**Ultimate and short-term Speech, Language and Communication (SLC) outcomes for children aged 0-5 years supported by universal, population and targeted SLC services in Wales[[1]](#footnote-1)**

This table contains suggested ultimate/ short term outcomes as proposed by a working group of experts in SLC from across Wales. The discussions have been supported by the following frameworks/ guidance: RCSLT guidance for measuring outcomes outside of individualised care: [Measuring outcomes outside individualised care | RCSLT](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.rcslt.org%2Fmembers%2Fdelivering-quality-services%2Foutcome-measurement%2Foutside-individualised-care%2F&data=04%7C01%7CClaire.Butler003%40gov.wales%7Cf598e305c2694453f0a608d989a6adf8%7Ca2cc36c592804ae78887d06dab89216b%7C0%7C1%7C637692171257863920%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=N9XyGsOyLQfKEx3VWaOyqY4RQPAjh4hVlPAzhqPYsD0%3D&reserved=0) and accompanying framework: [RCSLT-Measuring-Outcomes-Framework-June2021.pdf](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.rcslt.org%2Fwp-content%2Fuploads%2F2021%2F06%2FRCSLT-Measuring-Outcomes-Framework-June2021.pdf&data=04%7C01%7CClaire.Butler003%40gov.wales%7Cf598e305c2694453f0a608d989a6adf8%7Ca2cc36c592804ae78887d06dab89216b%7C0%7C1%7C637692171257863920%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=hczv%2BVPp7748O3tW5w9iGg80wNmKl3rA%2B26zZIc0ufM%3D&reserved=0) and Key questions to ask when selecting outcome measures: a checklist for allied health professionals [selecting-outcome-measures.pdf (rcslt.org)](https://www.rcslt.org/wp-content/uploads/media/docs/selecting-outcome-measures.pdf)

Welsh Government (WG) do not currently ask LAs for any data on change in the child in relation to SLC services. The data collected for Flying Start SLC consists of attendance figures only. This document sets out proposals which will improve the data collected during the interim period during which the ‘SLC package for Wales’ is being developed. It has been agreed with WG data colleagues that the change in the child measure will not be requested by WG until we have a fit-for-purpose tool (in development, expected Spring 2026). We will therefore be using measures of change in the adult (carer or practitioner) to demonstrate the impact of the SLC strand.

A guidance document has been issued alongside the outcomes, which were implemented from April 2023. This document should be read alongside the guidance. Outcomes 1 and 4 (greyed out below) will not be requested until consistent approaches to measurement are available.

**Vision statement: Children start school with functional speech, language and communication skills that are reaching their full potential.**

|  |
| --- |
| **Ultimate Outcome for SLC provision within universal, population and targeted services[[2]](#footnote-2)** |
| **90% of children receiving universal, population or targeted level SLC support will have typically developing SLC at age 3;11 AND the 10% with SLCN will be appropriately identified and supported[[3]](#footnote-3)** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Interim Outcomes | What to measure | How to measure | Who submits data | Comments |
| 1. **Change in Child** | Not to be requested by WG until SLC package is available across the workforce (estimated Spring 26) | Tbc based on guidance within SLC package | tbc | NA |
| Interim Outcomes | What to measure | How to measure | Who submits data | Comments |
| 1. **Change in Carer** |  |  |  |  |
| Carers will interact responsively with their child, implementing strategies to support their child's SLC development and/or wellbeing | **2.1 Carers of children with identified SLCN will use strategies to help their child's SLC and play skills following intervention.**  Improvement is defined as at least a 1-point increase on the scale used.  **Data to be requested:**   * Number of carers for whom a pre and post **responsiveness** rating was recorded. * Number of carers demonstrating an improvement (of at least one point on ACI/ responsiveness measure) following SLC intervention. | Pre and post intervention responsiveness/ Adult-Child Interaction (ACI) rating scales  **Tools:**  Responsiveness: **PaRRiS** (single question, rated 1-5):  **‘Please rate the observed parent-child dyad based on the ratings of parental responsiveness’** [see manual]’  ACI scale: Cardiff FS tool/ WELP scale/ locally used tool | SLC team | Consider inter-rater reliability whichever scale is used – plan for moderation sessions.  Consider trialling carers self-reporting (PROMS):  Issue of feeling ‘assessed’ vs issues with self-assessment.  PaRRiS may be more reliable and less onerous than local ACI tools. |
|  | **2.2 Carers of children accessing population/ targeted SLC intervention will have increased confidence in supporting SLC development.**  Improvement is defined as at least a 1-point increase on the scale used.  **Data to be requested:**   * Number of carers for whom a pre and post **confidence** rating was recorded. * Number of carers demonstrating an improvement of at least one point on confidence measure following SLC intervention. | **Tools:**  Pre and post intervention confidence rating scales, e.g.:    ‘**On a scale of 0-10, how confident do you feel about interacting with your child in a way that supports them learning to talk?’** | SLC team |  |
| NB output measure | **2.3 Carers of children accessing population/ targeted SLC intervention will engage with SLC interventions.**  **Data to be requested:**   * Number of carers offered a place on a specific SLC intervention. * Specific intervention offered. * Number of carers engaging with 25%/ 50%/ 75% of SLC sessions offered. | **Intervention attendance**:   * Specify intervention (e.g., language group/ IY) * Number of places offered/ taken up. * % of sessions attended. | SLC team/ parenting team/ HV skill mix | To be retained because although it’s an output (not outcome) it’s an indicator – process evaluation. Helps to distinguish between engagement and effectiveness of intervention.  Accreditation should be recorded. |
| **Interim Outcomes** | What to measure | How to measure | Who submits data | Comments |
| 1. **Change in Practitioner[[4]](#footnote-4)** |  |  |  |  |
| Practitioners will interact responsively with children and implement strategies to support children's SLC development and/or wellbeing. | **3.1 Practitioners will implement strategies to help children’s SLC and play skills.**  **Data to be requested:**   * Number of practitioners for whom a pre and post **responsiveness** rating was recorded. * Number of practitioners demonstrating an improvement (of at least one point on ACI/ responsiveness measure) following SLC training. | **Tools:**  Pre and post training responsiveness/ ACI rating scales  PaRRiS (see above) or local ACI rating scale.  NB PaRRiS author Penny Levickis is working on using the scale in ECEC and has given permission for us to trial it with practitioners in Wales. | Advisory team/ self-assessment/ SLC team if delivering training (e.g., LLLI) | NB this will be measured ‘per training’.  Important that we measure responsiveness/ ACI as well as confidence/ knowledge as this is the behaviour change element. |
|  | **3.2 Practitioners will have increased confidence in supporting children’s SLC development.**  **Data to be requested:**   * Number of practitioners for whom a pre and post **confidence** rating was recorded. * Number of practitioners demonstrating an improvement of at least one point on confidence measure following SLC training. | **Tools:**  Pre and post intervention confidence rating scales:  ‘**On a scale of 0-10, how confident do you feel about interacting with the children you work with in a way that supports their SLC development?’**  **Or**  **‘On a scale of 0-10, how confident do you feel about supporting carers to help their children to learn to talk?’**  or a locally used measure of confidence. | SLT/ Advisory team |  |
| NB output measure | * 1. **Practitioners will complete annual SLCF self-rating to establish SLC training needs.**   **Data to be requested:**   * Total number of practitioners in Flying Start   [SLCF](https://www.slcframework.org.uk/) level:   * Number of practitioners self-reporting at foundation/ universal/ advanced/ specialist level | [SLCF](https://www.slcframework.org.uk/) | Advisory/ childcare/ SLC teams | To be completed annually |
| **Interim Outcomes** | What to measure | How to measure | Who submits data | Comments |
| * **Change in Childcare Environment** |  |  |  |  |
| Childcare settings will provide a supportive communication environment. | * 1. **Childcare settings will provide a supportive communication environment.**   Not to be requested by WG until approach to QA is agreed more widely | Communication friendly environment measure as recommended in SLC training pathway (eg [checklist](https://speechandlanguage.org.uk/media/3245/communication_friendly_environments_checklist_updated.pdf)) | Tbc once approach is agreed | Not to be requested until consistent approach to QA is agreed |

1. Levels of Provision Terminology: • Universal: Public Health initiatives available to everyone in a specified region with the aim of improving the general public’s knowledge of SLC e.g., Healthy Child Wales Programme. • Population (or “targeted-selective”): Public Health campaigns focussed on specific groups within a population, e.g., specific age range, groups at particular risk. Support is offered for a population known to be disadvantaged and at possible risk if the issue is not addressed e.g., Flying Start. • Targeted (or “targeted-indicated”): Approaches tailored for an individual to reduce the risk of a preventable condition. This will address the specific needs of a child or adult who requires more focussed and structured direct intervention e.g., targeted groups for children with identified SLCN. [↑](#footnote-ref-1)
2. The ultimate outcome is not expected to be evidenced by each LA – rather, the intention is that once the SLC package for Wales is rolled out, population level data will be looked at in order to establish whether the disadvantage gap is narrowing for at-risk groups. Realistically we may never get to 90% but year on year improvements on the baseline would demonstrate impact. [↑](#footnote-ref-2)
3. NB We will never reach 100% of children having typically developing SLC on exit from Flying Start, due to 7-10% of the population having long term SLCN. [↑](#footnote-ref-3)
4. ‘practitioner’ is defined as any adult working within the service with a role in supporting SLC. This may be childcare practitioners. SLT Technical Instructors; Parenting/ Family Support workers etc. [↑](#footnote-ref-4)