Collaboration for Improvement in Early Intervention and Prevention

West Lothian Council | NHS Lothian | Children and Young People Improvement Collaborative

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The initial goal of this project was to upskill practitioners to be able to interrupt and reset the cycle of language and literacy delay by supporting them to implement the right intervention at the right time for the right child. West Lothian has recently introduced a tracker for the early years (EY) to support practitioners to identify gaps, make judgements on children's progress and identify the most effective interventions. In addition to this tracker, a range of development activities and interventions were also in place across the authority aiming to close the language poverty-related attainment gaps. This collaboration wanted to deliver a project that would complement and enhance existing development work within the LA.

Aim: 90% of all practitioners in two ELC settings will be confident in identifying literacy and language needs using the WL tracker tool and subsequently designing appropriate interventions by June, 2019.

Method

Phase	Goal
1. Build Will	Raise awareness for project; identify need for interventions based on current research on poverty-related attainment gaps
2. Understand the system	Needs analysis with the EY practitioners
3. Develop Aim	Build knowledge around key skills underlying language & literacy
4. Test Changes	Analyse ELC settings' tracker data to identify trends and gaps
5. Implement	Jointly plan interventions with ELC settings; evaluate their effectiveness

Process Change

Literacy meets Language Practicum — West Lothian Council driver diagram (Aim, Primary Drivers, Secondary Drivers, Change Ideas)

Achievements

Process measures so far have identified increased practitioner confidence in:
•their use of the tracker
•identification of literacy/language gaps
•Identification of appropriate interventions to support these gaps

Both settings identified their own goals:
EYC 1: improving practitioner judgements & identification of next steps by systematic use of tracker skill areas
•EYC 2: promoting readiness for learning to improve effectiveness of interventions

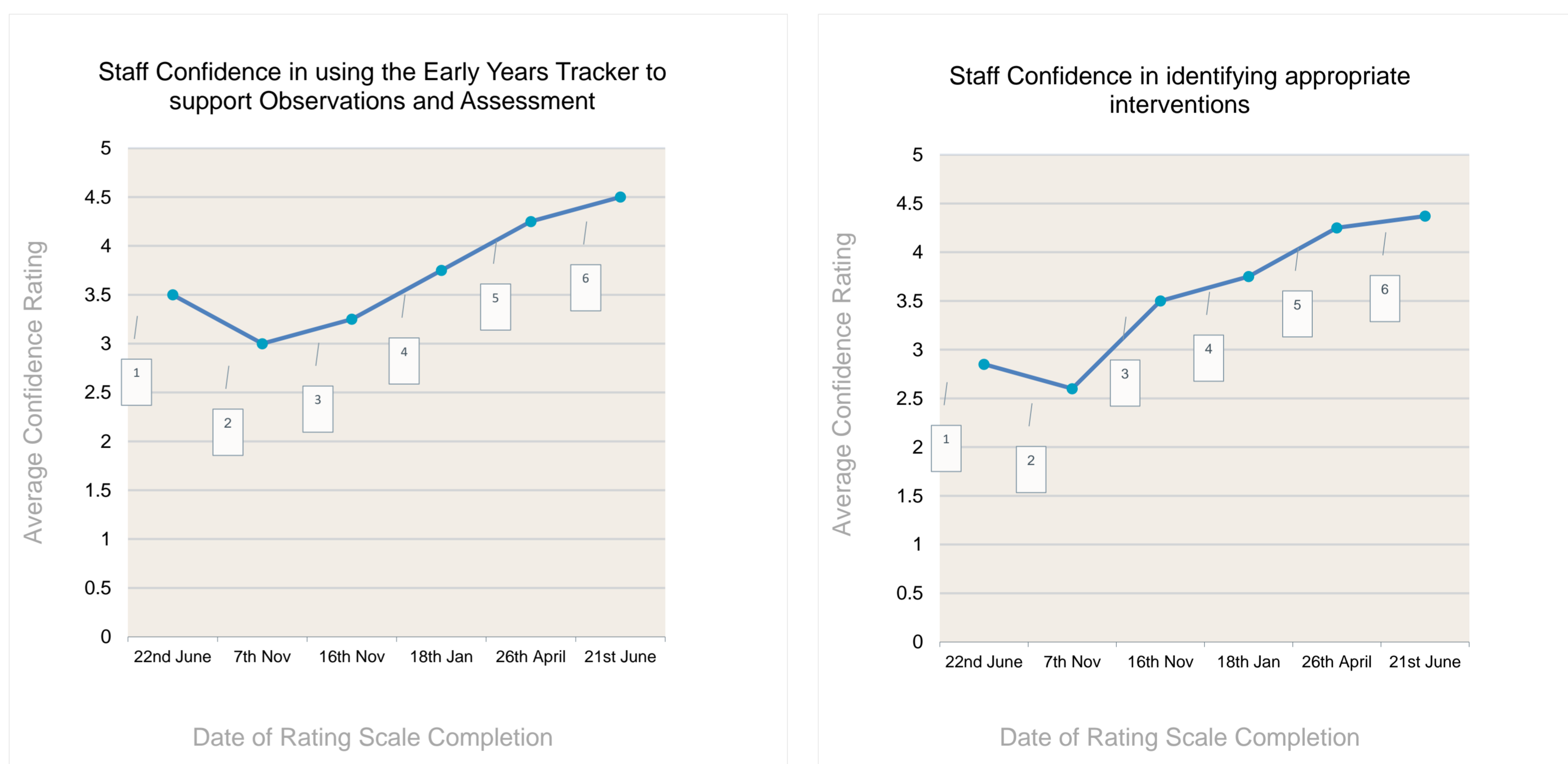Other achievements include team members gaining a better understanding of language developmental needs and a wider understanding of each other's role in supporting this.

Key Learning Points

- Our data told us that practitioners were more confident implementing interventions that focussed on the environment and everyday interactions.
- For maximum impact all practitioners should attend any training
- Practitioners need to allocate time to look at their data/discuss practice
- The improvement team need to give clear definitions of the tracker statements to ensure consistent recording of needs.
- Practitioners feel they need further guidance on the 'right' interventions
- Practitioners don't always understand the rationale for learning activities and interventions

Results

Practitioner confidence in using the EY tracker (Fig.1) and in identifying appropriate interventions (Fig. 2) has been measured at key stages.

Staff Confidence in using the Early Years Tracker to support Observations and Assessment

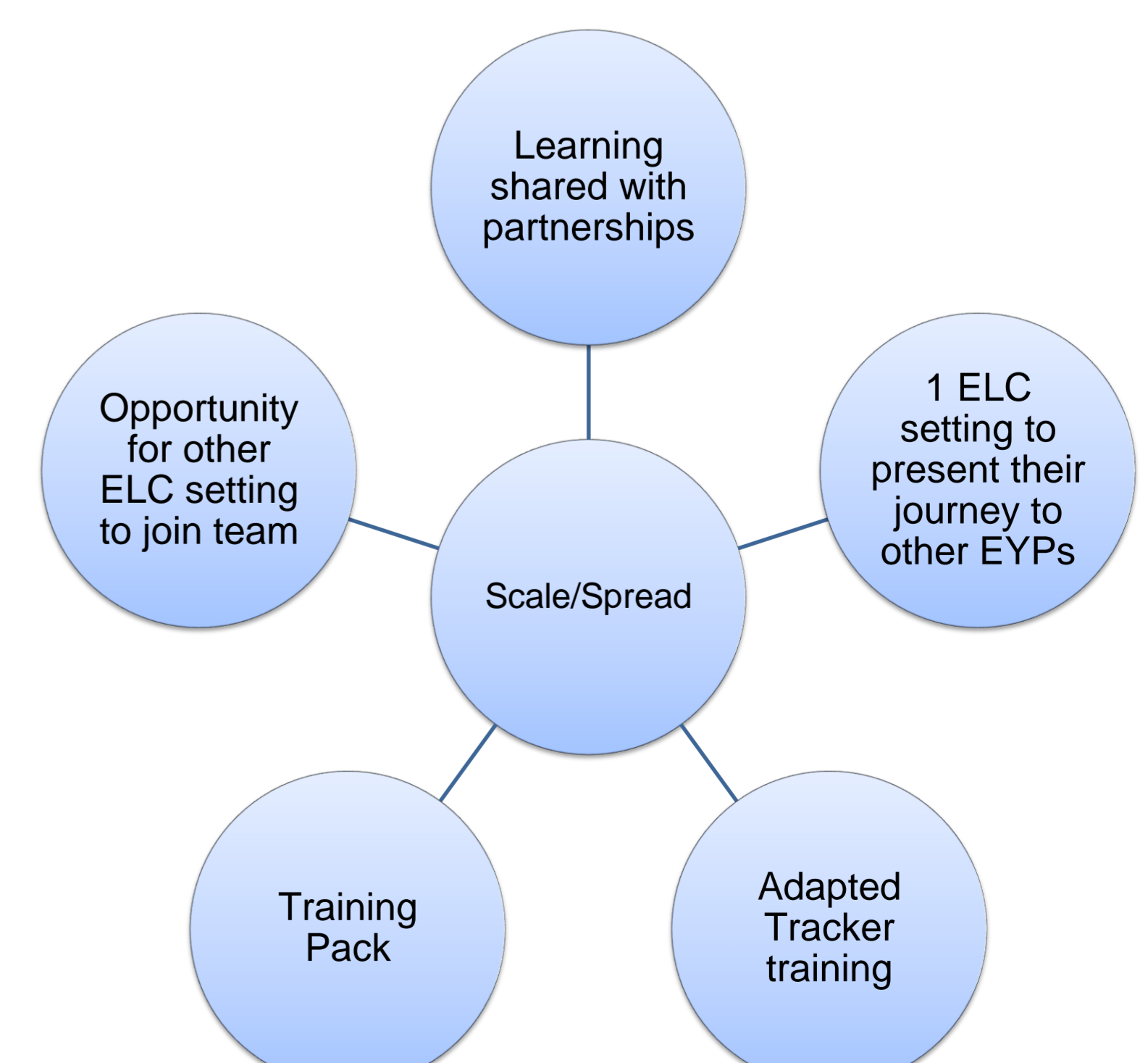Staff Confidence in identifying appropriate interventions

Conclusions

This project has supported two ELC settings to identify context-specific needs and this has resulted in 'tailor-made' interventions for their settings.

Overall, practitioners have reported gains in confidence in both identifying needs and designing appropriate interventions.

We have improved our understanding of collaborative working and have strengthened relationships between education and partnership agencies.

Scale / Spread

Scale/Spread: Learning shared with partnerships; 1 ELC setting to present their journey to other EYPs; Adapted Tracker training; Training Pack; Opportunity for other ELC setting to join team