

Scotland's Early Language Theory of Change

What we will achieve?

Together we will create the conditions to develop every child's speech, language and communication, starting from pre-birth, nurturing them to reach their fullest potential.

How we will achieve this ?

By everyone working together on the National Theory of Change using a systematic approach based on the Quality Improvement Journey.

Together means working in partnership across sectors and professions and with families in their communities.

Who will achieve this?

This vision will be achieved by the early years workforce across health, education, social work and 3rd sector.

This could include Health Visitors, midwives, family nurses, speech & language therapists and other allied health professionals, early years practitioners, teachers, educational psychologists or anyone else involved in children's lives.

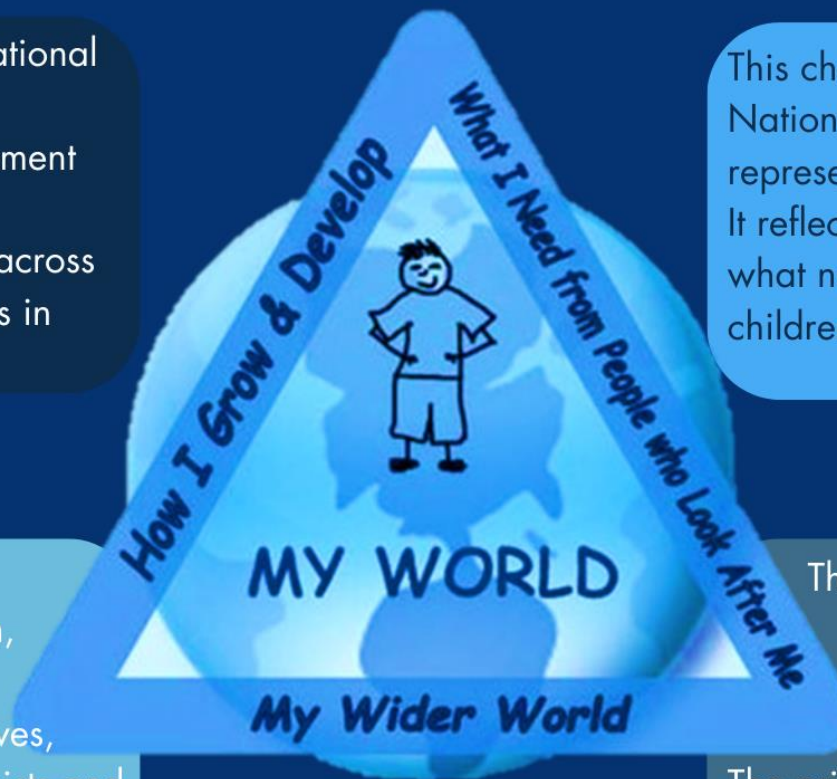
Why are we doing it in this way?

This change theory has been developed with the National Stakeholder Group, which includes representation from across all early years sectors. It reflects the understanding of experts about what needs to be in place to support young children's language development.

What supports this approach?

The work responds to the information presented in 'Equity for All' and the Public Health Scotland publications (2022).

The primary drivers that were developed also align to the framework in The Balanced System Speech, Language and Communication Pathway.



Aim: By 2030, young children in Scotland will experience language and communication nurturing environments and interactions that will reduce the proportion of speech, language and communication concerns reported at developmental reviews

Primary drivers

Families

Workforce

Parents/ carers are aware of stages of language development and recognise the importance of responsive everyday interactions with their children

Parents / carers play, talk and read with their children, and are supported to overcome any barriers to having these everyday interactions

Parents / carers can easily find and use the information and resources they need including access to books

People work with families to support children's development, using evidence-based practice and modelling good quality interactions

People understand the building blocks of speech, language & communication development from pre-birth and are able to apply their knowledge in practice

People set goals and track progress for children including those with identified needs

People have the wellbeing, capacity and capability to support nurturing interactions

Environments

Public services create language rich and communication friendly spaces wherever there is interaction with young children and their families

Communities have safe, welcoming and inclusive spaces for children and families which provide opportunities for interaction and play

All children in Early Learning & Childcare experience language rich environments daily that enable interactions between each other and with staff

Home environments enable positive relationships and interactions that support language development

Identification

Parents/ carers can identify if further support might be needed, and when, where and how to access it

Staff across sectors can identify and respond timeously and appropriately to needs

Support

Universal support is provided, with targeted and specialist interventions to address need

Early Learning & Childcare staff use evidence-based strategies to support speech, language & communication for a range of needs

Early Learning & Childcare staff work with the child and family to maximise the impact of any individualised intervention

Families have positive **experiences** and interactions, supporting language development from pre-birth

Workforce* have nurturing interactions with children and families supporting early language development

Children and families experience **environments** that are communication friendly and language rich

Where children have additional speech, language and communication needs these are **identified**

Where additional needs are identified children receive appropriate, effective and timely **support**

*Workforce includes anyone working with children and families across sectors