

TRINITY SCHOOL

SPEECH AND LANGUAGE THERAPY

Differentiated Curriculum:

- Responsible for developing transition systems
- Find ways of providing access to the curriculum
- Create sensory experiences related to the topic
- Establish ways of making the curriculum appropriate to the individual
- Program person and topic specific vocabulary on [iPads](#)



We aim to:

- Maximise every pupil's ability to communicate
- Provide staff with skills to facilitate the pupil's communication in all aspects of their lives
- Support and develop eating and drinking skills

Everyday clinical activities include:

- Individual pupil support within the classroom
- Group intervention, including sessions focusing on language, communication, [attention](#), social skills and sensory experiences, sensory exploration and messy play
- Assessment and observation of pupils in order to inform baselines and monitor progress
- Feeding support for pupils
- Supporting sensory integration and regulation

Provision

- 5 Full time speech and language therapists
- Collaborative development of functional communication
- All pupils benefit from a range of therapeutic input and professional expertise
- Professional input is dependent on professional judgement of the therapist

Working as a Team:

- Train staff
- Model good communication strategies for use in the classroom
- Regularly consult with staff about the progress of individual pupils
- Provide advice to support specific intervention, personalised target setting, transition and accreditation
- Attend Annual Review meetings in order to provide a holistic view of support offered to pupils and to share information on strategies and progress