

Speech and Language Therapy Services

What the Speech and Language Therapist (SaLT) can support with:

Speech, language and communication skills play an important role in a student's school readiness and ability to achieve to their full potential. SaLT provides assessment, treatment, support and care for children and young people who have difficulties in these areas.

Our Assessment Process:

Assessment will be based on a case history gained through the child's family, any involved professionals and the child's EHCP. This will be followed by any appropriate formal or informal assessment, allowing for a holistic profile of the child to be formed.

Through assessment, the SLT can identify speech, language and communication disorders and needs such as Childhood Apraxia of Speech (CAS) and other articulation disorders, Receptive or expressive language disorders, and Social communication difficulties. With the data collected, functional and individualised goals are set and monitored for the term.

Therapy delivery:

Evidence based interventions are run throughout the school year. These aim to support the development of receptive and expressive language skills, the development of vocabulary, and social communication skills. Examples of these programs include: Lego therapy and Colourful Semantics.



Intervention may be provided on a 1:1, small group and whole school basis. Whole school interventions are embedded within the school curriculum and benefit all students.

Physiotherapy Services

What Physiotherapy can support with:

Maximising our student's physical ability within their everyday activities at school, home and in their community.

Supports students with a range of physical/neurological/orthopaedic/developmental challenges and provides individually tailored exercise programs for both home and school to enhance movement and participation in school activities.

Supports to provide specialist equipment/seating outlined within EHCP provisions or recommends equipment following assessment.



Our Assessment process:

Our physio works closely with the Occupational Therapist, Speech and Language Therapist and all teaching staff at the school. The Physio will receive referrals made by staff and conduct an assessment and provide support as necessary.

The Physio works closely with the Occupational Therapist to complete joint assessments to ensure students with any motor impairments can navigate the school environment safely.

The Physio works closely with students, teachers and families to set goals for children to help them progress their movement skills.



Therapy delivery:

The Physio has a weekly timetable where they arrange to see students depending on the provision identified within the EHCP or the provision decided following assessment.

CAEA Therapy Services



Welcome to the Therapy Centre at CAEA



Our Dedicated Team

Samantha Wright- Team Lead, SENCO

**Caitlin Banham- Occupational Therapist/
Advanced Sensory Integration Practitioner**

**Clare Bates- Speech and Language
Therapist**

**Rosie Hancock/Hadas Shaw-
Physiotherapists**

Molly McWilliam- Mental Health Practitioner

Vanessa Kroll- Play Therapist

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Occupational Therapy Services

What Occupational Therapy (OT) can support with:

Sensory integration therapy for children with sensory processing and modulation difficulties so that children are able to participate fully within the school environment and curriculum.

Fine and gross motor development programmes to support participation and function within activities of daily living.

Equipment provision to improve access to the curriculum and ability to focus in class.

Self-regulation strategies to support children to manage their arousal levels in class.

Independence with activities of daily living such as washing, dressing and feeding as well as community skills.

Emotional regulation support for students through the delivery of therapeutic programs and strategies to promote wellbeing.



Our Assessment process:

The OT will thoroughly read the child's EHCP to ensure provisions are met and outcomes are achieved. The process sees the OT working closely not only with the child, but also with their family to get a thorough picture of their needs and set appropriate goals.

Following the assessment, the OT will provide specialist, individually tailored intervention which enables the child to thrive within their new educational setting

Therapy delivery:



The OT has a fully equipped room on the school site for delivery of 1-1/group sessions. Frequency varies (eg: weekly, fortnightly) depending on the provision identified within the EHCP or provision decided following assessment.

Mental Health Support

At CAEA we believe that health and wellbeing takes on added importance as it plays a vital role in the children's development and setting them up for success. Our students need to be aware of the importance of mental health and wellbeing on their quality of life.

Improving the mental health literacy of our students will provide the key individual awareness to specific issues.

Having an Education Mental Health Practitioner (EMHP) on site will allow us to assess and support our students with common mental health difficulties, particularly mild to moderate symptoms of anxiety, depression, and behavioural difficulties.



Therapy delivery:

Group meetings, regular 1:1 sessions and low-intensity interventions based on guided self-help will be put in place to enhance our students' mental health.

Play Therapy Services

This 'special time' provides a space where a child can express themselves creatively, through metaphor, and to self-regulate in an uninterrupted environment which is safe and confidential. Tools offered for play include a selection of arts and craft materials, clay, sand tray, musical instruments, puppets, doll's house, play kitchen, miniature figures, and vehicles.



Therapy delivery:

Play Therapy at Centre Academy offers initially twelve (40 minute) child led sessions with a trainee therapeutic play practitioner who is on the Play Therapy UK register, accredited by the Professional Standards Authority, working under clinical supervision, studying at the Academy of Play and Child Psychotherapy in partnership with Leeds Beckett University.