

Speech and Language Annual Review Therapy Report

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Speech and Language therapist: Sarah Needham

Date: 5th November 2010

In addition to my recent therapy report dated 29th September 2010. I would like to outline the following in relation to Amar's forthcoming annual review of his statement. Given my absence from the review meeting, I would like to ensure the following comments below are brought to the review discussions.

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

Seana has undertaken some language assessment using the CELF as agreed and we can provide some useful language levels on Amar which are to be shared within Seana's own annual review report.

Seana wasn't able to observe Amar in class, therefore my observations during September described in my attached report, will help to outline his speech, language and communication needs in the context of the classroom.

We both feel there is a full 'tick list' of areas which we need to target in order to ensure Amar is accessing his curriculum to his full potential:

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)

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4. Social stories to aid social understanding of everyday activities (I know Jane has made a start on these)
5. Language instructions advice for Teaching assistants and school staff
6. Inclusion of Sensory integration advice following the recent OT assessment

We feel there is an immediate need for Amar to be assessed by an educational psychologist so we have full access to information about Amar's cognitive levels.

We also feel that with the above Educational Psychology and Occupational Therapy - Sensory Integration Assessment undertaken, there is a real need, to bring together the full Multi - Disciplinary team to form one joined up plan, identifying the areas which Amar, school staff and parents need support with and to share out areas of the plan, setting a timescale for review.

It is very apparent that Amar continues to struggle in accessing most parts of the curriculum, however equally his sensory and emotional levels are extremely high and these as yet are not able to be supported by the expert advice from an OT trained in SI.

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.

We are aware that Amar will have accessed his first OT appointment by this stage and therefore this information will be vital to reflect upon, we are also hopeful that this may allow time for the educational psychologist to assess Amar before the 24th November.

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 as he settles into his new secondary school. 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. Seana and I have discussed that we wouldn't feel this level of support would change, should Amar's parent consider a more specialist setting.

I am mindful to convey that whilst I appreciate Amar experiences a great deal of difficulty accessing the mainstream school curriculum and integrating into this busy school environment, there are a number of positive aspects about the level of support and experiences in which he is exposed to.

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.

This may entail Amar working 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.

Amar's parents have reported that they are very mindful that Amar will struggle to access the curriculum of his peers and indeed the social activities within the classroom. However they also report how pleased they are, that Amar will be provided with the best opportunities to develop the fundamental skills most important to him, within the context of a mainstream school. Thus allowing him to cope with home life and community life better.

It is my opinion that all the time Amar's parents are in agreement with period of 1:1 teaching whilst gaining from the overall challenges he needs to overcome in this busy environment, Amar is best placed at Lancaster Boys with a highly supported package of teaching assistant hours.

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.

Following our meeting on the 24th November 2010, this list of targeted areas will be devised with a clear time scale for completion and review.

Amar's NHS speech and language therapy time has been increased in light of his needs in secondary school, Seana and I shall review his needs and provision together at each therapy review meeting.

Signed: *Sarah Davis*

Sarah Davis (previously Needham)

Date: 05.11.10

Specialist Speech and Language Therapist.

CC: Parents

School

NHS SALT

Learning and Autism Support Team

File