

Speech, Language and Communication is the primary need for the students in Parayhouse, all with statements and EHCP plans outlining the need for regular Speech and Language Therapy (SLT) input. Accordingly, communication is at the heart of our curriculum and we employ five specialist SLTs to ensure all our students can access the curriculum

In addition to intensive SLT, the Parayhouse school-wide therapy team includes an Occupational Therapist, Yoga Therapist and Art Therapist. The therapy provision is intrinsic to the development of academic skills, independent life-skills, and social and emotional well being. Our common focus is to 'remove the barriers to learning', in line with current best practice (SEND: Code of Practice) and to work together to promote the students' wellbeing and improve the quality of special educational provision (Section 25 of the Children and Families Act 2014).

As highlighted in our last Ofsted report, in reference to therapeutic input “*the students benefit from extra support from additional staff, who are well trained and highly effective in their role*”.

This document outlines the therapy provision in Parayhouse and explicitly identifies how it impacts on our students' learning and development.

Overview of
therapy
provision

SLT and
Literacy

Makaton and
learning

Language for
Maths

Occupational
Therapy

Yoga Therapy

Art Therapy

Therapy provision

- As a rule therapy mainly takes place within the classroom, in small groups, which is a more naturalistic and functional environment that will encourage generalisation. Therapists prioritise students for 1:1 support when results show need for extra support or funding is designated i.e. pupil premium.
- Therapists collaborate with team members to share targets and together implement ways to help students access their learning. We have regular in-house training to share our knowledge ensure consistency in our approaches to teaching.
- Therapists communicate regularly with parents, through home visits, parent workshops, and therapy newsletters, ensuring goals are shared. This leads to greater outcomes for our students, as measured by parent reports and overall results.
- In previous years, SLTs mainly planned and directed Reading lessons, however, following consultation with parents and recent CASPA results we adapted and increased our SLT provision. SLTs now deliver speech and language groups in Maths, Literacy and Communication lessons. May 2016 results show that students made more progress in Speaking and Listening following this change.

Ofsted, 2014

“staff are using the methods and instructions provided by the speech and language therapists employed by the school. Consequently, students benefit from extra support from additional staff, who are well trained and highly effective in their role”.

SLT and Literacy

- The SLT team introduced shape coding into Parayhouse in 2012 and it has since become an integral part of our curriculum to facilitate both comprehension and writing development. Shape coding is a syntactic-semantic approach to language development. In this system, sentences are coded into shapes, colours and arrows to make the word order structures of English concrete, permanent and available for discussion with the students (by Dr. Susan Ebbels). This year we have introduced a new approach, 'Pacers' (by Dr. Libby Kumin) to further support the students' expression both verbally and in the written form.
- In July, 2014, Ofsted noted that *“Teachers’ marking does not always lead to improvement in knowledge and skills in writing, particularly for the most able students”*. In consideration of this, the SLTs have recommended and trained teachers in the use of visuals, i.e. Shape Coding and PACERS to support the students in identifying their errors in grammar and encouraging longer, more accurate sentences. This has been shown to lead to improvements in the students’ writing, evidenced in students’ books and increase in sentence length (see below).
- There is a robust, current evidence base that identifies the impact of speech and language disorders with reading and literacy development. In a recent study, evaluating the effect of speech sound disorder on literacy development, Skebo et al. 2013, found that phonological awareness predicted decoding abilities in reading in early key stages of school and overall language predicted reading comprehension abilities through to key stage 4.

Makaton signing

- Makaton is a key word signing system that support individuals with communication difficulties with their comprehension and expression of language. Makaton, in Parayhouse, plays an important role in helping our students access our curriculum. Moreover, it is often part of our curriculum for the cohort of students with minimal verbal expression.
- Reading skills rely on learning the alphabet and Makaton signing is essential to this as a visual representation for such an abstract concept. Similarly, Maths lessons also employ Makaton signing to support the understanding and acquisition of abstract concepts such as 'more, take away, longer than'. In writing lessons, Makaton is used to support sentence structure, such as highlighting functional grammar markers such as 'is' in a Subject-Verb-Object sentence e.g. 'the boy is running'.
- All staff are trained and certified by our Senior SLT who is a trained local Makaton tutor. In-house Makaton training takes place every week.
- This coming year, we plan to hold a parent/sibling day to support our families in this developing their signing skills. It is essential that we support our families in this regard to be consistent in our approaches in order to impact on our students' development.

Language for Maths

- An analysis of B-squared targets in conjunction with the SLTs was carried out and it was identified that Numeracy demands an extensive understanding of language concepts i.e. all/except, more than etc. In quantitative terms, 58% of Level P8 of Maths 'Shape, Space and Measure' on B-squared is made of up language concepts, see Figure 1.
- We recognise that in order for our students to progress in Numeracy they first have to understand and use abstract numerical terms. The SLT and key teacher identify the students who are having difficulty accessing the language and place them in language groups that run alongside the learning in Maths.
- Some of our students progress to formal Maths examinations. The language of exam papers can be convoluted and abstract for our students who have primary speech and language needs. Therefore the need for SLT support continues at this level to enable our students to progress. Their success in these exams is dependent on the ability to first access the language used in exam papers.

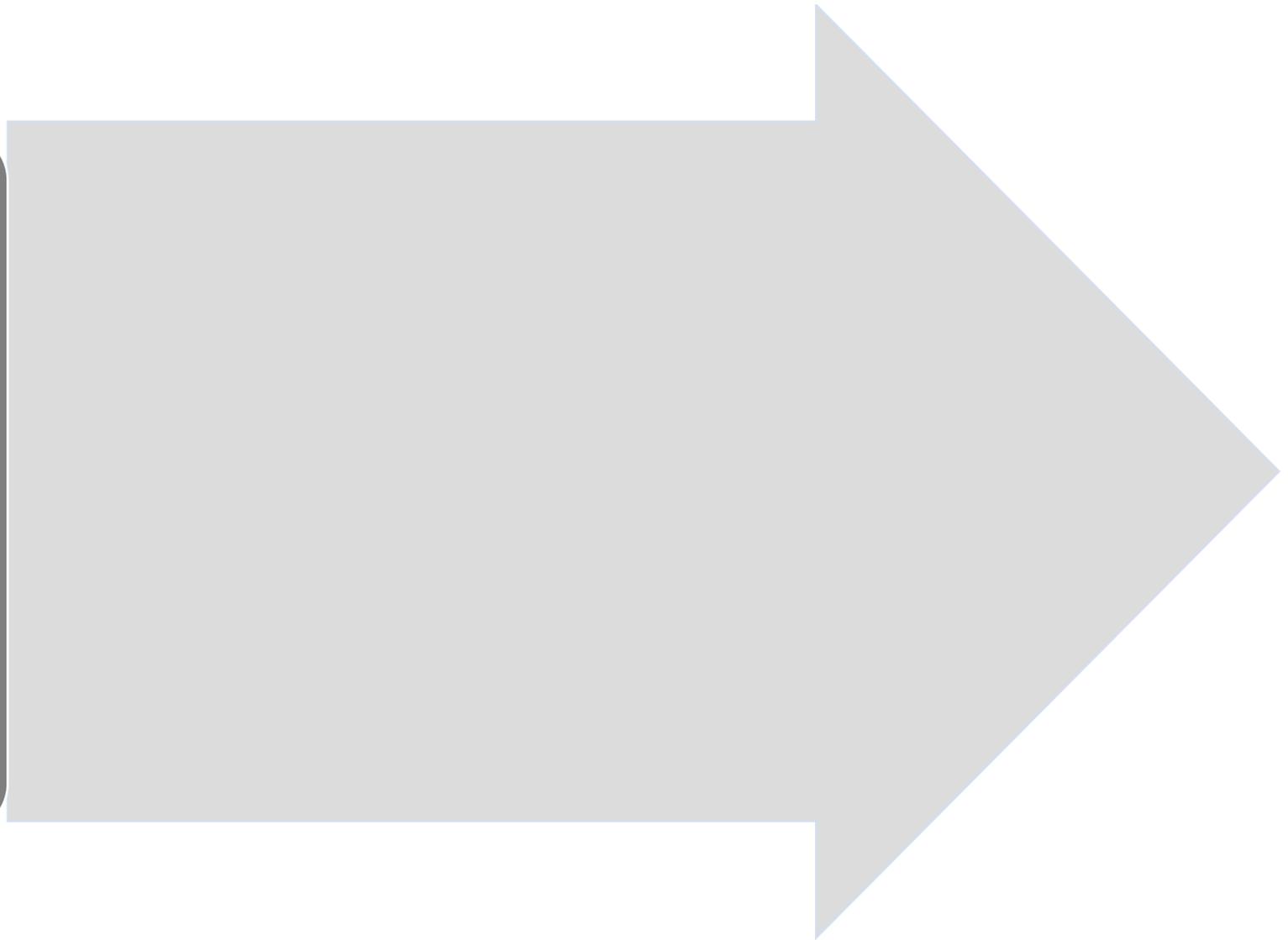
Understanding Shape	Messuring
<p>Handling shapes describes them by number of sides and corners</p> <ul style="list-style-type: none"> triangle rectangle circle square pentagon <p>Aware that shapes have names:</p> <ul style="list-style-type: none"> circle square <p>Find shapes in a picture</p> <p>Use shapes to create pattern</p> <p>Place shapes in inset trays</p> <p>Copy shapes</p> <p>Use play dough to make matching shapes</p> <p>Play a game using shapes</p> <p>Colour in pictures</p> <p>Uses material for junk modelling</p> <p>Uses generic construction material</p> <p>Use shapes to make a picture in a box</p> <p>Labels object - 2 given attributes</p> <p>Sort 2D objects in the cylinder container</p> <p>Identify shapes within objects</p>	<p>Talks about a line</p> <ul style="list-style-type: none"> straight curve corner <p>Describe the movement of an object using the terms:</p> <ul style="list-style-type: none"> forwards backwards quickly slowly down up <p>Describe the movement of an object using the terms:</p> <ul style="list-style-type: none"> straight curve <p>Uses comparative language:</p> <ul style="list-style-type: none"> heavy / light thick / thin large / small before / after wide / narrow half empty day / night right / left up <p>Sequences a picture of daily events</p> <p>Makes a set with a given property</p> <p>Time of the day</p> <ul style="list-style-type: none"> morning afternoon mealtime bed time day night <p>Rate events days of week</p> <p>Shows an awareness that each day has a name</p> <p>Give the day an appropriate name that they will be doing</p> <p>Discusses what they did before lunch</p> <p>Discusses what they will do after lunch</p> <p>Compares volume of containers</p> <ul style="list-style-type: none"> which holds more / less How many of smaller in larger Estimate number of cubes in container Count cubes in container Find object longer than Find object shorter than Find object heavier than Find object lighter than

PE Space Shape and Measures - Pupils compare objects directly, focusing on one dimension such as length or height where the difference is marked and can indicate the long one or the tall one, for example, comparing two plants, placed side by side and indicates the tall one or comparing two pipes and indicating the long one. They show awareness of time, through some familiarity with names of the days of the week and significant times in their day, such as meal times, bed times, for example, ordering events in their day on a visual daily timetable, understanding and using names of days of the week, to schedule Saturday or Sunday, evening on Wednesday. They respond to representational vocabulary such as straight, circle, larger to describe the shape and size of solids and flat shapes, for example, when shopping, pupils find boxes with straight edges to pack into the carrier bag, identify the larger circle when stacking toy cars. They describe shapes in simple models, pictures and patterns, for example, stamping shapes in sand and describing them, using a set of flat shapes to make pictures or patterns, naming some of the shapes used, identifying specific shapes from pictures, simple objects or patterns.

Page 1 of 1
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Figure 1. Language concepts in Shape, Space and Measure.

Occupational
Therapy



Yoga Therapy

- Yoga takes place alongside P.E. lessons to support students who need extra support in order to access the P.E. curriculum. Our yoga instructor also identifies the students who would benefit from various aspects of yoga to develop their 'readiness for learning'.
- There are many different schools, styles and practices of Yoga. Some are more physical than spiritual, whilst others are more meditative and spiritual but also with a great emphasis on the physical postures. However, all yoga has physical, mental and spiritual health benefits.
- Case Studies: one student who had difficulty with his physical co-ordination and motor skills so found it a real challenge to sit upright with his legs crossed, but after sessions of yoga, is now able to do so (easy pose). This has in-turn, improved his sitting posture so he is now, more ready for learning.
- Another student who presented behaviour patterns of extreme hyperactivity and agitation, excessive fidgeting and a great lack of concentration but with ongoing regular breathing exercise and yoga, these behaviours have not disappeared but have definitely decreased. This inevitably has improved his ability to maintain information therefore learn.

Art Therapy

- Art Therapy sessions are one-to-one, with the art materials providing the child with safe, alternative and creative ways to express their thoughts and feelings. A child may choose to engage with painting, drawing, puppets, sand toys, clay, music, drama, stories, play or movement. For each session, the time is theirs, what we do is led by the child. However this is within the boundaries of the “therapeutic frame”. This means that Art Therapy sessions happen at the same time and place each week, are confidential, and that we agree to some basic ground rules.
- Children come to Art Therapy for a huge variety of reasons. All of us experience difficulties in life, and sometimes these difficulties can become overwhelming. For children, this can mean that their education is affected or that they struggle with their relationships at home or at school. Art Therapy can provide a child with a safe and supported space to explore their difficulties and learn to cope with their big feelings. Additionally, some children may simply benefit from a bit of extra time, space and attention.
- Art Therapy is centred around an empathic, therapeutic relationship. The Art Therapy I offer is an integrative psychotherapy, meaning that my training drew from various different theoretical models, underpinned by up to date neuroscience. The use of the art materials aids communication and makes it suitable for both more and less verbal children.