



Integrated Treatment Services has experience in providing high quality speech and language therapy support to clients and their families in their home, educational and social settings. Our therapists have experience of working with children from the very early stages of communication through to children of secondary school age.

We frequently work with young children who may have difficulties in:

- Sustaining their attention
- Interacting with others during play
- Communicating their needs – perhaps using very few words
- Using sounds correctly in words
- Joining words together
- Using words where the first sound is repeated or the word sounds as if they are getting stuck

We frequently work with school aged children who:

- Struggle to find the correct word and use a similar word in its place
- Confuse the word order of sentences
- Struggle to understand and accept rules of games
- Have difficulties retaining large amounts of information
- Confuse more lengthy instructions

We frequently work with secondary-aged children who:

- Confuse topic vocabulary in subjects
- Have difficulties understanding less concrete language such as words with two meanings
- Have difficulties understanding humour and idioms

## Harry - A Success Story

Harry was four when his parents referred him to ITS. He appeared to have some speech sound difficulties and some unusual sentence construction. Harry had often had difficulties being understood by less familiar adults and some of his friends. His parents began to notice that this led to built up frustration resulting in episodes of difficult behaviour as well as affecting his attitude to learn.

As Harry reached school age. It became clear that these difficulties were going to interfere with his learning and his ability to keep up with the rest of the class. Harry benefited from the therapist combining both home and school visits enabling both his parents and teaching staff to support his speech intelligibility and respond consistently to his frustrated behaviour.

Through this consistent approach, Harry soon began to make changes to his speech sounds recognising that it was his sounds that needed to change, not the ears of his parents and teaching staff. Like many children Harry had previously relied upon familiar adults understanding him and therefore had no real incentive to change. Both his parents and ►



- Have difficulties interacting socially with their peer group and some adults
- Struggle with organisational skills and rely heavily on routines and visual prompts

With all age groups, we are very much aware of the child's need not to feel different. As such, all educational visits are discreet and relaxed. ITS therapists will work as part of the class as a Learning Support Assistant.

Our therapists are experienced and highly skilled in working with teaching staff, ensuring that there are no added demands on the teachers' time. We look to include therapy ideas and support as part of the curriculum, whereby teachers feel enthused to naturally include the skills and strategies advised as part of their normal teaching routines.

We can provide therapists who are specialised to work with the following children presenting with:

- Developmental delay
- Global delay
- Autistic Spectrum Disorder (ASD)
- Specific speech sound delay/disorder
- Specific language delay/disorder
- Cerebral Palsy
- Down Syndrome
- Augmentative and Alternative Communication Users (AAC)
- Attention Deficit and Hyperactivity Disorder
- Physical disabilities
- Learning disabilities
- Literacy difficulties and dyslexia
- Social communication difficulties
- Eating and drinking difficulties
- Behavioural difficulties

We are able to provide therapy across a range of settings where your child needs it most:

- In your home
- Educational settings
- During leisure activities

teachers soon recognised that Harry was rarely frustrated anymore leading to positive behaviour and a desire to learn from new experiences.

His teachers reported that the strategies and support that the ITS therapists delivered directly into his curriculum and home, was felt to contribute to his rapid success. They preferred this to traditional methods experienced previously where speech sound programmes were carried out in isolation.

His parents agreed that by incorporating the therapy into their daily routines such as unpacking the shopping and playing speech games with his preferred toys, Harry was not made to feel different, which had been a concern of theirs particularly at school.

Harry is now able to access the curriculum at the level expected of his age. His literacy skills are developing well due to resolving his speech sound errors more quickly.

We genuinely believe that by working with the child holistically and considering all the environments for which they live and learn in, we can effect change quickly and reduce the difficulties which might otherwise have impacted the child's learning.

“Their work with my child over the last two years has been very productive.”

Nujoud, Loughborough



## The ITS Difference

We believe in actively including you in your child's therapy and the decision-making. Our therapists work hard to include therapy strategies into your daily routines without placing extra demands on your time.

We always joint coach and demonstrate ideas to parents and teaching staff and believe this a central part to the success of our therapy. This method achieves results quicker than traditional approaches of working with the child alone.

Our therapists also support parents through statutory processes such as statementing. We can support your written contribution to indicate your preferences for a chosen school and put you in touch with organisations that will inform and advise on your statutory rights for your child.

## What to Expect

We can provide parents with:

- A free telephone consultation to discuss your child therapy needs in more detail
- An initial assessment at your preferred setting. This will involve taking a case history, observing your child in a relaxed atmosphere and carrying out some informal and formal assessments where appropriate. It may be necessary to see your child on further visits to continue assessment, particularly if it is important to see your child in both the home and school setting.
- A detailed summary report will be provided following the assessment period, outlining your child's communication strengths and needs as well as presenting you with recommended strategies and approaches.
- We would discuss therapy options with you and agree a plan liaising with existing staff and other professionals involved, drawing together a holistic therapy plan

## Therapy Options

The following therapy options may be suitable:

- Weekly therapy (or more frequent) in a chosen setting
- Bi-weekly therapy in a chosen setting
- Monthly monitoring to review and update advice
- Termly educational visits to review and update advice
- Supportive therapy through the parents and carers, informing you of the available resources particularly if your child is entering the statmenting process
- Research of resources related to your child's needs

"...very good communication with parents and very well organised work schemes."

Nujoud, Loughborough



We will discuss and update the therapy plan at regular intervals throughout your child's therapy. It is important that the therapist can provide effective therapy services to support your child's development and we will inform you if we feel a level of therapy service would prove ineffective.

We are happy to provide group therapy in our clinic or at an educational setting, where a group of parents identify two or more children with similar therapy needs. The therapist would discuss with you whether the children's needs match and would be effective to work together.

When your child's communication needs have improved to a level you are satisfied with, we will agree with you to discharge our duty of care to your child. A letter confirming this will be sent to all professionals involved where you have given us consent with to do so.

We are able to discuss your requirements in more detail. Please contact the service for a complimentary telephone consultation at your convenience.

“ITS has been instrumental in bringing together all professionals involved with the child so that his family felt fully supported”

JM, Leicester

