



WellComm in Oxfordshire

Early Years rollout and the Pilot Primary Schools

November 2025

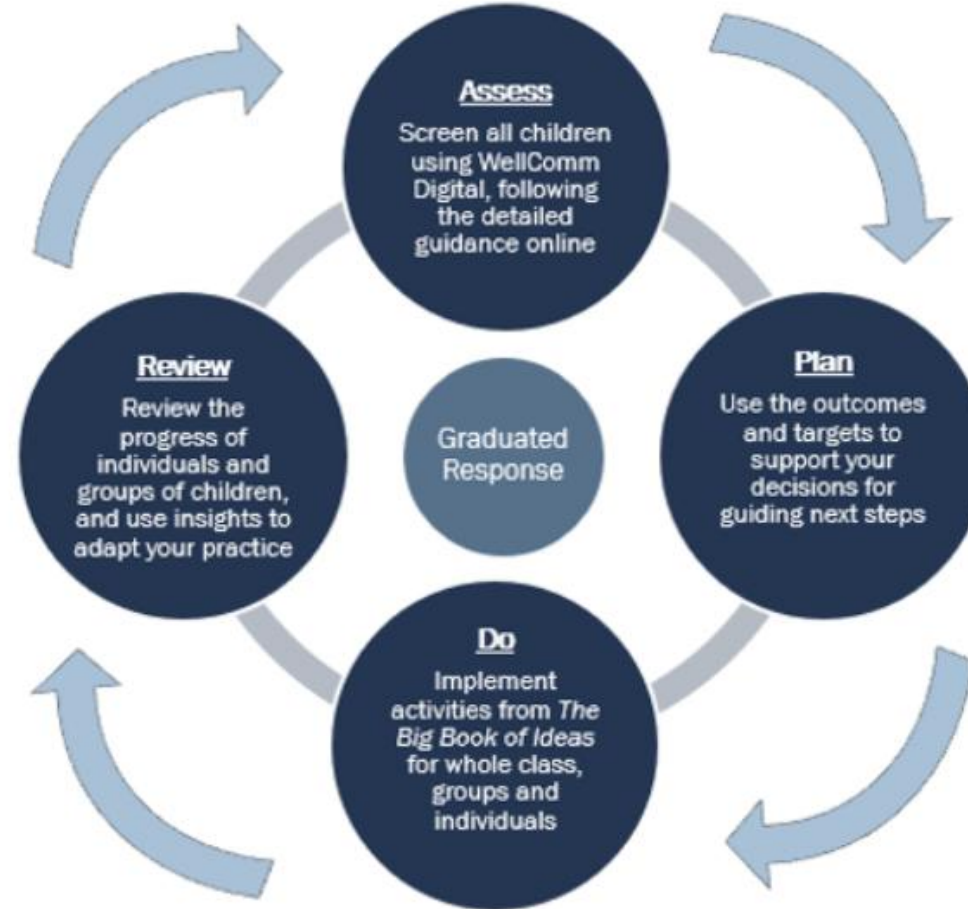
Caroline Kelly, Head of Joint Commissioning – Start Well
&
GL Assessments

What is WellComm? [WellComm - GL Assessment](#)

- A complete speech, language and communication toolkit, that screens, identifies needs and provides interventions to children to improve – **BIG BOOK OF IDEAS**.
- It can be used by any early years and primary practitioners, e.g. child minders and staff at in settings, schools and within an individual's own home.
- Can be incorporated into the national curriculum
- Available as a paper pack and a digital tool



Graduated response model



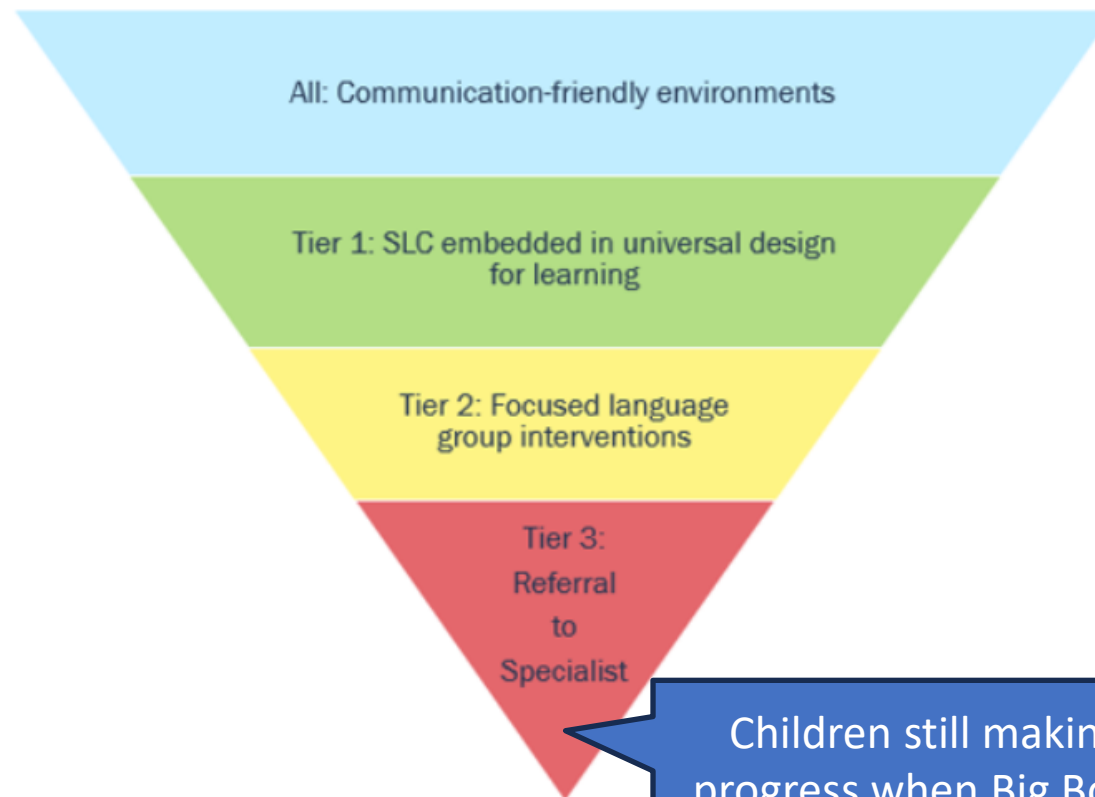


A tiered approach to support

- Model language
- Language-rich environments
- Training for staff
- Evaluate current practice

- Targeted activities
- Whole class
- Supporting staff
- Classroom management

- Targeted interventions
- Groups and individuals
- No more than 6 children
- Monitor progress



Children still making progress when Big Book of Ideas is used

Oxfordshire context



- Oxfordshire is ranked as the **10th least deprived** of 151 upper-tier local authorities in England.
- It is a rural county with pockets of high deprivation
- Widening gap between disadvantaged pupils and their peers
- 419 Daycare settings
- 381 Child minders
- 7 Maintained Nursery Schools
- 148 schools with nursery classes
- 272 primary schools



Oxfordshire context

- Impact of COVID 19 evident in anecdotal feedback and increase in SLT referrals resulting in long waiting lists for speech and language therapy (73 weeks on average)
- Newly formed Strategic Early Language Pathway Group
- A (SLC) Remote Mini Peer Challenge Date was completed by the LGA (2022)
- Financial commitment from Public Health enabled advisory support from Speech and Language UK to support this work
- Commitment to universal support from SLT service
- New Oxfordshire EY Strategy and Early Help and Prevention Strategy support focus on early language
- Priority Action Plan following SEND Local Area inspection in 2023



We are working with Speech and Language UK to develop an Early Language Pathway



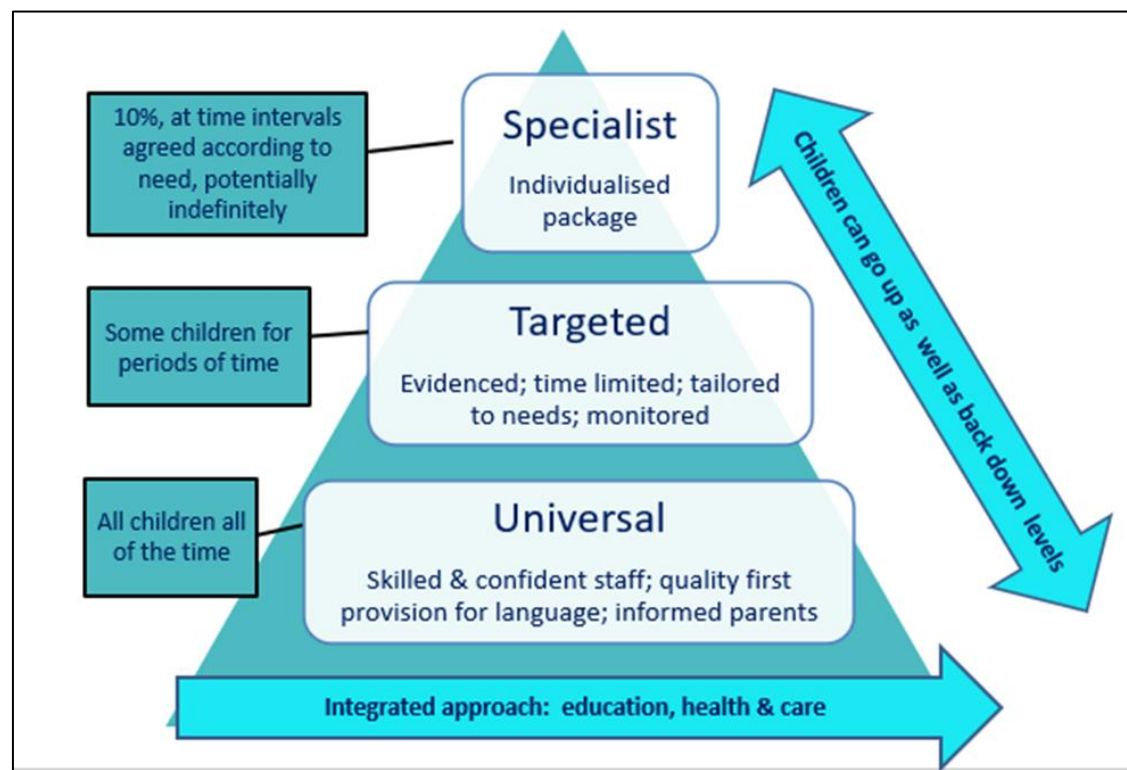
Stakeholder engagement

Workforce
development

Key
messaging

Data

Digital pathway



OXFORDSHIRE
COUNTY COUNCIL

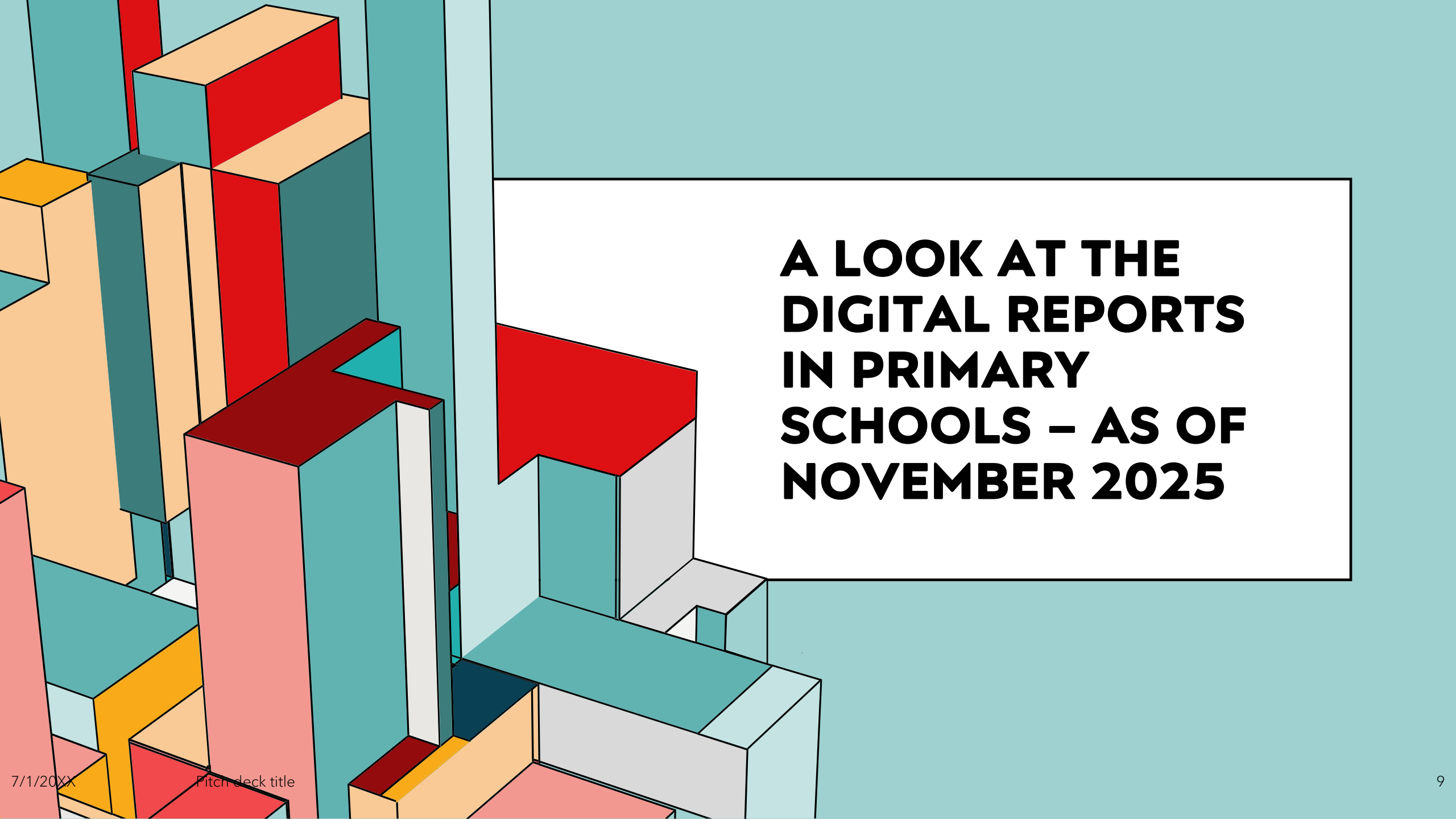
HOW HAVE OXFORDSHIRE USED WELLCOMM...

Early Years

- The EY WellComm Speech and Language toolkit was purchased for all nursery settings in Oxfordshire in 2021 following the effects on the COVID pandemic.
- This included PVI settings and school nurseries and childminders more recently
- Rolled out paper tool, data collection has been problematic as was manual
- Shift to digital data collection
- 'Language leads' attend training and train their setting

Primary Schools

- Started March 2025, 45 schools signed up
- Funded by the High Needs Block
- Over 1500 children screened as of Nov 25
- The following children to be screened: all Y1 age children, new children enrolling (at any age) and if children's needs change
- We require each school to appoint a 'language lead'
- Free online training is provided by GL Assessments further support from SLT can be requested
- SLT and OCC x 6 online training for Language Leads



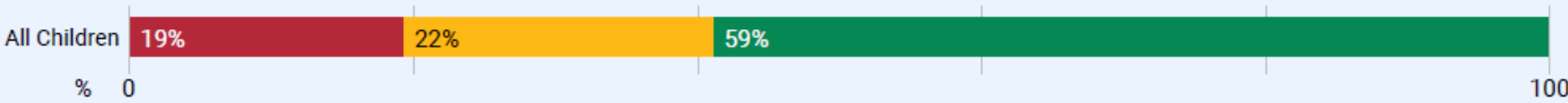
A LOOK AT THE DIGITAL REPORTS IN PRIMARY SCHOOLS – AS OF NOVEMBER 2025

RAG RATING OF CHILDREN SCREENED – 1585 AS OF NOVEMBER 2025

Analysis by all children

Data Type	Category	Total	Number of Children			Percentage Results		
			Red	Amber	Green	Red	Amber	Green
All children	All Children	1585	306	346	933	19%	22%	59%

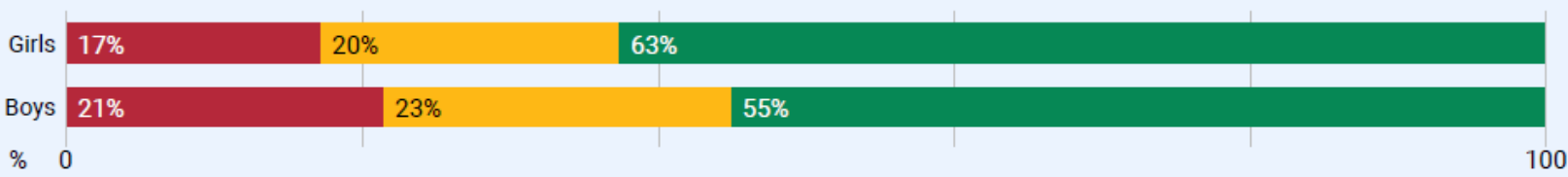
Bar Chart Analysis by all children



Analysis by gender

Data Type	Category	Total	Number of Children			Percentage Results		
			Red	Amber	Green	Red	Amber	Green
Gender	Girls	802	138	162	502	17%	20%	63%
	Boys	783	168	184	431	21%	23%	55%

Bar Chart Analysis by gender

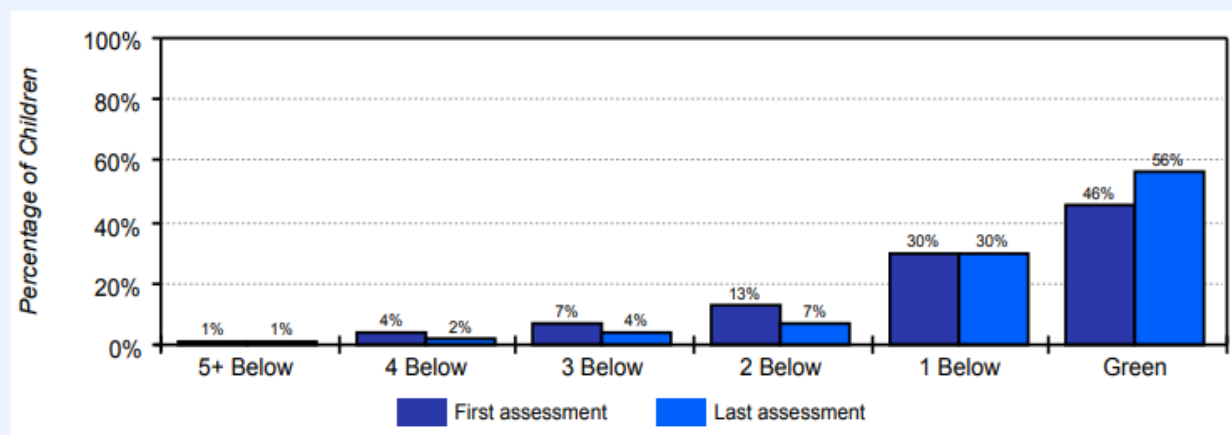


AGE DIFFERENTIALS

Analysis of Differentials

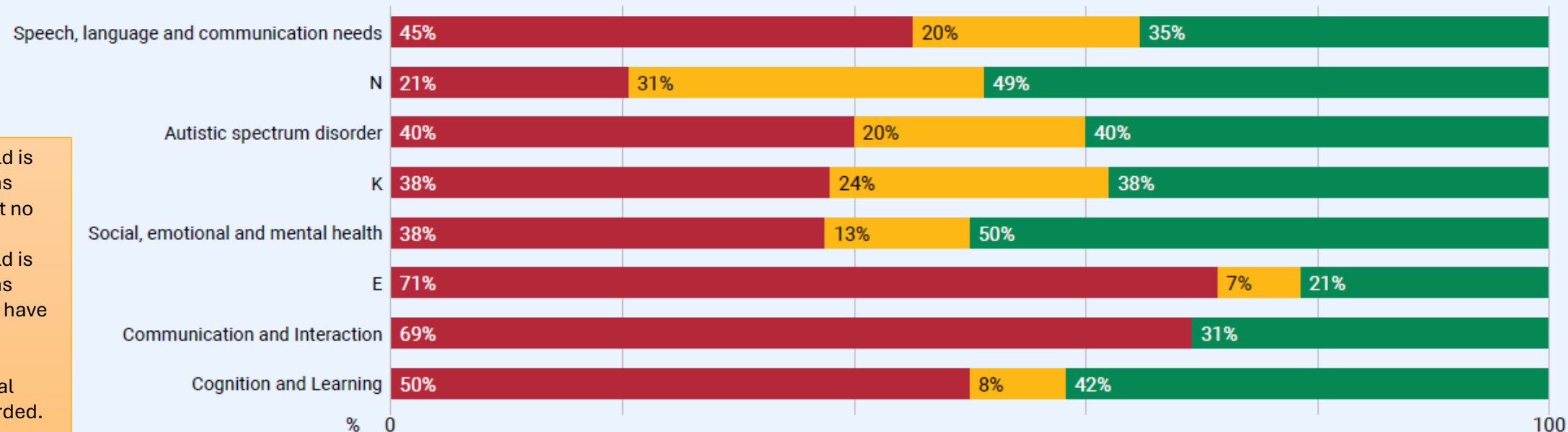
Data Type	Category	Assessment Phase	Total	5+ Below	4 Below	3 Below	2 Below	1 Below	Green
All Children	Number of Children	First assessment	219	3	8	15	28	65	100
		Last assessment	219	2	4	9	16	65	123
	Percentage of Children	First assessment	100%	1%	4%	7%	13%	30%	46%
		Last assessment	100%	1%	2%	4%	7%	30%	56%

Bar Chart Analysis of Differentials

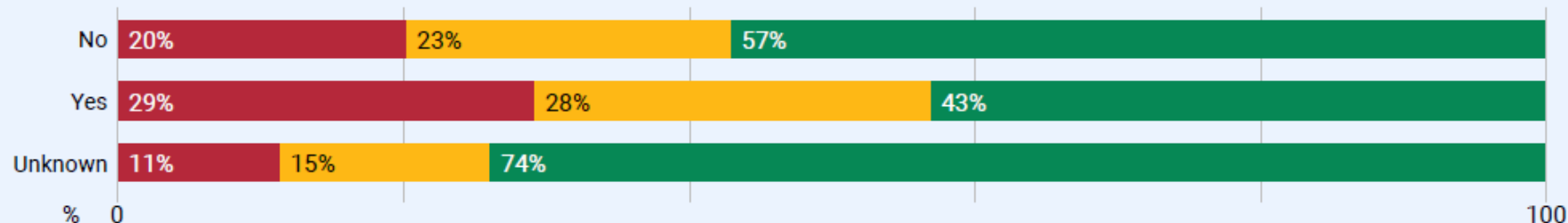


Bar Chart Analysis by Special educational need

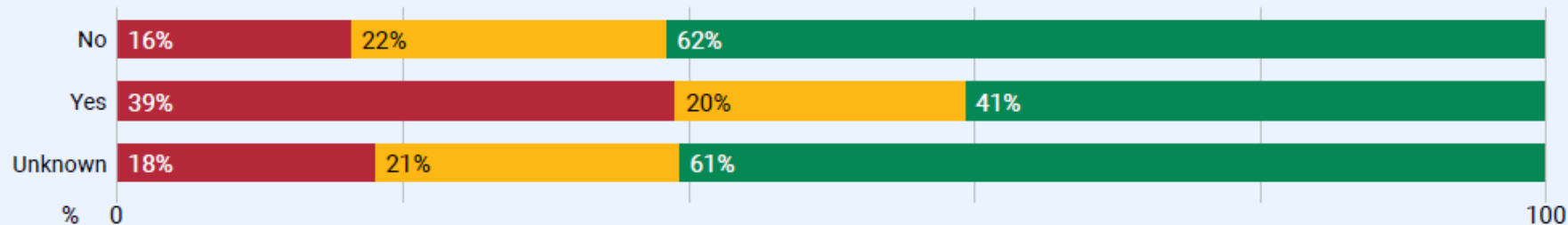
K – the child is recorded as SEND – but no EHCP
E – the child is recorded as SEND – do have a EHCP
N – no educational need recorded.



Bar Chart Analysis by Pupil premium



Bar Chart Analysis by English as an additional language



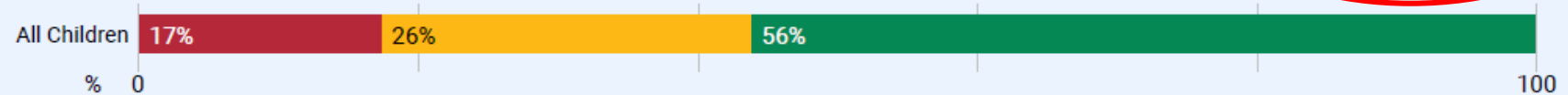
AGE BREAKDOWN

Category	Total	Number of Children			Percentage Results		
		Red	Amber	Green	Red	Amber	Green
5m to 11m	0	-	-	-	-	-	-
1y to 1y 5m	0	-	-	-	-	-	-
1y 6m to 1y 11m	0	-	-	-	-	-	-
2y to 2y 5m	11	5	2	4	45%	18%	36%
2y 6m to 2y 11m	28	11	4	13	39%	14%	46%
3y to 3y 5m	134	32	27	75	24%	20%	56%
3y 6m to 3y 11m	228	34	30	164	15%	13%	72%
4y to 4y 11m	706	141	153	412	20%	22%	58%
5y to 5y 11m	369	51	122	196	14%	33%	53%
6y to 6y 11m	50	11	2	37	22%	4%	74%
7y to 7y 11m	23	7	4	12	30%	17%	52%
8y to 8y 11m	19	10	2	7	53%	11%	37%
9y to 11y 11m	17	4	0	13	24%	0%	76%

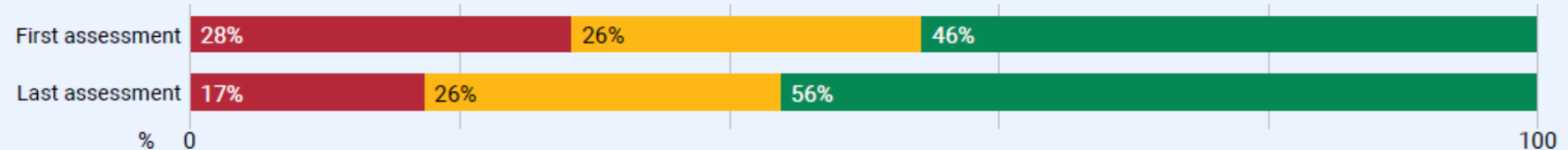
PROGRESS REPORT – SCREENED AFTER 3 MONTHS OF INTERVENTIONS

Data Type	Category	Assessment Phase	Number of Children			Percentage Results			
			Total	Red	Amber	Green	Red	Amber	Green
All children	All Children	First assessment	219	62	57	100	28%	26%	46%
		Last assessment	219	38	58	123	17%	26%	56%

Bar Chart Analysis by all children - last Assessment



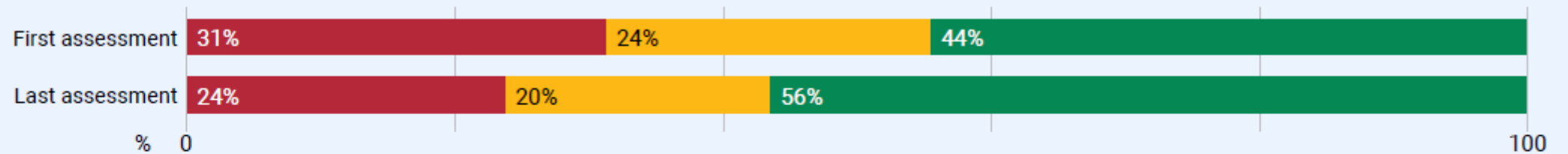
Bar Chart Analysis by All Children



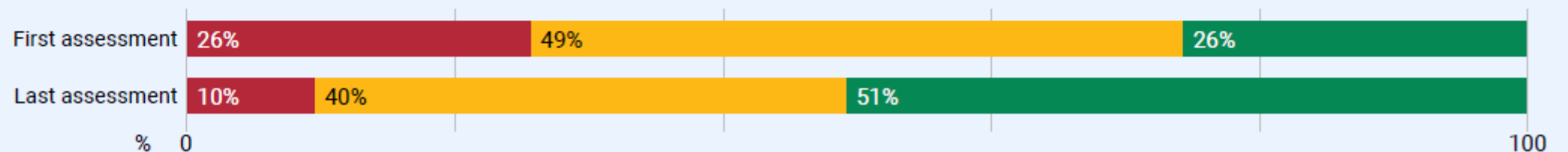
PROGRESS IN AGE RANGES:

The biggest progress is made in 4 and 5 year olds which is encouraging given the tool is aimed at children in year 1 classes. More progress is made overall by 5 year olds which was 63 children and 4 y/o represented 101 children

Bar Chart Analysis by 4y to 4y 11m



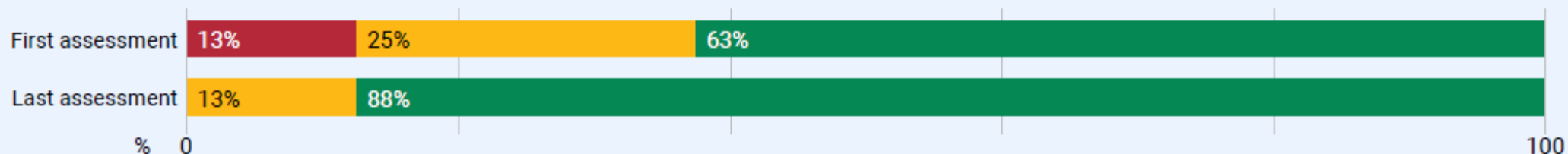
Bar Chart Analysis by 5y to 5y 11m



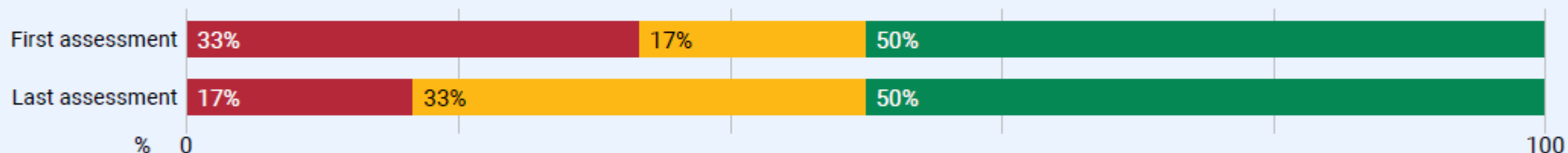


Progress categorised by identified needs

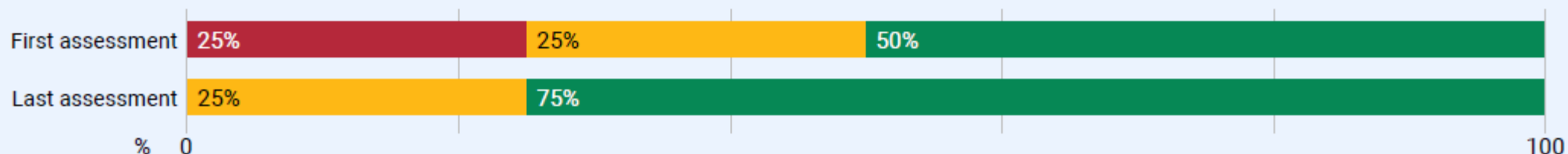
Bar Chart Analysis by Autistic spectrum disorder



Bar Chart Analysis by Social, emotional and mental health



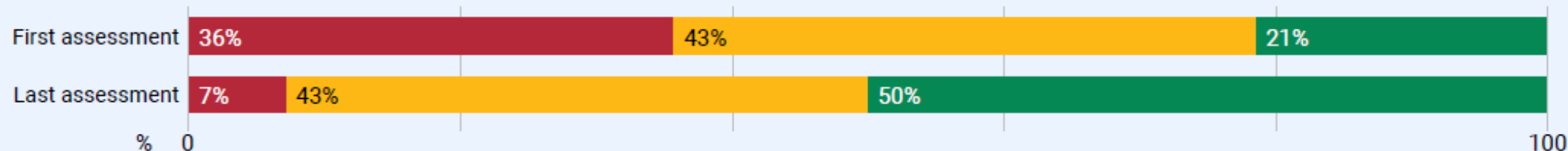
Bar Chart Analysis by No





Progress categorised by identified needs

Bar Chart Analysis by Speech, language and communication needs



Bar Chart Analysis by Communication and Interaction



Bar Chart Analysis by Sensory and/or Physical Needs





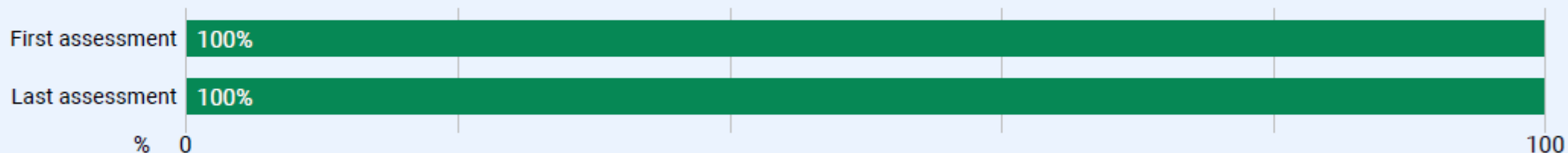
Progress categorised by identified needs

K – the child is recorded as SEND – but no EHCP
E – the child is recorded as SEND – does have a EHCP

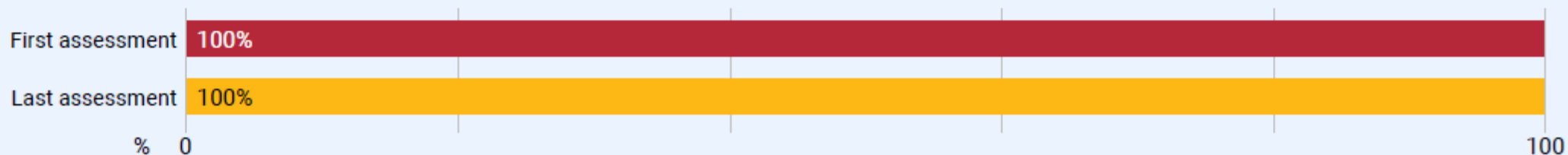
Bar Chart Analysis by Cognition and Learning



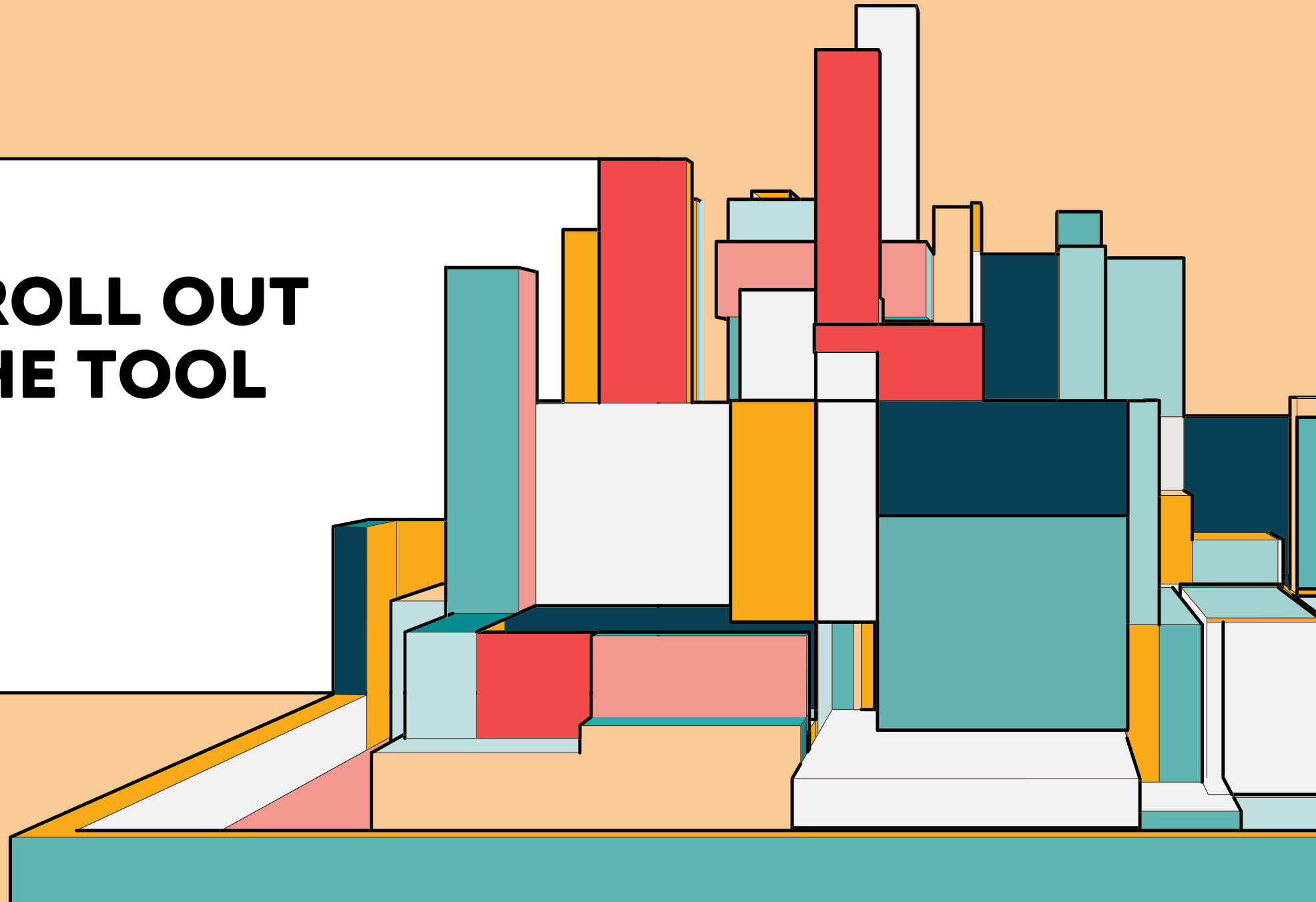
Bar Chart Analysis by E



Bar Chart Analysis by K



THE ROLL OUT OF THE TOOL





Worthwhile focusing on engagement



- Target your leaders – head teachers for example to create buy in!
- LA's - Consider paying for the tool to get max buy in (it is not expensive!)
- A focus on the 'why'
- 'Drip, drip, drip' approach
- EY Newsletters / Schools News
- Manager & Head teacher meetings
- Language Leads training - CPD
- Multi-agency approach – SLT and Health visiting and advisory teachers
- Dedicated resource to support settings is crucial



Feedback from Early Years settings



We use the Wellcomm toolkit throughout our setting- not just as part of an assessment process. Each week we take an area of focus and use that within our planning and circle time to support children's development....



Feedback from Early Years settings

This has had a really positive impact on our children's language skills and those children who took part in these activities are seeing real improvements in their Wellcomm scores and communication and language skills in general. We actually really enjoy using this toolkit and find it very helpful.”

SCHOOL SURVEY JULY 2025

1. Please rate the overall use of the tool when **assessing**

4.50

Average Rating



I love this tool, previously we used NELI and this is a much simpler, easy to access assessment and the traffic light system is an easy way to see progress and for staff to all understand what is happening and the impact they are having.

It enable you to see everything that the child has score on and easy access to what the next steps are in their Wellcomm journey

Has useful ideas in which can be adapted to suit the children in our setting

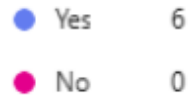
3. Please rate the overall use of the tool when **delivering interventions from the Big Book of Ideas**.

[More details](#)



These really help all staff to think of activities to have in continuous provision and practice as well as in interventions

15. Will your school **continue to use WellComm**?



I especially love that the interventions can be integrated into the classroom rather than the emphasis being on removing children. There is the option for 1-1, small group and for me, whole class ideas was the most helpful as this year the children didn't require 1-1 but the ideas in the Big Book really helped me to shine a spotlight on specific skills for all.

It's easy to print out the ideas and pass on to staff who are completing the activities

We have been given the date for children arriving in September from the preschools, so know where we are starting with these children

LESSONS LEARNT

- Start any roll out at the **start of a academic year**
- Ensure **Language Leads** fully understand the ask of them
- Ensure users **complete the online training from GL assessments !**
- If you roll out EY schools too ensure that schools understand the need to screen **both EY and Primary school age children**
- Use **WellComm digital** for the **best reporting methods**
- **Ensure Head Teacher is on board**
- Link in with SEND, Advisory teacher, School Improvement and Therapy Services colleagues to ensure maximum roll out success!



Wider benefits of using wellcomm

- Will now support the new schools OFSTED inspection framework - to be inclusive and meet needs earlier
- Supports the graduated approach and responsible adjustments
- Seen as best practice in the New SEND local area inspection framework
- Similarities to ELSEC projects funded by DFE

IMPROVEMENT PLANS

Analyse SLT referral data from schools where WellComm is implemented to see if referrals have reduced

Embed into the Ordinary Available Toolkit for schools

Language Lead Peer support to other schools

Further roll out of Primary Schools
Targeting schools with poor OFSTED ratings and under school improvement

Develop WellComm for secondary schools