

Our Ref: A1234567

Children and Young People's Therapy Service

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**THERAPY CONTRIBUTION TO ASSESSMENT FOR EDUCATION  
HEALTH AND CARE NEEDS**

<b>Name:</b>	Gemma SAUNDERS	<b>DOB:</b>	01 Jan 2019
<b>Address:</b>	123 Any Street, Anytown, ZA1 1AB	<b>Date of Report:</b>	20 Nov 2023
		<b>NHS Number:</b>	715-620-0095
		<b>GP:</b>	Dr JM Williams
		<b>Pre-School:</b>	Anytown

Name of parent/s or person/s with parental responsibility: Bernadette Saunders  
Relationship to child / young person: Mother

**Details of the Therapist writing the Report**

Therapist's Name:	Laura Anderson
Therapist's Title:	Occupational Therapist
HCPC registration number:	OT097513
Email address:	<a href="mailto:Laura.Anderson@somersetft.nhs.uk">Laura.Anderson@somersetft.nhs.uk</a>
Therapist's Name:	Diana Burrows
Therapist's Title:	Speech and Language Therapist
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Children and Families Act: This report is a contribution to the Assessment for an Education Health and Care Plan. It is only valid if appended in full.

**Introduction**

Gemma was referred to Occupational Therapy (OT) in April 2023 and seen for initial assessment in May 2023. She has since been seen for initial assessment in clinic followed by telephone reviews and observations at nursery. The most recent contact was a telephone review with parents on 16 November 2023.

Gemma was seen for her initial Speech and Language therapy (SLT) assessment on 31 November 2023. This report is based on the findings from her initial assessment.

## STRENGTHS AND NEEDS

### Summary

- Delay in acquisition of self-care skills such as dressing and toileting impacting on Gemma's independence and requiring full support from adults.
- Difficulties with processing sensory information impacting on Gemma's ability to regulate in an overstimulating environment.
- Gemma has severely delayed and disordered language and social communication skills.

The CYPTS provides an advisory service only for sensory processing difficulties. The strengths and needs detailed in the sensory section of the report are based on clinic and telephone appointments with parents only.

	Areas of Strength	Areas of Need
<b>Communication and Interaction</b>	Gemma shows interest in her surroundings and is keen to explore objects.	Gemma shows no interest in her peers appearing completely unaware of them.
	Gemma consistently responds to her name.	Gemma struggled to follow 1 key word level instructions in formal adult led tasks.
	Gemma can follow familiar and simple instructions from familiar adults if motivated by the activity.	
	Gemma followed adult led play activities more consistently when a Now/Next strategy was used.	Gemma struggles with unexpected change and transitions.
	At home, Gemma has a very good understanding of concrete language if interested in the activity.	At home, Gemma will not participate in an activity unless parents draw Now/Next visual prompts.
	Gemma has an extensive vocabulary.	Gemma's use of echolalia (repeating words and phrases as they are said to her) and learnt 'chunks' of language are not always functional.

<b>Sensory</b>	Gemma finds swimming regulating.	Gemma needs proprioceptive and deep pressure input throughout her day to help her remain calm and attentive.
	Gemma is generally happy and comfortable in the pre-school environment.	Gemma will pace the pre-school room both before and after transitions (i.e. arriving and leaving pre-school and changing classrooms).
	Gemma will take herself to a small, dark area in pre-school when she is overwhelmed. Staff report she finds the lights and music calming in this area.	Gemma sucks and chews on her hands and thumb when she is overwhelmed.
		Gemma seeks sensory feedback through biting and pinching her Mum's hands.
<b>Self Help and Independence Skills</b>	Gemma can pull her trousers and underwear down when going to use the toilet.	Gemma needs adult support to pull her trousers back up after using the toilet.
	Gemma can feed herself independently with a spoon.	Gemma cannot use a knife and fork.
	Gemma is recently potty trained.	Gemma is not motivated to engage in dressing tasks.
		Gemma chews excessively on her toothbrush, making it difficult for parents to support her to brush her teeth.
<b>Play</b>	Gemma has a strong interest in letters and numbers.	Gemma prefers to play on her own and it is difficult to get her to join in with play activities with other children and adults at pre-school.
	Gemma enjoys reading and reciting books and stories.	
	Gemma will sit alongside her peers during circle activities.	Gemma does not appear to be engaged in the content of circle time activities.
		Gemma's play is repetitive in nature with little imaginative play.
<b>Attention/ Listening</b>	Gemma can sit for focused, adult-led activities for 5-10 minutes with one-to-one support if highly motivated by the activity.	Gemma follows her own agenda.
		Without adult support, Gemma has a fleeting attention span for activities of her choosing and interest.
<b>Physical</b>	Gemma is able to scribble on paper using crayons in either hand. She has not yet established hand dominance.	Gemma is unable to hold scissors/looped scissors, even with demonstration and hand over hand support.
	Gemma can cross her midline and use both hands together during activities.	Gemma cannot jump with both feet clearing the floor.

## LONG TERM OUTCOMES

- Gemma will have strategies in place to support her sensory needs, self care, learning activities and the pre-school and community environment.
- Gemma to develop independence in self-care activities.
- Gemma to develop her fine motor skills.
- For Gemma to be able to communicate her wants, needs, thoughts and feelings effectively.
- For Gemma to develop her joint attention and play to enable her to attend and engage in learning and social opportunities.
- For Gemma to be able to share social connections and friendships.

## SHORT TERM OUTCOMES AND RECOMMENDATIONS

Short Term Outcome / Goal	Recommendations to address the need.
Gemma to participate in brushing her teeth, without excessively chewing her toothbrush.	<ul style="list-style-type: none"><li>• Parents to trial different styles of toothbrushes, e.g. electric, manual, soft/hard bristles, whole mouth toothbrushes and silicone brushes.</li><li>• Before toothbrushing, Gemma to bite down on a wet flannel to help desensitize her mouth prior to brushing.</li><li>• Gemma to take part in oral motor games throughout her day as well as being provided with chewy effortful snacks to increase the feedback she receives through her jaw.</li><li>• Use a visual timer or app to support with tooth brushing.</li><li>• Parents to model brushing their own teeth alongside Gemma. Offer hand over hand support initially to show Gemma how to brush back and forth rather than bite on the brush.</li></ul>
Gemma to use a fork to feed herself two mouthfuls, at the beginning of every mealtime.	<ul style="list-style-type: none"><li>• Parents to model using cutlery at all mealtimes to Gemma.</li><li>• Parents and school to play games with Gemma which encourage her to practice her cutlery skills.</li><li>• Provide hand over hand support initially to show Gemma the pressure and movement involved.</li><li>• Sing songs at mealtimes to encourage Gemma to use her fork (e.g. this is the way we use our fork, use our fork, to eat all our food, in the tune of go round the mulberry bush).</li><li>• Focus on using a fork for two mouthfuls of soft food (which is easy to stab with a fork) at the beginning of each meal, and gradually build this up. Allow Gemma to eat with her spoon or hands after she has used her fork to avoid her becoming frustrated and demotivated.</li></ul>

Gemma to pull her trousers up after using the toilet.	<ul style="list-style-type: none"> <li>• Parents and school staff to continue with the backward chaining method outlined in OT intervention plans.</li> <li>• Practice with clothing which is baggier and looser – this may be easier to pull up for Gemma.</li> <li>• Encourage Gemma to engage in games which require her to reach around her body e.g., move hula hoops, balloons, and popper tubes over and around her body/ hide toys in a bum bag behind Gemma and encourage her to take toys out of the bag/ place stickers on Gemma's back and around her body – encourage her to find these and take them off.</li> </ul>
Gemma to be able to share joint attention for five minutes for motivating adult led tasks	<ul style="list-style-type: none"> <li>• School to use the identified activities (as outlined in Gemma's current SLT intervention plan) to support joint attention including Attention Bucket.</li> <li>• School staff to use visual prompts e.g. objects of reference, now and next board, visual timers to support attention and listening.</li> <li>• Gemma would benefit from an environment which is conducive to maintaining her attention and where she is not highly distracted.</li> </ul>
Gemma will be able to communicate her choices and requests, including asking for more, finished and help.	<ul style="list-style-type: none"> <li>• Adults to role-model language and gestures throughout the day, e.g. pointing, waving, nod/shake head, high five, thumbs up and simple, functional signs e.g. more/finished/help etc.</li> <li>• Adults to support Gemma in understanding and expressing her feelings, by role-modelling simple language to her 'in the moment', using signs and / or facial expressions to depict word meaning and validate how Gemma feels.</li> <li>• Adults will continue to interpret Gemma's communication when she is unable to communicate and use and model words and phrases that she could use in given situations throughout the school day.</li> </ul>

## GENERAL RECOMMENDATIONS

- Gemma to have access to a weighted blanket at pre-school, to receive the deep pressure feedback she finds calming.
- School to watch the Sensory Processing webinar offered by the CYPTS, to aid in understanding Gemma's sensory difficulties.
- For nursery/school staff to monitor the sensory environment to reduce distraction and prevent Gemma from becoming overwhelmed.
- Staff will be familiar with how to create a communication friendly environment and working with children who have autism and language, and social communication/ interaction needs.
- Continue to use Now and Next boards visual schedules and timers with Gemma to support transitions.
- Adults to model a range of language strategies to support Gemma's ongoing language and communication development throughout the preschool/school day.
- Adults to interpret Gemma's behaviour and communication by modelling the words and accompanying signs or symbols to communicate what Gemma's actions are showing you.

- Use of a Total Communication environment using visual supports in the form of objects of reference, Objects, photos, and signing.
- Adult support available within nursery/school to check Gemma has understood what is required of her and to use strategies to support development of her language comprehension.
- Adults to be knowledgeable on how to support shared activities and how to develop turn taking skills.
- Adults to create opportunities to model and support peer interactions during each pre school /school session.

## EQUIPMENT REQUIREMENTS

Equipment needed	Home or school
Weighted blanket for preschool / school	Preschool / School
Access to appropriate visual support materials (e.g., objects of reference, symbol communication boards, photos, signing, now and next boards).	Home and preschool / school

## HEALTH-FUNDED THERAPY PROVISION

### Occupational Therapy

Gemma will be reviewed termly by Occupational Therapy to assess her progress in these areas and recommend any future provision needed.

### Speech and Language Therapy

Gemma will be reviewed in the summer term to assess her progress in these areas and recommend any future provision needed.

## EDUCATION-FUNDED THERAPY PROVISION

### Occupational Therapy

Nursery/school staff to have access to the CYPTS webinar on sensory processing in order that they can apply strategies from this to help Gemma to develop her sensory processing and self care.

An Occupational Therapist will offer support to school to help Gemma to manage her sensory processing difficulties in that environment and to develop self care, sensory exploration and learning and fine motor skills.

An Occupational Therapist will carry out a one hour observation in nursery/school. Further indirect time will be needed for liaison, travel, notes, and report writing.

The need to amend the frequency and length of the reviews and therapy sessions will be reconsidered by the therapist at each review to ensure the provision is appropriate for Gemma's changing skills.



### Speech and Language Therapy

Gemma would benefit from 3 x SLT appointments over the year which would consist of a mix of direct work with Gemma and liaison with nursery and educational staff. 90 minutes should be allowed for this appointment. There needs to be further indirect time following the visit to write up clinical notes and update the programme.

### **EDUCATION-FUNDED THERAPY PROVISION**

Annual Review: If this needs assessment results in the issuing of an Education, Health and Care Plan then an Occupational Therapist and Speech and Language Therapist will provide an up-to-date report for the EHCP annual review if sufficient notice is given.

**Laura Anderson**  
**Occupational Therapist**

**Diana Burrows**  
**Speech and Language Therapist**

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