

Schools Therapy Resource Pack

**Section 8 –
Training**

Introduction

Within the Solent Children's Therapy service are highly trained therapists who are able to provide a variety of training programmes to suit your needs.

Our core offer to you is a free three and a half hour, all staff training package. This supports the delivery of the universal and targeted packages enclosed within this pack and helps staff support the development of skills of all pupils.

Following this we are then able to provide targeted workshops and resource sessions to enable you to be assured that you have a trained and confident workforce able to meet a variety of children's needs.

Please contact the Single Point of Access (SPA) to book training or receive a copy of the latest training catalogue.

Essential

A1 Whole school half day integrated training – No Charge

To complement this schools pack. The training is a whole school staff session on an inset day. This will be presented by the Physiotherapist, Occupational Therapist and Speech and Language Therapist usually working in your school and enables you to ask questions about how to support all children in your school. This training is free and is the essential training provided by the service.

Objectives

- Gain more understanding of typical child development
- To demonstrate the use of the Schools Therapy Pack
- To know who to talk to if you need advice
- To show strategies you could use in your classroom
- To help you identify which children need additional support

When you book the Children's Therapy Service Integrated Therapies Universal **Inset training** half day package, you will receive a number of documents, including the power point presentations and hand outs.



INVESTOR IN PEOPLE

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DURING your training

The Universal and targeted level Integrated Therapies package will be delivered by 3 members of the Children's Therapies team: a Speech & Language Therapist, an Occupational Therapist and a Physiotherapist.

It is anticipated that at least 1 of these 3 will be your school's usual therapist. You will be asked to complete a training evaluation form to help us to continue to develop our training packages.

AFTER the training

Please complete evaluation forms to help us identify how to improve the service we provide.

Targeted Workshops

We are also able to provide bespoke training to small or large groups of staff as suits your needs at a reasonable cost.

Please contact your school therapists to discuss your needs.

These workshops can be run either within your school for a group of staff or at an external site which you can send staff to. Please contact the Children's Therapy Service to discuss your requirements.

Below is a selection of targeted workshops which we have delivered or we can tailor a session to your needs specifically.

Development of Gross Motor Skills

Aim

To develop an understanding of how gross motor skills develop and activities/strategies to help gain and improve these skills.

Objectives

- a) Identify different stages of gross motor development
- b) Empathise with children who have gross motor difficulties
- c) Gain knowledge of strategies that can be used to improve gross motor skills

Development of Fine Motor Skills

Aim

To develop an understanding of how fine motor skills develop and activities/strategies to help gain and improve these skills.

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Objectives

- a) Identify different stages of fine motor development
- b) Empathise with children who have fine motor difficulties
- c) Gain knowledge of strategies that can be used to improve fine motor skills



An extension of essential training with more practical activities. (OT)

Development of Writing Skills

Aim

To gain an understanding of difficulties that children can experience when learning to read and write and strategies to encourage them to gain the necessary skills.

Objectives

- a) Begin to identify areas that could be causing difficulty
- b) Empathise with children who have difficulty with writing
- c) Gain knowledge of activities and strategies that can be used to improve these skills

Development of Organisational Skills

Aim

To gain an understanding of how organisational skills develop and strategies to help gain and improve these skills

Objectives

- a) To understand the essential components of organisation
- b) To gain knowledge of how a lack of organisational skills can have an impact on daily living
- c) To identify strategies that can be used to improve organisation

ELKLAN

Aim

Elklan have developed this highly successful accredited ten week course for education staff. It has been written so that speech and language therapists can teach it at their locality under license.

What do participants receive?

Teaching from qualified speech and language therapists. They provide training to support the communication of all children but especially those with speech and language difficulties in pre-school or primary school settings

Accreditation through apt awards (GB) or OCNNI (Northern Ireland) at either NVQ two or three level

Supporting young people in Key Stage 3 setting (SLT/PT/OT)

Supporting Children with attention and listening difficulties in the Foundation stage, Key Stage 1 and Key Stage 2 within school settings (SLT/PT/OT)

Classroom strategies to support Quality First Teaching in the Foundation stage, Key Stage 1 and Key Stage 2 within school settings (SLT/PT/OT)



Using visual support in the Foundation stage, Key Stage 1 and Key Stage 2 within school settings (SLT/OT)

Supporting Children with social communication difficulties (including Autistic Spectrum Conditions) in the Foundation stage, Key Stage 1 and Key Stage 2 within school setting (SLT/PT/OT)

Cued articulation (SLT)

Cued Articulation was devised by a speech therapist called Jane Passey to originally aid children who have severe speech and language difficulties. However since then, it has been proven to support:

Children with hearing difficulties/Children with EAL/All children

This approach can be used as a whole school and can benefit; speaking, reading and writing/spelling. It also aids children's memory when learning the sounds, as the kinaesthetic movement aids memory, but the actual action/hand cue reminds the mouth how the sound is made e.g. the action will show the child if the sound is voiced or voiceless, where the sound is made and how the sound is made. The action is learned very quickly and supports children to remember what sounds the letters make, especially when learning the first letter sounds.



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