



Integrated Treatment Services can be contracted directly by schools and Local Authorities across the country to provide consistent high quality speech and language therapy support into a setting.

We are experienced in working with mainstream schools and more specialist educational placements as well as within private settings.

ITS Therapists are skilled in supplementing any existing level of provision provided by the NHS speech and language therapy departments as well as supporting the school to access these statutory services where not in place.

We are proud to offer a professional, qualitative service, ensuring that all purchasers have the ability to measure and audit our services provided.

ITS therapists have experience of working with children from pre-school to secondary school age and beyond. Our therapists are skilled at supporting settings to meet the needs of their students with communication difficulties and additional learning difficulties.

This may include students who:

- Hold a statement of special educational needs
- Are on the school action or school action plus register
- Are disadvantaged by a specific learning difficulty
- Are disadvantaged by social deprivation

We support settings and their staff to:

- Observe, record and evaluate students' presenting behaviour and communication needs
- Identify strategies and adaptations to support students' access to the curriculum

## Jenny - A Success Story

'JENNY' WAS A MAINSTREAM TEACHER working within a community primary school with many years of experience in working with children and supporting the social needs of her pupils and their families.

With the increased preference for including more children with additional learning needs within the mainstream setting, Jenny found herself requiring more specialised skills to support the specific learning needs of some of her pupils.

ITS was contracted to work across some of the classrooms within the school. Jenny and the ITS therapist jointly delivered some teaching sessions together. At first Jenny was surprised that the therapist did not want to focus on literacy alone, but quickly experienced the benefit of working together across all curriculum areas, building upon strategies and techniques to include all pupils and sustain their attention.

They developed visual systems within the classroom together to help support pupils attention and keep pupils on task. This also gave Jenny time to develop the skills of her more able pupils.



- Identify a successful learning style for such students
- Take a holistic view, accounting for all the communicative settings the students are part of
- Evaluate the daily communication opportunities within the classroom
- Evaluate the visual communication environment
- Support IEP writing and lesson plan adaptation

Our most successful working method is for our therapists to join the teacher in delivering lessons, as well as working as a learning support alongside individual children or groups of children. We can work across all curriculum topics facilitating learning opportunities and developing good communication.

We recognise the importance of delivering therapy that meets the environmental needs of the classroom as well as placing little demand on teaching staff.

Integrated Treatment Services can provide tailored training within the school and follow up this training directly within the classroom. We avoid any form of pre-set training as we strongly believe in not relying on pre-conceived methods.

Our therapists also support settings through;

- Workshop training to identify areas of special educational need, providing teaching staff with a greater practical understanding around these students needs as well as developing successful teaching strategies to accommodate for them
- Delivering parent workshops to improve the effective working relationships between the school and the parents around the special educational needs of the child
- Delivery of language, speech and social communication groups within the school alongside learning support and teaching staff
- Demonstration of visual systems such as using visual timetables within the classroom, using signing systems to support children's attention and cued articulation to support children's literacy and speech development

At times, Jenny and the therapist exchanged roles so that she had opportunities to watch and observe her pupils during activities and plan on how to amend activities to access all pupils more easily. This was a rare opportunity previously but one that proved essential to the success of her teaching.

Jenny was provided with background information about speech sound development which had a great impact upon the way she delivered future lessons. They discussed the importance of play and brought more role play and play based activities into the classroom.

Both Jenny and the therapist recognised the mood of the classroom had changed. Jenny felt more in control of her classroom, reducing the ongoing demands from her pupils. The pupils developed better independent learning skills and interacted more so with their peer group.

We generally believe that by working within the classroom alongside teaching staff and pupils, that we can progress pupils language and learning at a greater rate than more traditional therapy methods.

“I have found working with ITS to be a positive and beneficial experience”

Debby, Leics.



ITS therapists are experienced and aware of the requirements of OFSTED and can work positively with staff and management groups to:

- Evaluate good communication environments, to make them more effective to children's' learning
- Link in student's I.E.P targets across the curriculum, to include communication and behaviour targets
- Facilitate consistent recording methods for all learning, communication and behaviour targets
- Work alongside SENCOs to enhance their understanding around the statutory speech and language therapy needs of students in order to secure funding
- Develop measurable scales for staff and management teams to track changes in students with special educational needs
- Support staff in generating communication policies and develop other similar material required by the setting

ITS development managers are happy to meet with your management team to discuss the therapy requirements and present an individualised proposal to suit your setting. Please contact the service for a complimentary consultation at your convenience.

“With ITS working directly in the classroom working alongside me, we have been able to pinpoint children's needs in relation to the curriculum and devise strategies to help them.”

Debby, Leics.

