



## **THERAPY DEPARTMENT**

As a therapy department, we aim to nurture and develop your child's skills in order for him/her to reach their full potential. To be able to achieve this goal we work together as a team together with the parents, establish open communication and focus on what is in the best interest of each learner.

Each member of the transdisciplinary team has their specific field of expertise to contribute, which lends itself towards the holistic development of the learner. The following therapies include a brief summary of what is being addressed in each different discipline.

All Therapy occurs either individually or in pairs as well as in the classroom environment where and if required and depends on areas of difficulty experienced by the child.

**OCCUPATIONAL THERAPY** (OT) is focussed on performance and aims to provide therapeutic intervention to facilitate learner participation and occupational performance within the school environment. These are the areas that are covered by OT: sensory motor integration, gross and fine motor skills, visual perception and visual motor integration.

- **CLASS THERAPY** - in order to consolidate skills developed in therapy, these need to be experienced and practiced in the class environment.  
The class teacher and therapist work together within the frame work of the class in order to facilitate the transition of skills.
- **SENSORY MOTOR THERAPY** – looks at developing sensory integration and neuro-developmental techniques in order to improve modulation, postural control, balance, bilateral integration, motor planning and endurance. Improved postural control provides a child with a more stable base of support from which more efficient and coordinated movement can occur. Difficulties with motor planning are addressed by using the therapeutic apparatus creatively and exposing the children to a wide variety of tasks that require planning, timing and sequencing. Activities are designed to provide increased proprioceptive input, thus enhancing the feedback from muscles and joints that is necessary for better grading and control of movement.
- **FINE MOTOR/PERCEPTUAL THERAPY** – aims at developing fine motor dexterity by improving the stability and movement patterns of the upper limbs and the hands. Visual perceptual activities form the foundation for development of reading, writing and mathematics skills.

**SPEECH AND LANGUAGE THERAPY** examines a child's receptive and expressive language, phonological processing and auditory awareness skills as these relate to the academic skills for reading, spelling and written language. A key part of this is the understanding and use of language as well as skills for social communication. The Speech and Language therapists also do hearing screenings for all learners.



Class therapy is conducted by a Speech and Language Therapist assigned to the specific class in conjunction with the teacher. The focus within the class therapy is on the application of the acquired skills to class work.

**LEARNING SUPPORT THERAPY** addresses the scholastic/academic needs of the learner. Therapy focuses on the development of reading and maths skills in groups. Where indicated a learner may also receive therapy for phonics, spelling, and written expression. Groups comprise of 3 to 5 learners.

Standardised annual assessments track a child's progress and provides valuable diagnostic information in order to further support a learners' development or recommend the return to mainstream.

**EDUCATIONAL PSYCHOLOGIST** intervenes through different ways to develop a learner's social and emotional literacy depending on the need of a specific learner. Intervention can take place individually, in small social groups or within a class depending on the aims they need to achieve.

Learners are all seen in class groups for social skills. The aim of the Psychology Department is to support each learner and parent as far as possible and to contribute to the emotional well-being of the learners. A child may have individual therapy without needing to have an emotional assessment e.g. trauma experienced etc. an emotional assessment will be conducted over a period of time, an intake interview will be arranged with the parents and feedback will be given as soon as the assessment is completed. If long term intensive intervention is required, we would refer the learner to an external Psychologist.

Parent guidance and support is offered to parents in the form of weekly Parent Support Groups. During these groups specific needs identified by parents are addressed. The topic to be discussed is communicated in advance and any Parents are welcome to join any session that you feel might be helpful to your understanding and processing of your child's specific need.