpad-for-language/)), our work with the **West London Zone** ([www.westlondonzone.org](http://www.westlondonzone.org)) and a range of **Centralised Training** courses available through Hackney Learning Trust



## Examples of Training

Our nationally accredited trainers have provided well-attended Makaton Foundation Courses for early years, school staff and parents. In addition, a year-long Advanced Skills for Teaching Assistants training course was highly successful



I truly enjoyed this course and the opportunity to review and reflect on my practice and the underpinning theory

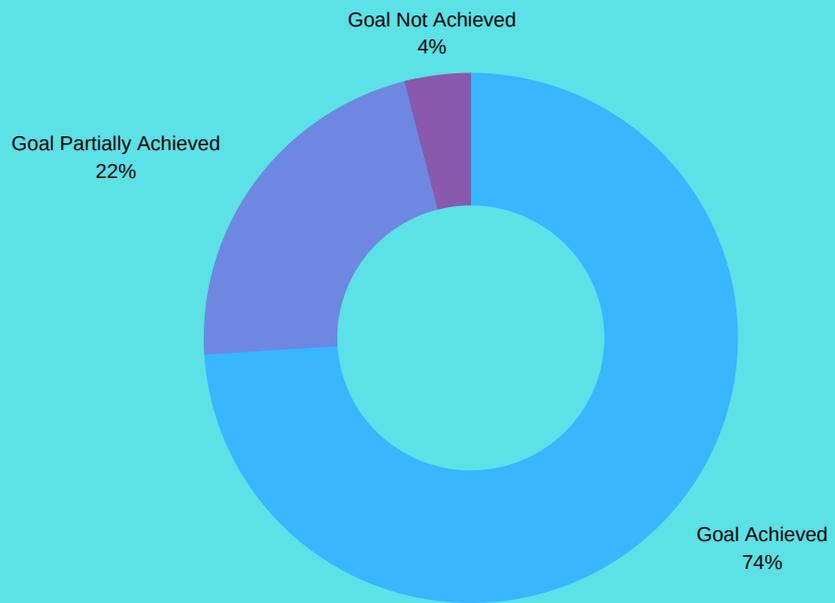


# MAKING A DIFFERENCE

The Speech and Language Therapy Service measure the effectiveness of each package of intervention provided.

Appropriate, specific and measurable targets are set at the beginning of each intervention package.

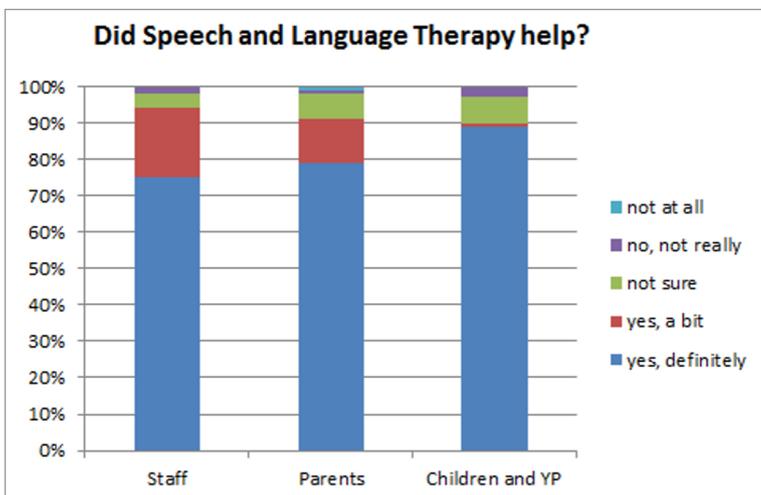
The pie chart (right) shows the overall effectiveness of interventions this Academic Year. The majority of interventions are making a positive difference for children and young people.



# QUALITY

The Speech and Language Therapy Service use Smart Surveys throughout the year to ensure that the voice of children and young people, families and staff in schools is listened to. We want to make sure that the difference we make is really impacting on children's lives.

The chart below summarises all surveys collected across the academic year.



Ever since we started the speech therapy session I've had more idea about how to help my son with his communication and I've started to see some improvements  
**AN EARLY YEARS PARENT**

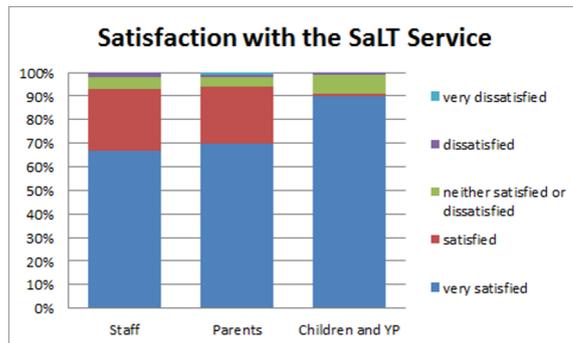
The support of the speech and language team on the ward made a real difference to baby x. It was the right support at the right time  
**A STAFF MEMBER ON NEONATAL WARD**

The training was brilliant the team really helped to deliver a top day that will make a real difference to our practice  
**STAFF MEMBER AT COLLEGE**

# HOW WELL DID WE DO?

As well as measuring what we provide for children and families and the difference that it makes, we also measure how our service is provided.

The Smart Surveys mentioned above measure general satisfaction with our service (see graph to the right)



We measure how quickly new referrals are seen. We are proud that the average wait time for any new referral is 2.2 weeks. Any cases where children wait more than 5 weeks are investigated.

We also measure appointments not attended. The average across this year was:  
 4.8% Child was not brought (DNA)  
 5.3% cancelled by patient  
 1.7% cancelled by service

Waiting Times														
	Plan	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	YTD
# First Attendances		89	153	145	111	69	108	136	146	110	123	127	146	1463
# Within 5 Weeks		76	141	134	106	64	93	127	137	101	108	119	134	1340
% Within 5 Weeks	90%	85.4%	92.2%	92.4%	95.5%	92.8%	86.1%	93.4%	93.8%	91.8%	87.8%	93.7%	91.8%	91.6%
AVG Wait (Weeks)	5	2.5	2.9	1.8	1.9	1.8	2.4	2.0	2.1	2.5	2.5	2.0	1.9	



# INCIDENTS AND LEARNING

Incidents and near misses are recorded on a NHS system to ensure that we learn from mistakes and take an honest and open approach to reporting issues.



8 out of the 13 incidents reported this year related to clinical administration systems, technical or communication issues.

We are currently planning a project looking at how clinicians can be better supported with admin tasks in order to increase productivity and minimise mistakes



The majority of our feedback from parents and stakeholders is positive and we have not received any formal complaints this year.

Any constructive feedback or unsatisfactory responses are taken very seriously, listened to and acted upon. This year we have taken on board feedback and improved the following:

- Clarity in communication with families and expectations of response times
- Improved handover between therapists
- Transparency around staffing and recruitment, especially when there are gaps

# QUALITY IMPROVEMENT AND AUDIT

This year we have had a large focus skilling up our team in Quality Improvement (QI) in order to bring relevant theories and rigour to evaluating and improving our service.

## Model for Improvement



Using the model for improvement we have engaged in QI projects to:

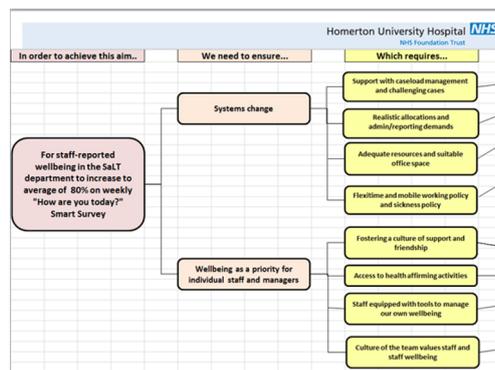
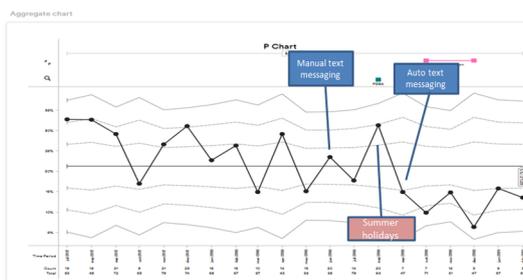
- support attendance at appointments
- improve staff well-being
- increase the universal work we do in schools
- improve transfer between teams

We continue to audit our team's practice and compliance against set standards. These include: use of RiO, casenotes audit and compliance with pathways

Here are some examples of QI tools in use in the team:



## Improving Attendance: data



# HIGHLIGHTS OF THE YEAR

## • September

Two team members start their NIHR funded MRes programmes

Good practice from Homerton presented at national NeoNatal Therapy conference

## • October

No Pens Day Wednesday celebrated across Hackney Schools to promote oral language  
DLD Awareness Day stalls and activities share information about Developmental Language Disorder

## • November

Meg Hillier MP supports the judging of RCSLT joke competition to raise awareness of SLCN

## • December

Managers participate in the RCSLT Student study day promoting working for the NHS

## • January

Authors of the SCERTS model visit the Garden school and observe SaLT good practice

## • February

Hackney Learning Trust host a delegation from the government of Jordan and SaLT showcase good practice

## • March

National Apprenticeship Week a chance to thank our own SaLT Admin Apprentice Celebration Event for 4 years of Launchpad for Language

Training provided to the MET Police. A big step forward in making Hackney SLCN friendly.

## • April

Lots of promotion events across Hackney schools and colleges organised for World Autism Day

## • May

A number of staff presenting and attending the NAPLIC conference

Staff member travels to the US with a Winston Churchill Fellowship

Staff representing SaLT in the Hackney Half

## • June

Staff share good practice in a RCSLT webinar about Evidence Based Practice

City MicroPlacement Interns hosted by the service survey Hackney residents about SLCN

Attended UCL Recruitment Fair for new graduates

## • July

End of term celebrations include reflections on the year and participating in the Hackney Council Rounders tournament

## • August

Staff member wins runner up prize for student research

Staff member has 'My Working Life' article published in Professional Magazine

# EVIDENCE BASED PRACTICE AND RESEARCH

We believe it is everyone's responsibility to understand, interpret and apply research. Clinical networks and journal clubs allow our whole team to keep up to date.

We encourage active involvement in research through collaboration with others. This year we have collaborating with City University, UCL, NIHR-funded research projects and other consultations and calls for participation through RCSLT, NICE and others.

Some members of our team are involved in active research, including MSc, MRes and PhD applications. Topics have included: the impact of forest schools on language, perceptions of early years practitioners, the use of apps and digital technology, inclusion of parents in therapy.



Examples of an Evidence Based Practice (EBP) newsletter sent out by our team's RCSLT EBP champion



# SOCIAL MEDIA AND WEBSITE

## Website

[www.gethackneytalking.co.uk](http://www.gethackneytalking.co.uk)

This is a valuable source of information for families and professionals. Popular pages include the dates for drop-in assessments and advice leaflets to download

## Twitter

@HackneyTalk

Twitter is used to link with professionals and partner agencies. We now have 1182 followers

## Facebook

<https://www.facebook.com/gethackneytalking/>

Post reach is usually between 300-1000. Mainly aimed at parents and local groups.



# PLANS FOR THE FUTURE

The Speech and Language Therapy Team is always changing and developing in order to improve. Here are some of the things we would like to focus on in the coming year:

### Data

Collecting and collating in the right ways at the right time with the right tools in order to positively influence are improvements



### Co-Production

Moving beyond collecting satisfaction data to ensuring that we engage stakeholders in the planning and provision of our services



### Staff Well-being

Building on our staff well-being project, continuing to encourage enjoyment in work for our staff so that they can be at their best to work with children and families



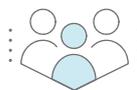
### Joint Commissioning

Working with the CCG and other stakeholders to explore a commissioning model that works for children and families



### Language Resourced Schools

Working together with school staff to make Hackney's Language Resourced Schools beacons of good practice for children with Developmental Language Disorder



### Universal Work

Strengthening our support of those who work and care for children and young people to improve all round support, prevention and promotion.

# REFERENCES

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3. Data from DfE
4. Bryan K, Freer J, Furlong C. Language and communication difficulties in juvenile offenders. *International Journal of Language and Communication Disorders* 2007; 42, 505-520.
5. Information provided by the Youth Communication team, North Yorkshire, covering April 2016 to March 2017, and validated by Loughborough University 2017.
6. Courtesy of The Communication Trust
7. Elliott N. (2009) Interim results from a PhD in preparation. An investigation into the Communication Skills of Long-Term Unemployed Young Men.

# FURTHER INFORMATION



Further information is available on request. In addition to this overarching report, each individual commissioner has received a report with more detailed information specific to the service they commission.





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