

## Speech and Language Therapy Report

Client Name:	[Student Name]	D.O.B:	
Speech and Language Therapist:	[Therapist Name]	Date of Assessment: Date of review:	

The information in this Speech and Language Therapy ((SaLT) report was obtained through an online assessment and review session with [Student Name]. [Student Name] attended the meetings with a Learning Support Assistant (LSA) from setting. The therapist carried out online activities and tasks from an informal assessment; Clinical Evaluation of Language Fundamentals - 5 (CELF-5, 9-21 years) to gather speech and language abilities. Additional information was obtained from setting staff and [Student Name]'s recent EHCP (2018, updated 2019). The therapist reviewed the SaLT targets during the spring term, 2024. SaLT report from assessment in November has already been sent to the setting.

### **Communication and Interaction**

[Student Name]'s EHCP (Dated 2018, updated 2019) notes '[Student Name] has diagnoses of autistic spectrum disorder (ASD), limbic encephalitis, typically associated with the development of memory impairment, confusion and alteration of consciousness, and paranoid schizophrenia. He has difficulties with social interaction, emotional regulation, learning, independence and language and communication.'

### **Summary of Strengths:**

[Student Name] quickly settled into the meetings and engaged fully with the therapist. [Student Name] talked about his interests and asked questions, although at times questions were out of context. His sentences were well formed and coherent. He followed instructions that increased in length and complexity, made predictions, responded to problem solving scenarios and had some knowledge of abstract language.

### **Summary of Needs:**

During social conversations [Student Name]'s replies to questions were short and the therapist was required to prompt [Student Name] to build upon his comments. Answers to structured instructions and questions were longer. As tasks increased in difficulty [Student Name] required time to process his thoughts before responding.

Existing EHCP Target (Dated 2018, updated 2019)	Outcome
[Student Name] will have one to two close, reciprocal relationships with other young people of a similar age either within or outside of school.	Partially achieving - Ongoing. See new SaLT targets.
[Student Name] will be able to identify what strategies are useful for him and will apply these independently.	Ongoing. [Student Name] commented " I would ask questions".
[Student Name] will meet new people, possibly through a youth group.	Achieving - Ongoing. [Student Name] commented "I met new people in setting and have one friend here".
[Student Name] will be able to identify when he has not understood something and will ask for clarification.	Achieving - Ongoing.
[Student Name] will be able to spontaneously generate his own visual support when needed for example, he will write down key information, that he will access a diary or shopping list.	Achieving without visual support- Ongoing.
[Student Name] will be able to ask for more time when he needs it	Achieving - Ongoing.

Below are the short term SaLT targets set following the assessment session in the winter term 2023 and reviewed spring term 2024.

<b>New SaLT Targets</b> By the end of 2023-2024 academic year:	Strategies, Tasks and Resources	Outcomes
Ask two follow-up questions to ensure the conversation is two-sided in four out of five opportunities	Mild support to be given by giving pauses and waiting for [Student Name] to respond. Adults remind [Student Name] to ask questions.	Partially met - Target to be continued. Continued prompts given to comment and ask relevant questions.
Maintain a topic for at least three conversational turns with 80% accuracy in four out of five opportunities.	To be reminded to ask partner-focused questions as well as make comments.	Partially met - Target to be continued. Prompts to remain on topic.

*This report has not been written for medico-legal purposes and can not be used in such capacity.*

**Summary:**

[Student Name] demonstrated good expressive and comprehension skills with some conversational difficulties that impact upon his social encounters with others. [Student Name] would benefit from continuing SaLT input: preferably termly reviews. It is noted in [Student Name]'s EHCP that his SaLT provision should consist of 'a specialist learning environment with a speech and language therapy service which provides consistent, universal and targeted support'.

**Recommendations:**

- [Student Name] continues to benefit from spoken language that is clear and specific. Figurative language including abstract language will require explanation.
- [Student Name] requires conversational starter and prompts to expand his utterances during conversations
- [Student Name] may require time to process his thoughts before responding.

If [Student Name] returns to setting after this academic year please do not hesitate to contact the setting or the new service providers, Therapy Links.

Signed:

[Therapist Name]  
Speech and Language Therapist  
Integrated Treatment Services

CC:File

Parents (via setting)  
(for inclusion/ transition in documentation as needed)

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