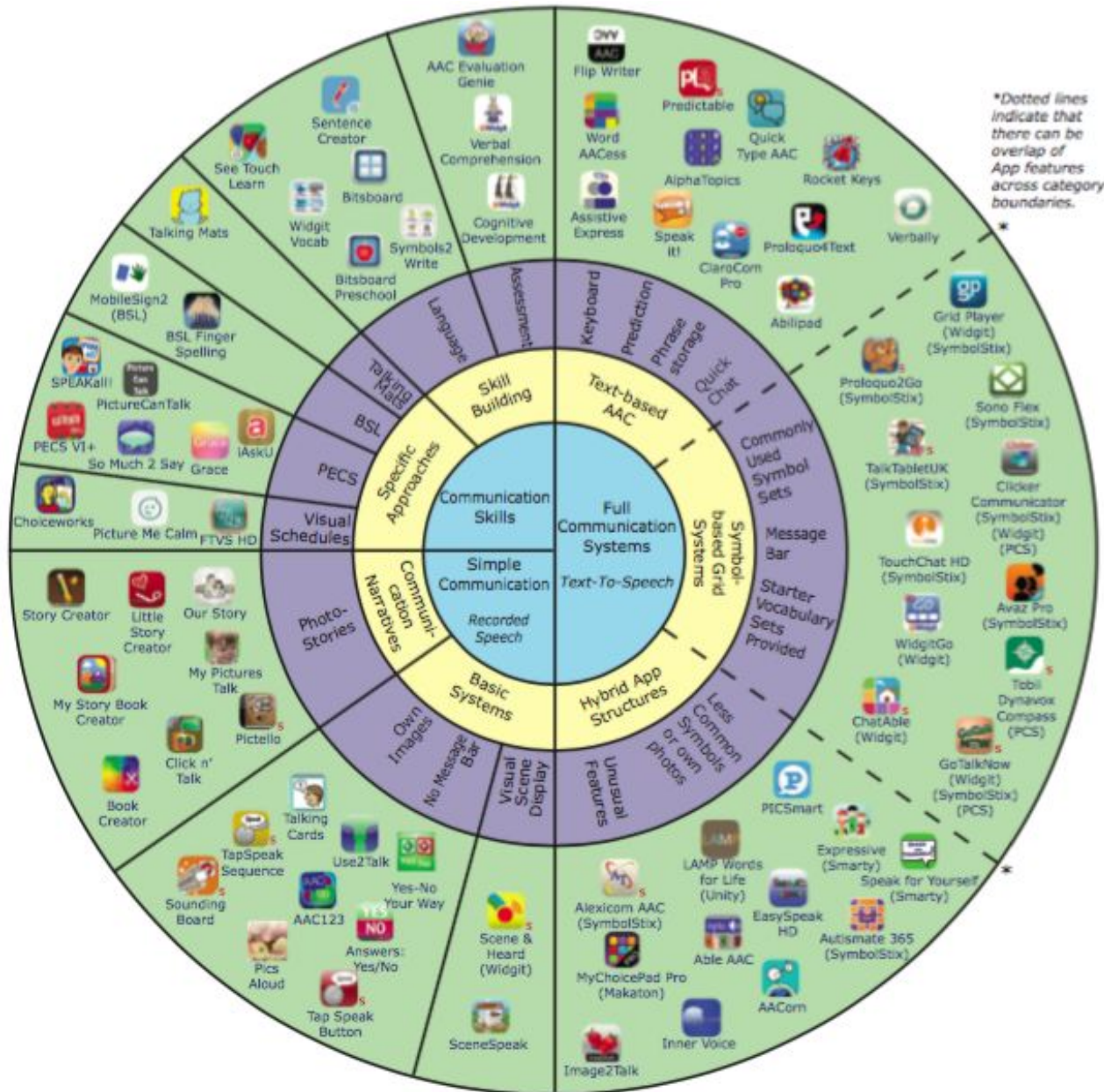


IPAD APPs for AAC



Introductions

- Welcome and thank you for joining us this afternoon at this busy time of year.
- Show of hands who has joined us before?
- Over the last 8 years Integrated Treatment Services have been working with Leadership teams and their schools across the country to support their speech and language therapy and integrated therapy provision.
- As a team we have committed to supporting SENCOs and their SMTs to keep updated in the latest SEN changes and the impacts that these have on children's access to therapy - We have been working alongside industry experts to ensure we can delivery you the very latest advice and support
- This is our way to support the RCSLT campaign 'Giving Voice' and we completely self fund these hubs to offer you all free spaces
- Our passion is to keep 'hands on therapy' alive as to support SMTs, teachers and Teaching Assistants to understand children and adults therapeutic needs and the impact which it has on their learning and to demonstrate the very latest hands on therapy approaches which are all to frequently missing in the statutory service delivery models due to service constraints
- We are generous with our resources and advice



AGENDA

12.30 – Registration & Networking

Registration starts at 12.30pm. Tea, coffee and biscuits will be available upon arrival.

13.00 – Welcome and Introduction

Integrated Treatment Services, Service Delivery Manager – Helen Dunn

13.15 – First Session

Latest SEN updates – be fully prepared for September and the updates for the new academic year

Lorraine Petersen (SEN Consultant – ex chair of Nasen)

14.00 – Refreshment Break & Networking

14.15 – Second Session

Provision mapping – group session to evaluate your SEN set up – check that you are accessing all your funding streams, ensure you are maximising your school's outcomes for your available budget.

Service Delivery Manager – Helen Dunn & Lorraine Petersen (SEN Consultant – ex chair of Nasen)

3.15 – groups sharing session – come prepared with templates and pro formas to share with your colleagues – target setting, evidence collecting, etc

15.30 – Third session

How should speech and language therapy provision look in your school. Learn how to organise your therapy provision to suit your students.

Integrated Treatment Services, Service Delivery Manager – Helen Dunn

16.00 – *Conference Ends*



Integrated
Treatment Services
Client-centred Therapy

How should speech
and language therapy
provision look in your
school?



OVERVIEW

- How should speech and language therapy provision look in your school
- Organise your therapy provision to suit your students
- Managing your therapy sessions/timetable



How should we plan therapy?

It is important to take an overview of your SEN register and clearly define this to your therapist

- Who has an EHC plan and who is working towards one
- Do any students require assessment /report writing
- Who has what level of input outlined in their statement or EHC plan

- What are your overall training needs
- What skill levels are you lacking across the school which require development from the SLT - e.g awareness of ASD, Awareness of environmental adaption to facilitate communication, Awareness of language levels when giving instructions etc.
- What are your assessment and reporting timescales?

How can therapy be delivered by your Speech and Language Therapist?

Whole School Approaches

- Being creative with whole school, whole class and individual provision as well as training and joint coaching can maximise your SLT gains from your therapist.
- Whole school approaches such as implementing good visual communication environments can address SLT needs at a whole school and environmental level.

Therapy Approaches

Details of the below approaches are explained on our website, alongside video tutorials: <http://integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/>

Therapy Approaches					
ACTIVE LISTENING FOR ACTIVE LEARNING	COMMUNICATION PASSPORTS	HANEN APPROACH	PICTURE EXCHANGE SCHEME (PECS)	TALK BOOST	TEACHH
ATTENTION & LISTENING APPROACH	CORE VOCABULARY APPROACH	LANGUAGE STEPS	SEE AND LEARN	TALK TOOLS	TOTAL COMMUNICATION
AUGMENTATIVE & ALTERNATIVE COMMUNICATION	DERBYSHIRE LANGUAGE SCHEME	MAKATON	SOCIAL STORIES & SOCIALLY SPEAKING	TALKING MATS	VISUAL COMMUNICATION ENVIRONMENTS
COLOURFUL SEMANTICS	EARLY INTERVENTION	OBJECTS OF REFERENCE	SPELL FRAMEWORK	TALKABOUT	WORD AWARE

GROUP WORK

- Social communication
- Speech sounds
- Understanding Language
- Attention and Listening

* Helen to add any more

- High level language
- Memory and retrieval
- Play skills
- Expressive Language
- Augmentative and Alternative Communication (AAC) group practice

INDIVIDUAL WORK

- Some children will benefit from direct contact from a therapy session on a regular basis (weekly/fortnightly) with follow up by teaching staff in between.
- By sending a Teaching Assistant or Therapy Assistant to these sessions, you are investing in skilling up staff to implement activities to help with generalisation and inclusion of communication skills across the week.
- Timetable your 1;1 sessions so that precious time isn't wasted. Ensure that students can arrive at therapy sessions, rather than collected and dropped off by the SLT, It sounds basic but paid time walking corridors is a waste of budget on your SLT

Parents / Carers and teaching staff liaison and training:

- Plan in training across the year - skilling up your teaching staff through SLT training is a more effective way to disseminate skills and generalise progress
- Hold parental coffee mornings to meet and liaise with their child's therapist. Therapy and learning goals should be 24/7 and demonstrating to parents and carers is very much needed to be successful with students.
- Ensure feedback time to teaching staff is achieved, whether this be lunch times / break times or after school. SLT and teacher cross over to target set, model and demonstrate approaches.
- Make use of modern advances such as skype feedback sessions/ video sharing of therapy sessions with parents/carers and teaching staff.

How should we review therapy?

It is crucial that your SLT becomes part of your school's family. Integrating your SLT fully will help achieve the best outcomes.

This can be achieved by:

- Always ensuring a **termly meeting** to set out plans and priorities. We prefer to do this before the end of each term so that everyone returns from the holidays with a plan ready to implement. By delaying or avoiding these meetings, you will often find your therapist ends up working in isolation and your team is not gelled.
- **Assign a teaching assistant** who can work with the therapist on generating therapy materials for programme work. There is little point using therapy rate time which is a costly resource, for them to stick, cut and laminate. Ensure there is feedback and crossover time between SLT and Assistant. This is not time wasted but money well spent



- **Use video footage** to not only baseline and evidence base your student's achievements, but also to share as a training approach for staff to learn from. SLTs will readily video therapy sessions and provide secure shared storage to add to your bank of evidence and training.

Reporting and target setting:

- **Agree a timescale for reports** so therapists write them all in one go rather than a request by request basis, it is more time efficient for a SLT.

- If you agree on an end of term report, you will always have the most recent report to call upon for EHC and LAC reviews.



- **Agree a structure for the report**, which the headings you require to document and evidence base. A main template with the the overview of the child and their needs in place will enable termly updates and addition to this report., rather than re writing a whole summary section each time.

- We like reports where each terms info is added onto the main structure. This shows progression and is more time efficient and cost saving



Speech & Language Therapy Baselining & Assessment

ITS, a UK Wide Speech and Language
Therapy Service

SPEECH & LANGUAGE THERAPY CONCERNS?

Are you unsure how you will screen all your Speech and Language SEN needs at the beginning of term?

Are you worried you don't have the budget to provide the ongoing Speech and Language Therapy support you need and are lacking support from statutory Services too?

Our Screening & Assessment Service offers:



1. Spot purchasing at the beginning of a term with no tie ins.

2. A highly specialist SLT team to screen all selected students with SEN*. You select the number of spot purchase days required.

3. A complete full standardised assessment, informal assessment and classroom observation.



4. A full SEN SLT report of assessment, personalised targets and teaching strategies to support each child's presenting SEN.

5. An outline to any steps a student might need in respect of the code of practice, with supporting evidence you need.

6. A repeat baseline assessment in future months to measure progress. There is no obligation to tie in to our service.

*subject to local Therapist availability

T: +44 (0) 845 838 2921 E: info@integratedtreatments.co.uk
[f](#) IntegratedTreatmentServices [t](#) @ITStherapy [in](#) integrated-treatment-services
www.integratedtreatmentservices.co.uk

Thank you for joining us and we look forward to seeing you again

Tel: 0845 838 2921

Web: www.integratedtreatments.co.uk

Join us on our social media



/IntegratedTreatmentServices



@ITStherapy



/integrated-treatment-services

Copyright © 2013 Integrated Treatment Services