

PRIVATE AND CONFIDENTIAL
CHILDREN'S THERAPY SERVICE

Contribution to Statutory Education, Health and Care Plan

Name:	<i>To be completed by S1</i>	D.O.B.	
NHS No:		Attends:	
G.P.		Consultant:	
Date of Report:		Chronological Age:	

Xx's therapy story

Include when referred and how we have been involved so far including Dysphagia and include the last time they were seen and where if relevant. This may include a rationale and a summary of formal assessment which has been carried out and any results where appropriate.

Add appropriate description of formal assessment from the associated reference document.

How to communicate with Xx and engage him in decision making:

Summarise using simple sentences, all communication information on how to support child's communication – how to engage in decision making - reflecting what you are saying below.

Speech and Language Therapy Needs:

Diagnosis and why child is involved with SALT

*e.g. Xx has a diagnosis of ASD and has no functional communication. Or Xx has a specific language disorder **and** needs support from the Speech and Language Therapy Service to develop word finding skills.*

SUMMARY OF STRENGTHS and SPECIAL EDUCATIONAL NEEDS

Communication & Interaction – include in Communication and Interaction section

Interaction	Strengths	e.g. Xx is happy to interact with adults for motivating activities in 1:1 situations and with his peers for short periods. Bullet points please
Mild Moderate Severe Difficulties	Special Educational Needs	Xx has the following difficulties with interaction: State difficulties clearly in bullet points.
(delete as appropriate)	Provision	Xx needs adults to engage him in Intensive Interaction throughout the day so that he is in control of a "conversation" without words. Xx needs opportunities throughout the day to use the Picture Exchange Communication System (PECS) to initiate spontaneous communication in different places and with

		<p>different people at home and at school.</p> <p>Xx needs opportunities throughout the day to use a Voice Output Communication Aid (VOCA) switch to get the attention of an adult / peer to use a communication book / eye gaze book / E-tran frame.</p> <p>Xx needs adults to actively engage him in activities with selected children to develop opportunities for interactions.</p> <p>Xx needs adults to support small group interaction sessions with visual support and rewards for positive interaction.</p>
<p>Understanding of Spoken Language</p> <p>Minor</p> <p>Moderate</p> <p>Severe Difficulties (delete as appropriate)</p>	Strengths	<p>e.g. Xx is able to understand most of what familiar adults say to him when he is calm and happy.</p>
	Special Educational Needs	<p>Xx has the following difficulties with communication:</p> <p>State difficulties clearly in bullet points.</p>
	Provision	<p>Xx needs adults to consistently use object of reference throughout the day to help him understand what is happening – especially at times of change of place or activity.</p> <p>Xx needs adults to consistently use True Object Based Icons (TOBIs) throughout the day to help him understand what is happening – especially at times of change of place or activity.</p> <p>Xx needs adults to consistently use Photos or symbols throughout the day to help him understand what is happening – especially at times of change of place or activity.</p> <p>Xx needs adults to consistently use printed words throughout the day to help him understand what is happening – especially at times of change of place or activity.</p> <p>Xx needs adults to consistently use single words throughout the day to help him understand what is expected of him with signs and symbols to support this further.</p> <p>Xx needs adults to consistently use short phrases of two or three information carrying words, throughout the day to help him understand what is expected of him with signs and symbols to support this further.</p> <p>Xx needs adults to consistently use simple sentences of 4 or 5 information carrying words throughout the day to help him understand what is expected of him with signs and symbols to support this further.</p> <p>Xx needs adults living and working with him to use clear, unambiguous instructions and to teach the meaning of pronouns/ prepositions/ inferences where these cause difficulties.</p> <p>Xx needs daily implementation of Colourful Semantics to help to develop understanding of a wider range of nouns, verbs</p>

		and questions words - who, what doing and where using symbols to support.
Expressive language Minor Moderate Severe Difficulties (delete as appropriate)	Strengths	
	Special Educational Needs	Xx has the following difficulties with communication: State difficulties clearly in bullet points.
	Provision	Xx needs opportunities throughout the day to use a recorded Big Mac VOCA to communicate with others in different places and with different people at home and at school. Xx needs frequent opportunities to use low tech communication book/ E-Tran book or board /AAC (specify Go Talk, iPad or other high tech aid) Xx needs opportunities throughout the day to use sign supported speech in different places and with different people at home and at school. Xx needs opportunities throughout the day to use PECS at sentence level in different places and with different people at home and at school. Xx needs opportunities throughout the day to use PECS at sentence level in different places and with different people at home and at school to develop I see and I hear sentences. Xx needs opportunities throughout the day, at home and school, to use PECS and Colourful Semantics to make longer sentences for a wide range of subjects with photo support. Xx needs adult support to develop noun and verb vocabulary in relation to topic vocabulary to develop word finding skills. Xx needs adult support to develop use of pronouns, negatives, prepositions, conjunctions, questioning skills.
Speech Sounds Minor Moderate Severe Difficulties (delete as appropriate)	Strengths	
	Special Educational Needs	Xx has the following difficulties with speech: State difficulties clearly in bullet points.
	Provision	Xx needs access to adult support on a daily basis to develop phonological awareness skills – syllable awareness / syllable segmentation / rhyme awareness / rhyme development / initial sound awareness / production. Xx needs adult support on a daily basis to practice [enter specific sounds]in isolation / in consonant vowel CV / CVC / single words for 10 minutes in a quiet environment. Xx needs adult support to overlearn Core Vocabulary to support functional communication.
Other state what the	Strengths	
	Special	Xx has the following difficulties with communication and

<p>difficulty is</p> <p>Minor Moderate Severe Difficulties (delete as appropriate)</p>	Educational Needs	interaction: State difficulties clearly in bullet points.
	Provision	This to include Cleft Palate, Selective Mutism, stammer, voice in the same style as above.

Cognition & Learning – to be included in Cognition and Learning section		
<p>Play</p> <p>Minor Moderate Severe Difficulties (delete as appropriate)</p>	Strengths	
	Special Educational Needs	Xx has the following difficulties with play: State difficulties clearly in bullet points.
	Provision	Xx needs opportunities to play alongside other children with adult support to model play routines. Xx needs opportunities to engage in structured play activities with other children in small groups with adults leading and modelling play and interaction. Xx needs opportunities to engage in structured play activities with peers. Xx needs opportunities to play with sensory toys and activities in between following adult direction.
<p>Attention</p> <p>Minor Moderate Severe Difficulties (delete as appropriate)</p>	Strengths	
	Special Educational Needs	Xx has the following difficulties with attention: State difficulties clearly in bullet points.
	Provision	Xx needs Attention Autism strategies to develop attention to adult led activities to be carried out on a daily basis. Xx needs 1:1 adult support and visual support to develop attention e.g. carpet square to sit on in groups, small book held by 1:1 during big book activities. Xx needs TEACCH structure in the form of [objects of reference, TOBIs, symbols, written words] to reduce anxiety, to learn to follow adult direction, develop independent learning skills and to develop independent living skills.

Social, Emotional and Mental Health – To be included in Social, emotional and mental health section		
<p>Behaviour</p> <p>Minor Moderate Severe</p>	Strengths	
	Special Educational Needs	Xx has the following difficulties with behaviour at home and/or at school: State difficulties clearly in bullet points.

<p>Difficulties (delete as appropriate)</p>	<p>Provision</p>	<p>Xx needs to have a “Now and Next” symbol or photo visual approach alongside general schedule to include preferred and non-preferred activities to be used and supported at home and at school.</p> <p>Xx needs access to alternative communication, with appropriate vocabulary, all day to allow him to express himself functionally – to develop positive communication behaviour to replace negative behaviours or self-harming behaviours.</p> <p>Xx needs adults to consistently use object of reference throughout the day to help him understand what is happening – especially at times of change of place or activity.</p> <p>Xx needs adults to consistently use True Object Based Icons (TOBIs) throughout the day to help him understand what is happening – especially at times of change of place or activity.</p> <p>Xx needs adults to consistently use Photos or symbols throughout the day to help him understand what is happening – especially at times of change of place or activity.</p> <p>Xx needs adults to consistently use printed words throughout the day to help him understand what is happening – especially at times of change of place or activity.</p> <p>Xx need social stories to help support changes in behaviour using symbols to support understanding. These to be read twice every day, when he is calm and happy for about 3 weeks.</p>
<p>Participation/ Anxiety in different environment Minor Moderate Severe Difficulties (delete as appropriate)</p>	<p>Strengths</p> <p>Special Educational Needs</p> <p>Provision</p>	<p>Xx has the following difficulties with anxiety in different environments: State difficulties clearly in bullet points. This may include sensory processing difficulties if these are affecting how they are coping</p> <p>Xx needs adults to consistently use object of reference throughout the day to help him understand what is happening – especially at times of change of place or activity.</p> <p>Xx needs adults to consistently use True Object Based Icons (TOBIs) throughout the day to help him understand what is happening – especially at times of change of place or activity.</p> <p>Xx needs adults to consistently use Photos or symbols throughout the day to help him understand what is happening – especially at times of change of place or activity.</p> <p>Xx needs adults to consistently use printed words throughout the day to help him understand what is happening – especially at times of change of place or activity.</p> <p>Xx needs social stories to help support understanding of situations and anxiety inducing activities using symbols to</p>

		support understanding. These to be read twice every day, when he is calm and happy for about 3 weeks.
Impact of Difficulty in forming new relationships Minor Moderate Severe Difficulties (delete as appropriate)	Strengths	
	Special Educational Needs	Xx has the following difficulties with forming relationships: State difficulties clearly in bullet points.
	Provision	Xx needs adult support to develop relationships with others. E.g buddy stops to support him to have peers to talk to during breaks. Xx needs support to engage in structured activities/ games to encourage relationships in class, in the playground and at home.
Safeguarding or Attachment Minor Moderate Severe Difficulties (delete as appropriate)	Strengths	
	Special Educational Needs	Xx has the following difficulties with communication and interaction: State difficulties clearly in bullet points.
	Provision	Xx needs adults to implement strategies to support and develop relationships with adults based on positive reward systems and through consistent use of visual support to reduce verbal responses to attention seeking behaviour.
Independence Minor Moderate Severe Difficulties (delete as appropriate)	Strengths	
	Special Educational Needs	Xx has the following difficulties with communication and interaction: State difficulties clearly in bullet points.
	Provision	

Eating and Drinking Difficulties - to be included in Sensory and or physical section

Feeding Minor Moderate Severe Difficulties (delete as appropriate)	Strengths	Briefly outline baseline skills
	Difficulties	Xx has the following difficulties with eating and drinking safely:
	Provision	Adults need to be aware of latest eating and drinking guidelines and are being followed by all relevant staff and carers. Positioning: Adults need to ensure the child is positioned correctly to ensure they achieve an optimum swallow. Texture modification: Adults to ensure that the consistency of foods given is appropriate to child's skill level. Utensils and equipment: Adults to ensure appropriate utensils are used when the child is eating and drinking.

OUTCOMES & PROVISION – to be included in outcomes and provision

Communication & Interaction	
Longterm Outcome	Generally by the end of next key stage and make it fairly specific. Be aspirational and think about the longest term goal – where will this child be as they leave school. This covers all of the areas under communication and interaction and the EHCP writers tend to only copy one of them so make the top one as the most important.
Short steps to enable Xx to meet the outcome	Be SMART
Cognitive Learning	
Longterm Outcome	This bit includes play and attention and the goals for these
Short steps to enable Xx to meet the outcome	Be SMART
Social, Emotional, Mental Health	
Longterm Outcome	This section includes goals for Behaviour, Participation / anxiety in different environments, any safeguarding or attachment issues and independence skills. Most of these are generally for children with ASD, ADHD and involve use of TEACCH strategies and other visuals.
Short steps to enable X to meet the outcome	
Eating and Drinking	
Longterm Outcome	
Short steps to enable X to meet the outcome	
Health / SALT Provision required to meet the above Outcomes:	
Direct Please be specific about how often they need to be seen by us. i.e	Xx will receive (specific number of) contacts from the Speech and Language Service per year. <ul style="list-style-type: none"> • Contacts may consist of: (delete or alter as appropriate) • Dynamic communication, language and/or speech assessment with x within the school environment

<p>only one number here please</p>	<ul style="list-style-type: none"> • Liaison with parents/ relatives via telephone or email as is most convenient • Creating tailored and individualised resources and activities (PECS/ communication boards and flip-book/ symbol based language activities/ symbol based communication supports) • Training and modelling of individualised resources and activities to parents • Consultations in the school environment with classroom staff • Observations of Xx within the home or classroom environment • Provision of targets and recommendations for school staff • Training and modelling of individualised resources and activities to classroom staff • Opportunity for parents/ relatives to meet with the Speech and Language Therapist as part of Parent's Open Day/ review sessions <p>A therapist may make the clinical decision that discharge is appropriate if a child or young person shows limited academic progress, static learning levels and a measurable plateauing of communication skills despite regular SLT input. Evidence for this will be provided from the child's performance on formal or informal assessments over time as well as from classroom observations and discussions with parents and school staff.</p> <p>These recommendations are subject to review and may change at any time at the discretion of the Speech and Language Therapist in order to reflect any change in X needs. The SEN Advice above constitutes the professional opinion of the Speech and Language Therapist.</p>
<p>Indirect</p>	<p>School staff will be responsible for carrying out objectives and implementing strategies within the school environment on a daily basis and should contact the Speech and Language Therapist with any queries.</p> <p>Xx's language and communication needs can be met within a supported Communication environment.</p> <p>Please put in here how often you want the school staff to work with the child as you would in your target sheets (e.g. daily for 30 minutes or 50 opportunities per day to use PECS for a range of motivating items with different people and in different environments throughout the day)</p>

The advice above is based on the needs of the child and not on the availability of Speech and Language Therapy support.

Signed:

Speech & Language Therapist

Copies to: Parent/Carer, GP, Consultant Paediatrician