



Speech and Language &
Occupational Therapy
at
Wellington Primary School



Wellington
Primary



words first
Multidisciplinary services for schools





Words First Ltd.



We selected Words First Ltd. to be our service provider for Speech and Language & Occupational Therapy.

Words First is a large multi-disciplinary service with extensive experience supporting children and young people in education.

Their vision is to support children and young people to achieve their potential in their educational setting every day.

We feel this aligns well with ours!



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Get to know the professionals



Words First's goal is to be a multi-disciplinary service that embraces an interdisciplinary approach. We do this through collaboration with all professionals, including school staff. The benefits of interdisciplinary practise include ease of communication between professionals, shared knowledge about the child or young person and a cohesive approach to strategies and intervention.

In the information below, you will learn more about the professionals in our school, what they do, how they can help and how to refer..

The following information pertains purely to how these disciplines support in schools (rather than adults or hospital settings).



- Christos Dalatsoudis
- Speech and Language Therapist



- Grace Chapman
- Occupational Therapist



- Lexi Yannitsaros
- Speech and Language Therapist

Speech and Language Therapy (SaLT)

Who do SaLTs work with?

Speech and Language Therapists, or SaLTs, work with:

a) children and young people who have difficulties with communication and/or feeding and swallowing. Communication is in the form of:

- Speaking or using signs, symbols or gestures
- Understanding spoken language or signs, symbols and gestures
- Social awareness and building connections with others
- Self regulation through inner voice and emotional literacy

At Words First, our SaLT team are also trained to link language and literacy through the Words First Approach and can therefore support:

- Phonological awareness
- Single word reading and spelling
- Reading Comprehension

b) children and young people who have feeding difficulties such as 'fussy' eaters or who have difficulty swallowing

What roles/tasks do they do?

Specialist Level

Assessments: SaLTs conduct formal and informal assessments through observations, engaging with the child/YP and listening to feedback from school staff, parents and carers. Once a thorough and detailed review of all information about the child's communication has been carried out, your SaLT will create a hypothesis, related to the original reason for referral.

Using standardised scores and/or informal measures, recommendations will be provided. These may include strategies for use in school and at home, targets for intervention and resources that can be used to support the child.

This information can be shared via a Student Information Sheet or through an EHCNA.

Intervention: One to one can be delivered by SaLTs who will set clear targets/goals for each session. SaLTs LOVE working collaboratively so do send in a TA to learn and share best practise.

Targeted level

SaLTs can work with pairs or groups of children who have similar underlying needs. They may also work closely with a TA who can deliver the intervention after training and observation.

Remember Words First delivers specific TA training courses to be able to deliver interventions!

Universal

Our SaLTs work hard to embed strategies across the curriculum/teaching and learning. This can be done through training but also through co-planning and co-delivering lessons.

Including parents and carers

Each school has a different way to include and connect with parents. This can be through email, parent coffee mornings, workshops, letters home and in-person/online meetings. Our SaLTs will always try to include parents and carers in every decision.

When do we make a referral to them?

A referral can be made to SaLT when a child or young person:

- Has difficulty understanding language in the classroom or in social situations
- Appears to 'zone out' when long instructions are given
- Appears socially isolated/has difficulty connecting with peers despite their best efforts
- Struggles to express themselves, tell a story or get their point of view across in a way that others can easily understand and follow
- Becomes dysregulated at times of transition
- Gets into 'trouble' more often than expected and has difficulty explaining what they did and why
- Isn't meeting their academic targets, particularly in relation to reading and reading comprehension
- Avoids eating at school or has difficulty finishing their snacks/lunch

Occupational Therapy (OT)

Who are they?

A Paediatric Occupational Therapist (OT) specialises in working with children and young people to promote their overall development and enhance their ability to perform daily activities. Their primary focus is to help children acquire or improve the skills needed for activities of daily living, play, school, and social interactions.

Paediatric OTs assess a child's physical, sensory and perceptual abilities to identify any challenges or developmental delays. They use standardised assessments and observations to gather information about a child's strengths and areas that may need support.

What roles/tasks do they do?

OTs conduct comprehensive assessments and implement interventions to identify specific areas requiring support. Based on the assessment, the OT collaborates with the child, parents, and other relevant professionals to set specific and achievable goals. These goals are tailored to address the child's unique needs and challenges.

The duration and frequency of OT sessions may vary based on the needs of the child and the level of support required.

At Words First, our OTs endeavour to work across Universal, Targeted and Specialist levels to support children, their support staff, teachers and parents/carers.

Who can benefit from them?

OT can benefit individuals across a lifespan. Paediatric OTs support children and YP facing various developmental challenges, sensory processing difficulties, motor skill delays, learning needs, behaviours that challenge, and those seeking support for overall functional independence and meaningful engagement in activities of daily living.

OTs can also support individuals through rehabilitation and both environmental and activity adaptations.

What areas/skills do they assess/target?

- Sensory Processing (this includes regulation) - when a child exhibits challenges with attention, focus, or behavioural and emotional regulation, impacting their ability to engage in tasks and/or build peer relationships, participation in everyday school life.
- Posture Gross motor skills
- Motor planning and Organisational skills
- Bilateral integration and coordination
- Fine motor skills and handwriting
- Visual perception
- Visual motor integration
- Activities of Daily Living (ADL) and Play - A need for increased support in activities such as self-care like dressing, grooming and or feeding.

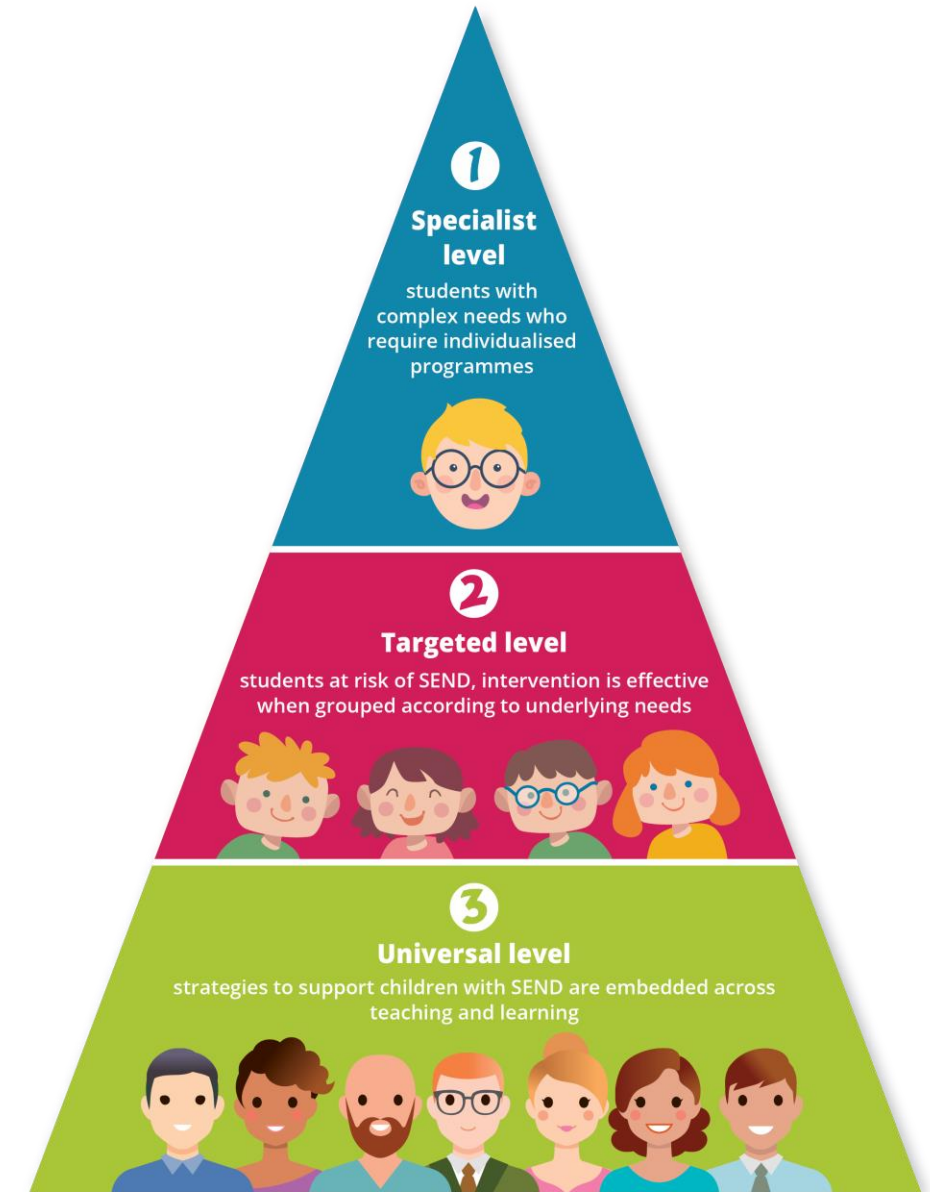
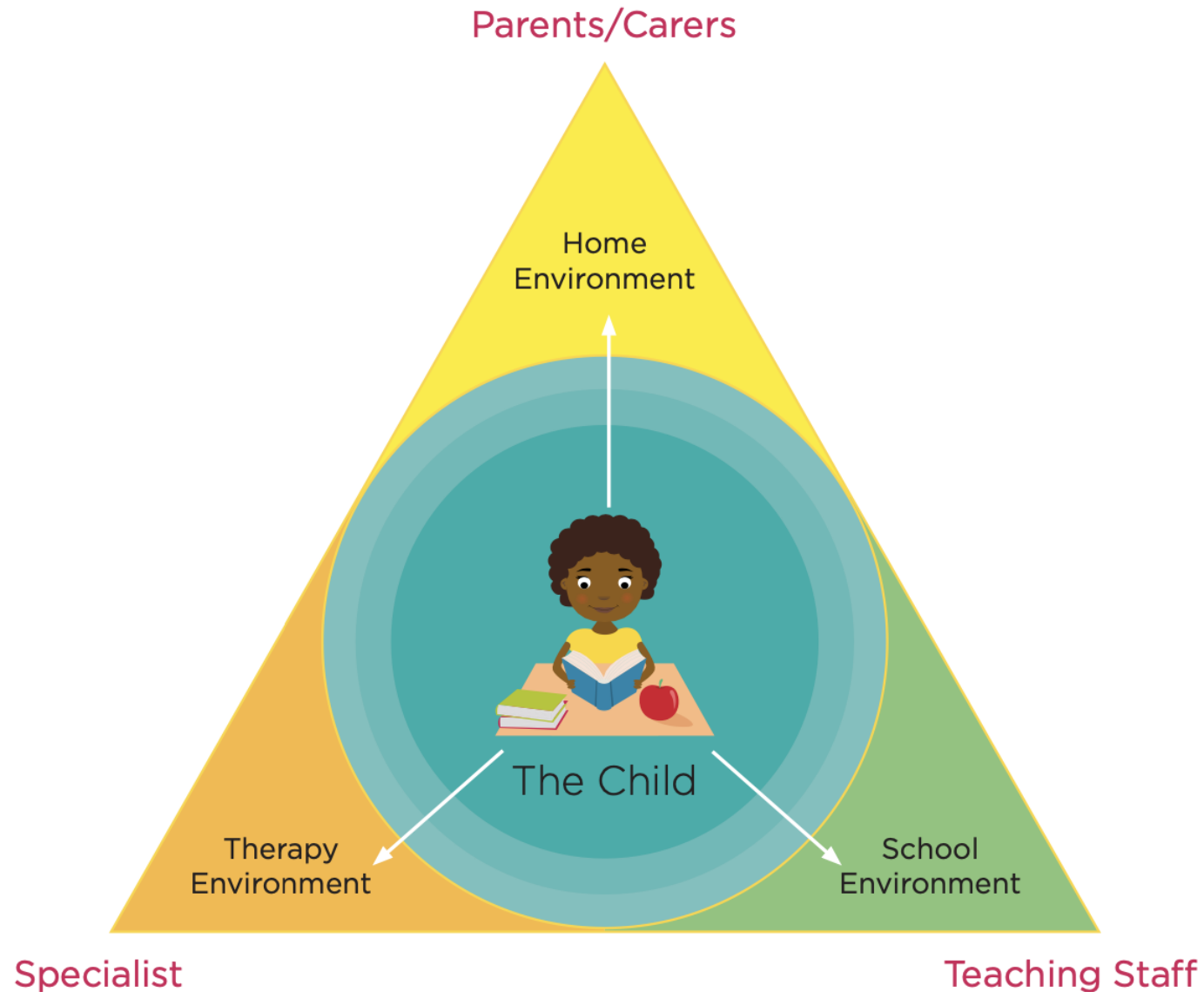
When do we make a referral to them?

- When a child demonstrates delays or challenges in fine motor skills, such as difficulty with writing, cutting, or manipulating small objects.
- If a child displays sensitivities or difficulties in processing sensory information, leading to challenges in daily activities or social interactions.
- When a child struggles with self-care activities like dressing, grooming, or feeding, indicating delays in achieving age-appropriate independence.
- If there are noticeable delays or difficulties in gross motor skills, affecting activities like running, jumping, or participating in sports.
- When a child exhibits challenges with attention, focus, or behavioural regulation, impacting their ability to engage in tasks or interact appropriately.
- If a child faces challenges in academic tasks such as handwriting, organisation, or overall school participation, affecting their educational progress.



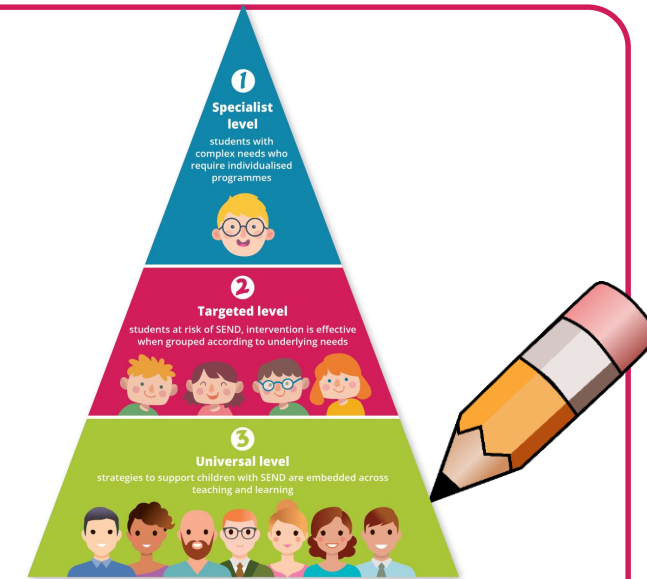
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How Words First works in our school



Universal Level Support

- Universal Level: Supporting **All** Students



- Words First aims to embed strategies to support children with SEND throughout the school, raising awareness for everyone.
- Through engaging displays, INSET and Twilight trainings for staff, we equip the entire school community with a better understanding of the student's profiles.
- Staff are empowered to implement supportive strategies in the classroom, while complex cases receive direct support from our Multi-Disciplinary Team.

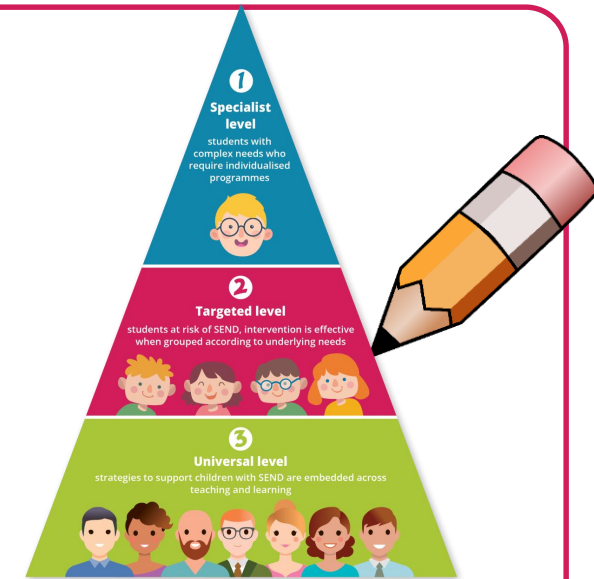


Targeted Level Support

- Targeted Level:

Focused Intervention for **At Risk** Students

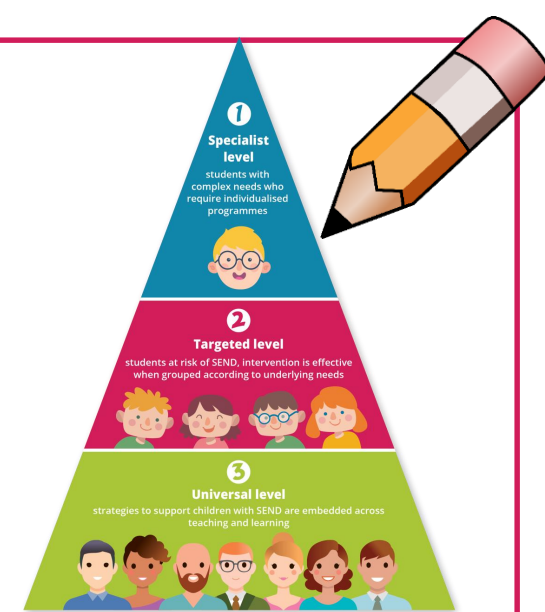
- Identifying small groups of at-risk students or those facing SEND difficulties, Words First provide targeted interventions.
- To extend the reach of your therapist, the SaLT and OT, train designated staff members and equip them with targets and resources.
- Working collaboratively, they deliver interventions in small groups based on individual assessment results.



Specialist level support

- Specialist Level: Tailored Support for Complex Needs

- At this level, Words First will support children with Education, Health, and Care Plans (EHCPs) or significant and complex needs.
- The Words First team will design personalised interventions based on their unique assessments and requirements.
- The support adapts to the specific needs of each child or young person, focusing on functional targets aligned with their own aspirations.
- Our therapist will create a safe space for practice and skill-building before applying them in classrooms and social environments.





What to do if you're worried about your child



- Request through the office (Telephone: 020 8570 6130, Email: office@wellington.hounslow.sch.uk) to speak to our SENCO about your concerns.
- The SENCO will be able to refer your child for an assessment.
- You will need to give consent beforehand.
- Once the assessment has been completed by our Words First therapist, they will work with you and the school to devise a plan of support for your child.





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Parent and carer support



- We are eager to support our parents and carers.
- If you would like to talk to our therapists, please contact the office (Telephone: 020 8570 6130, Email: office@wellington.hounslow.sch.uk) and ask to speak to the the SENCO.
- The SENCO will organise a meeting or call.



Thank you!

If you would like more information about Words First, please visit www.wordsfirst.uk



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