

## Speech and Language Annual Review Therapy Report

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**Speech and Language therapist:** Sarah Davis

**Date:** 23rd September 2011

Given my absence from the review meeting, I would like to ensure the following comments below are brought to the review discussions and submitted with the annual review return paper work for consideration.

Seana (Amar's NHS SALT) and I have discussed Amar's continued speech and language therapy needs, following our school visits, in order to continue with a joined up therapy plan. This also needs to be considered with the context of the wider multi disciplinary team's plans.

Amar has now worked on the following targets throughout the last academic year. His teaching assistants have received coaching from both Seana and myself and we have updated the advice on a half termly basis or more frequent when needed:

1. Language programmes - to support language structure (to be worked on 1;1 with Amar)
2. Language programmes to support gaps in vocabulary which could aid curriculum access - eg maths - more than, less than, big, little, bigger, smaller and so fourth
3. Social communication programme - such as talk about (to be worked on 1;1 with Amar)
4. Social stories to aid social understanding of everyday activities
5. Language instructions advice for Teaching assistants and school staff

Amar has been observed carrying out his programme and his progress is noticeable. TA's are now focussing on generalisation of some of the concepts worked on during the programme. Amar needs step by step support in order to generalise skills learnt.

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It is my feeling that we may need to emphasise the work on social communication this term, using Talk About 1:1 with Amar and then identifying further paired work opportunities. Amar does take part in a group.

Amar continues to present with significant sensory integration needs, which interfere with his ability to focus on curriculum work and therapy sessions.

Amar has been observed to become very distressed by noise, covering his ears with his hands. He continues to need something in his hand, we have used a textured pencil case so as to ensure that this remains age appropriate. Amar can become very distracted by his need to seek out touch and needs continual re focussing.

Amar struggles to negotiate busy corridors, he can bump into others which could lead to confrontation, which Amar is unaware of.

Amar continues to repeat words to gain sensory feedback in his mouth it would appear.

I feel there is a real need for the teaching staff and therapists to understand Amar's sensory diet so that it can be consistently implemented throughout his day. It is my opinion that Amar will also need large activity sensory breaks to feed his sensory system, such as some time outside running, or carrying heavy loads.

It is important that Amar receives half termly support to identify his changing sensory needs and to update his activities so that he does not become bored or complacent with these activities and also to ensure that the activities are having the desired effect. Staff have reported that they do not feel informed about what sensory modulating activities to use with Amar and I therefore suggested they asked to attend one of his sensory integration sessions at the Loughborough hospital.

If the Occupational Therapy provision of sensory integration is to be outsourced to meet Amar's needs, it is important to note that the recruited therapist should be trained by the SI network to a standard of level three in order to effectively meet Amar's sensory need.

Seana and I have arranged a cross over session with Julia and the TA's on Wednesday 24th November at 9am. We are hoping that this may become a multi - disciplinary therapy planning session with Amar's teaching staff and teaching assistants.

### **Speech and Language therapy needs:**

It is clear that Amar's speech and language therapy needs are very unique and many skills are still changing and evolving. It is clear that Amar is very dependent on the support of a 1:1 teaching assistant throughout his whole day at school including break times and lunchtimes.

Amar is always likely to require a very personalised and unique curriculum to meet his individualised learning and communication needs. With the level of support in place, it is possible to identify the key areas which Amar would most benefit from developing in and to devise many 1:1 opportunities to support these skills.

Amar will need to access continued personalised therapy programmes, which includes direct modelling to teaching staff and half termly monitoring or more frequently where requested.

Amar continues to need to work within quieter spaces of the school with his Teaching Assistant, carrying out speech and language programmes tailored to his exact needs. His curriculum may be presented very much on a 1:1 teaching basis.

### **Speech and Language Provision:**

Whilst Amar continues to settle into his mainstream secondary school, it is important that both myself and his NHS speech and language therapist, form a thorough therapy package, which helps both Amar, his school staff and parents to directly address the speech, language and communication areas, which he has most difficulty with.

Seana shall continue to offer half termly visits across the academic year and I shall provide additional support on a needs led basis as and when requested by Parents or school.

It would be helpful to both therapists to have some cross over with SI trained Occupational therapist in order to incorporate the sensory diet into Amar's speech therapy programmes.

Signed: *Sarah Davis*

*Sarah Davis (previously Needham)*  
Specialist Speech and Language Therapist.

Date: 23.09.11

CC: Parents  
School  
NHS SALT  
Learning and Autism Support Team  
File