

Early Communication Screening

Summary of data collected October 2016

As part of the school readiness programme for Stoke on Trent Local Authority



Executive Summary

The screen was conducted with 4396 children in N1/ N4/ C1/C2/C4/S2/S5 collaborative areas in all private, voluntary and independent (PVI) settings and school nursery/reception classes. All settings and schools took part except for one. 1323 children were assessed in PVI settings and 3073 in schools.

- **27% children across the City scored 'red'** ie high need for intervention;38% scored amber- in need of targeted support and 35% scored green (within normal range or above)
- All three areas of the City showed similar results across the levels of need with **central** having the most children in the 'red' (high need) category
- In all areas the red results were higher in the private, voluntary and independent (PVI) settings than in the schools, and school nursery scores had more red results than reception class indicating progression with age.
- Many of the red scores are linked to settings and schools with high levels of children with English as an additional language (EAL)-52% of the children in the red category were reported as children with EAL
- Boys were at increased risk of being in the red category compared to girls. This matches EYFS data.
- Children with SEN and Children in Care were at increased risk of being in the red category than other children.

Suggestions for using the data:

In school/setting this data should be used to identify individual children requiring additional support. The results can be used to inform the baseline for children and to indicate next steps. As a cohort the data should be used to look at incidence of speech and language delay for the year group and to measure progress throughout the year. The data should also be shared on transition between settings and year groups to ensure continuing support for those most in need.

As a City this data will be used to identify where provision and support may need targeted most. It will be used to generate an ongoing city picture of speech/language and communication need and to measure our progress collectively as a City.

Early Communication Screen : Summary: Conducted September –October 2016

Rationale for the screen: The early communication screening tool was devised by the speech/language therapy team from Staffordshire and Stoke on Trent Partnership Trust , commissioned for the school readiness programme, as a measure to indicate the level of need for speech and language intervention. The questions are based on recognised ‘norms’ in children’s communication development and link to the Stoke Speaks Out ‘Child development tool’ as well as the Stoke Speaks Out ‘Staged Pathway’. It is suitable for children from 24-71 months.

As part of the school readiness offer all PVI (private, voluntary and independent) settings and schools in the targeted areas have been offered training and support to implement the screening. In addition the speech/language therapist has been available to discuss the data findings and assist the school in devising interventions to support children’s progress. The same children will be re-checked in June 2017. The remaining schools and settings in the City will be offered training from Easter 2017 onwards.

Children aged 2- 5 years were included in this screening.

Interpreting the results: A red score indicates children with significant language delay/disorder who require intervention. They will have scored 0-3 out of 10. Amber indicates children with mild to moderate language delay who will require differentiated support and/or targeted intervention- they scored 4-7 out of 10. Their needs can sometimes be met through tweaks to everyday planning. Green indicates language within normal range or above.

Summary of findings: All three areas of the City showed similar results across the levels of need with central having the most children in the ‘red’ category. Red indicates high need for intervention- this group will also include children with specific speech and language difficulties who may be receiving speech/language therapy or SEND support. The red scores would be comparable to the previous speech and language baselines conducted for Stoke Speaks Out by the speech/language therapy team using standardised assessments in 2002-2013.

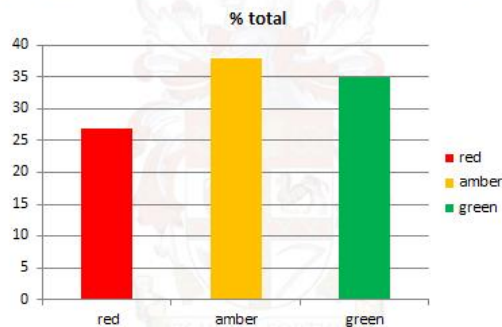
In all areas the red results were higher in the PVI settings than in the schools and school nursery scores had more red results than reception class. This indicates gradual progression with age and the amount of input the children have received. Many of the red scores are linked to settings and schools with high levels of children with English as an additional language. For this group you would expect low scores to start with if the children have had limited exposure to English and this should rapidly improve in the follow up assessment in June.

Following the screen all settings have received support from the school readiness speech/language therapists to look at the data and agree targeted support for the children. The majority of the children’s needs can be met through targeted packages introduced through the school readiness plan.

Total % children out of 4396: red (1189) =27%; amber (1673) =38%; green (1534)=35%
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There are some gaps in the data where 3 settings have not reported their data breakdown fully but the majority of data has been accompanied by a breakdown of gender, where English is an additional language (EAL), children in care, children receiving pupil premium and children with identified special education needs (SEN).

Language scores from screen: City Wide



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English as an additional language (EAL):

The assessment was conducted in English and therefore children new to English would be expected to score low on baseline and show improvement in the re-check at the end of the academic year. 624 (52%) of the children in the red category were reported as children with EAL.

In PVI settings 180 children were reported as EAL. North and central areas had the same proportion of children with EAL ie 28% of children tested with south only reporting 8%.

61% of the EAL children tested across the PVI settings scored 'red'. This is higher than the overall average. This indicates a need for language immersion and general strategies to introduce these children to English vocabulary from an early age alongside developing a strong home language base. Settings are increasingly asking for training to support this group of children and the school readiness speech/language therapy team have introduced a practical workshop to ensure basic good practice is followed.

In the school cohort 878 (29%) of the children presented as children with EAL. In nursery 60% children with EAL were in the red category and 28% in the amber category. In reception, 42% of the EAL children presented with red scores and 37% amber. This indicates an improvement from one year group to the next possibly due to longer exposure to English. This again indicates an ongoing need for language immersion and a focus on pre-teaching core vocabulary to ensure children have access to English.

Children with identified SEN

In the PVI nurseries 78 children were identified with SEN. These children are evenly spread across the City. This represents 6% of the cohort assessed. Of these 63 children scored 'red' ie 81% of the children with SEN scored very low on the screen. This is expected as special needs are often

associated with accompanying speech and language difficulties. Many of these children are likely to require additional ongoing support and may need additional specialist interventions.

In the school cohort only 8% children were identified with SEN- the majority of these being in reception. 58% of these scored red, 33% amber. This follows the theory above that speech/language and communication difficulties are often associated with special educational needs and may be a need in their own right or accompanying an additional condition or need.

Implications for practice are to ensure that if a child is identified with SEN that their level of speech/language and communication is established as part of their educational assessment as they are at increased risk of difficulties.

Children in receipt of 'pupil premium' funding

Only 61 children in PVI settings were reported as being in receipt of pupil premium. City wide 291 are in receipt of pupil premium in PVI settings. The majority of children (56%) reported as receiving pupil premium in PVI sector were in central region. The scores for these children were evenly spread with 25% red, 36% amber and 39% green.

In schools more children were identified as in receipt of pupil premium funding. In total there were 531 children identified (17%). There were more children with pupil premium in reception year than in nursery year (225 nursery, 306 reception). 28% of children with pupil premium in school presented in the red category. Their scores improve over the year groups from nursery to reception- 35% of children in nursery were 'red' compared to 22% in reception. This suggests that quality teaching can improve the language outcomes for this group of children and that targeted language input in nursery is crucial to improving outcomes for this group.

Children in care:

In PVI settings 16 children were identified as children in care. This represents 1% of the cohort. Of this group 50% scored red, 31%amber and 19% green. This suggests that children in care are more at risk of a low language score and matches the research which suggests children in care are at greater risk of speech/language and communication difficulties than most children. This implies that these children may need additional targeted support over and above general provision. The school readiness team are piloting work with foster carers to put in place additional training and support.

Children with identified SEN

- 322 (7%) children in total were reported with SEN
- Of these:
 - 46% red
 - 24% amber
 - 30% green
- This is expected as SEN is often linked with speech/language and communication difficulties

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Children in Care

- 46 children identified as Children in Care
- Of these:
 - 31% red
 - 43% amber
 - 26% green
- Increased risk of language delay for children in care



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In schools there were low numbers of children in care reported- in total 12 in nursery and 18 in reception year. The majority of these children scored in the amber category- this suggests that their speech and language needs are largely being met in school and through quality care. In the follow up study this group will be reviewed to see if they have made accelerated progress through the school readiness intervention.

Gender

In PVI settings 644 (49%) children screened were male.

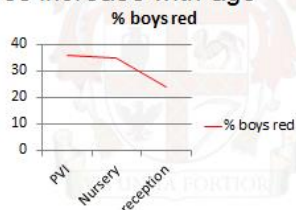
36% of these scored red, 32% scored amber and 32% scored green. This suggests that boys are at a higher risk of language delay than girls and matches national research evidence and local EYFS results.

In the school cohort 48% children screened were male. 234 in nursery scored red with 195 in reception scoring red. This represents 29% of all boys tested presented red. This is slightly improved from the PVI scores and again suggests that the boys have responded to school input- many of these may also be in the SEN and EAL groups.

Schools in Stoke on Trent have had a focus on boy's attainment and this is beginning to show in the data. This focus needs to continue to sustain the progress.

Gender

- The cohort was evenly spread male vs female with 2120 (49%) of the cohort being male
- Overall, 31% boys screened **red**
- Boys scores increase with age



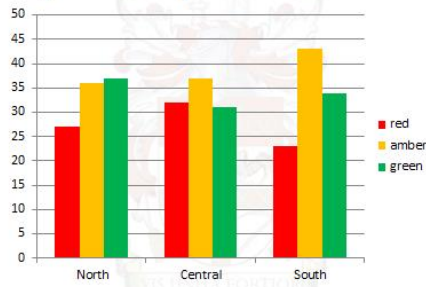
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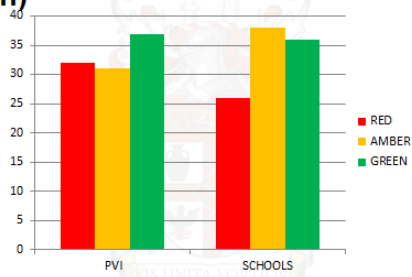
Variation between PVI settings and schools:

Across the cohorts the children's scores generally improve from the youngest children in PVI settings to reception year in school. This demonstrates that quality language teaching is evident in many schools and settings. The high incidence of red and amber scores indicates there is still a need to focus on this area of development.

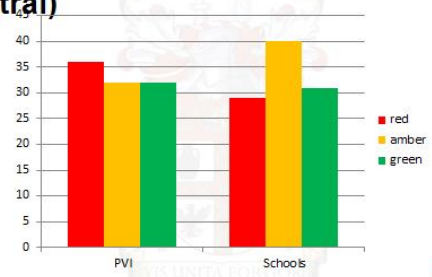
Locality Scores (PVI and schools)



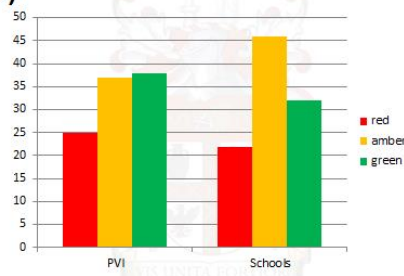
Comparison of PVI vs school results (North)



Comparison of PVI vs school results (Central)



Comparison of PVI vs school results (South)



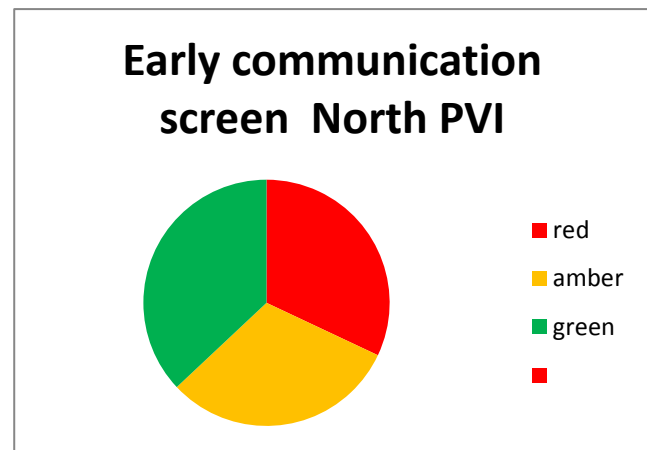
Summary of PVI in North area:

Total number of children tested=425

Total number red =136 (32%)

Total Number amber=132 (31%)

Total Number green=157 (37%)

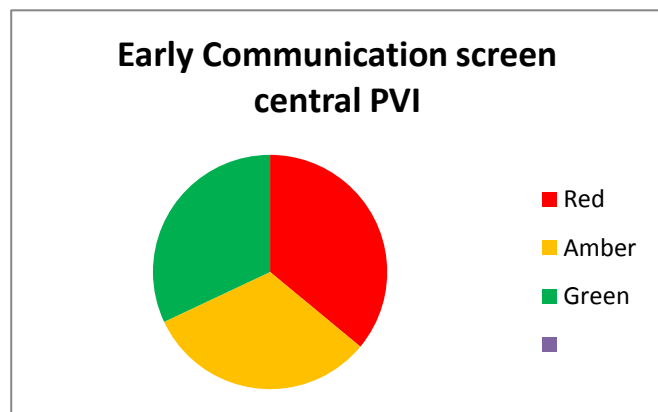
Summary of PVI in Central

Total number of children tested=503

Total number red =182 (36%)

Total Number amber=160 (32%)

Total Number green=161 (32%)

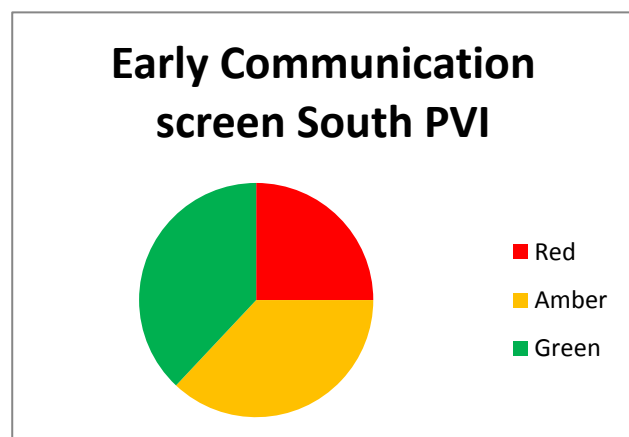
Summary of PVI in South

Total number of children tested=395

Total number red =100 (25%)

Total Number amber=145 (37%)

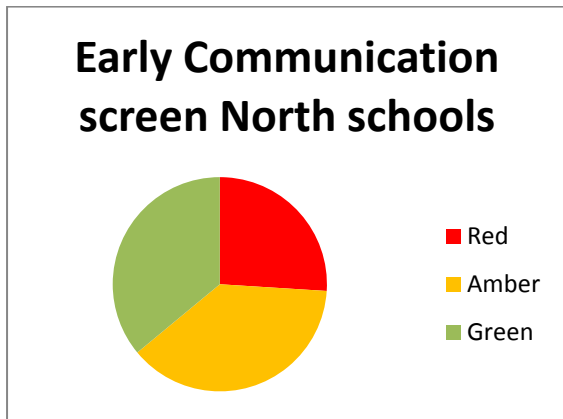
Total Number green=150 (38%)



Summary of school data for nursery and reception classes North:

Total number of children tested=1012

Total number red =255 (26%) Total Number amber=389 (38%) Total Number green=368(36%)



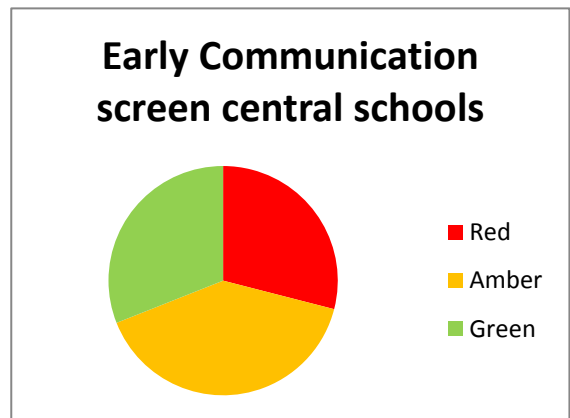
Total No of children tested in schools Central area:

total: 1093

Red= 321 (29%)

Amber=432 (40%)

Green= 340 (31%)

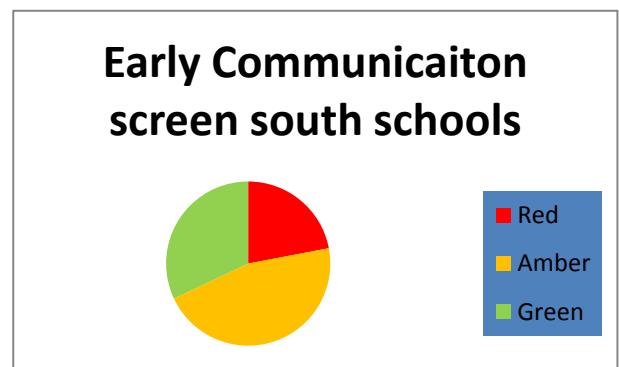


Total Number of children tested South schools=898

Total number red=195 (22%)

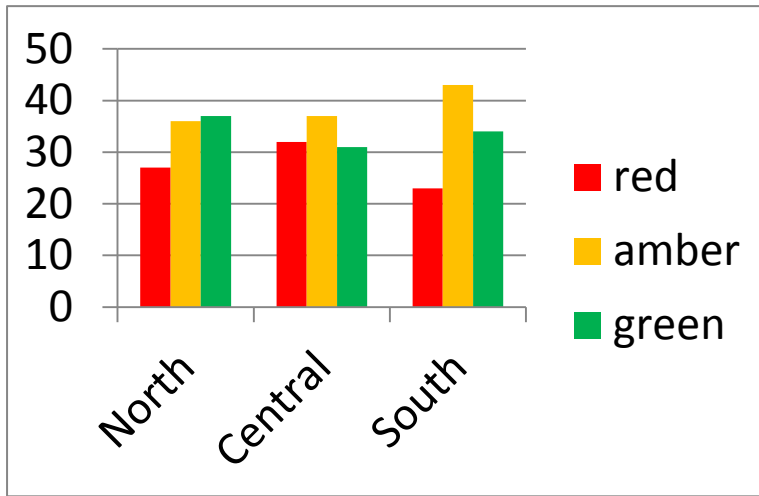
Total number amber=415 (46%)

Total number green=288 (32%)

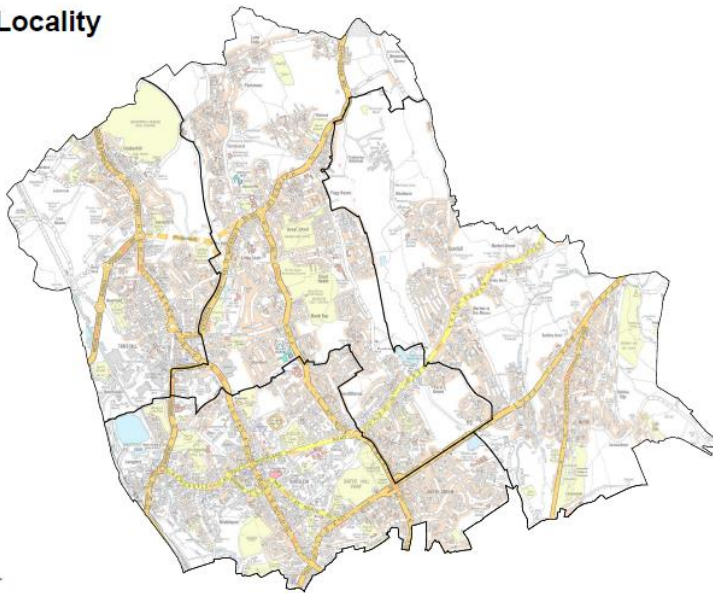


Additional Information:

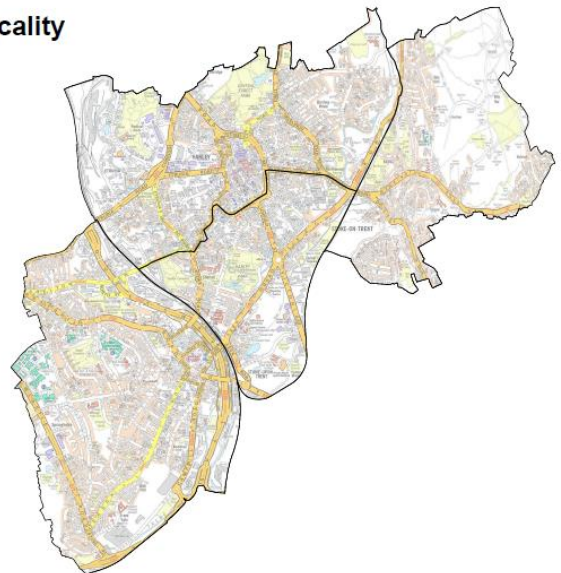
Locality scores- PVI and schools combined



North Locality



Central Locality



South Locality

