



Me & My Senses Project Report December 2023

The funding for this project was awarded by the Communication Consortium Grants Programme - funded by the Rayners Special Educational Trust

Project Period: September 2022 to September 2023

Project Aims

- To develop and launch a Talking Mats resource to enable children with identified Speech, Language and Communication Needs (SLCN) to have a voice and agency in their own sensory assessment, planning and intervention.
- This work is important as sensory assessments typically involve formal and informal questionnaires/checklists carried out with Parents/Carers, Education Staff, and observations of the child in their environment.
- Children's views are not routinely, or effectively, included in these assessments, or in subsequent planning and intervention processes.

Children and young people who have communication difficulties (SLCN) associated with language impairment, and autism, will benefit from this project because:

- They will be supported to think about and communicate their views/feelings about their own sensory needs, ensuring they are listened to, and can participate actively in assessment, planning and intervention.
- Being listened to will have a positive impact on their outcomes including mental health/wellbeing.

Practitioners and Parents/Carers will have an increased understanding of children/young people's views/feelings and develop skills in supporting children to be involved in sensory assessment, planning and intervention.

Practitioners were selected by Talking Mats according to the following criteria:

- Actively working with children and young people who have a diagnosis of SLCN as well as sensory integration/processing difficulties.
- Registered Occupational Therapist (OT) / Speech & Language Therapist (SLT) and Sensory Integration Practitioner.
- Completed Talking Mats Foundation Training (Total Currently Trained > 15,000).

Practitioners were asked to select 3-5 children/young people from their caseloads. These children/young people needed to be able to access Talking Mats according to the following criteria:

- Aged between 5-18
- Comprehension skills/understanding at 2 key word level or above
- No/limited visual impairment.

Why Talking Mats?

“The notion that the voices of children with SEND (Special Educational Needs and Disabilities, including SLCN) should be heard and that they should be actively involved in decision making.....is not a new one and has been described and pointed out before in policy and legislation documents both in the UK and internationally

([Children Act, 1989](#); [Gray et al., 2006](#); [United Nations, 2006](#); [Palikara et al., 2009](#)).

Policy changes have taken place with the voice of the child in the centre ([Children Act, 1989](#); [Individuals with Disabilities Education Act, 2004](#)), but there still appears to be a gap between policy and practice ([Porter, 2014](#))”

(Palikiara et al, 2018)

Talking Mats puts the focus on abilities and a person's view of their own needs and preferences, not just limitations/disability.

Supporting children with SLCN and sensory needs to communicate and have a voice supports their learning and development by increasing their motivation and in turn, their positive outcomes and success. The significant impact of Talking Mats use in this way is well-documented in our recent Scottish-Government funded project 'Can Scotland Be Brave'

<https://www.gov.scot/publications/scotland-brave-incorporating-uncrc-article-12-practice/>.

Practitioners can provide clear advice and targets according to the views of the child, rather than according to neurotypical expectations or ableist assumptions. Practitioners will actively seek to listen and understand sensory needs from the child's point of view, lessening the potential effects of the 'Double Empathy' problem, which is well documented in relation to autism in particular. <https://www.autism.org.uk/advice-and-guidance/professional-practice/double-empathy>.

When children's communication skills are supported and developed, this reduces their risk of mental health (<https://www.rcslt.org/wp-content/uploads/media/Project/improving-mental-health-outcomes.pdf>) and/or social, emotional and behavioural difficulties in the longer term. (<https://www.rcslt.org/wp-content/uploads/media/Project/RCSLT/exclusions-review-rcslt-written-evidence.pdf>) .

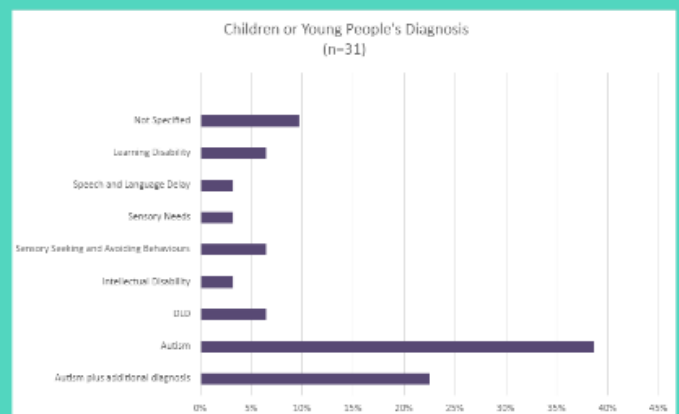
The Me and My Senses Project

Phase 1: Exploration & Development of Resource

- Two Expert Reference Seminars with 4 Sensory Integration Practitioner Speech and Language Therapists (SLT) and Occupational Therapists (OTs) working across the UK.
- Pilot Resource Set developed with new Artist Images

Phase 2: Pilot Stage

- Training Seminar for practitioners involved in Phase 1 plus 14 selected experienced Talking Mats and Sensory Integration practitioner OTs and SLTs working across the UK, in a variety of different settings.
- Each Practitioner went on to trial the pilot resource with children and young people with SLCN and sensory needs (Total: 31).



- Pilot resource feedback was provided for a total of 31 children and young people, however the actual number who benefited from using the resource was much higher than this as practitioners were able to use it with many children on their caseloads. Practitioners reported on what went well, what did not go well, and shared comments about the images.

- Development of Guidance Notes with expert practitioners from Phase 1
- Pilot resource and Guidance Notes shared with autistic sensory integration practitioners for feedback and guidance
- Final Seminar to discuss and agree on all changes, including finalising images, recommended topscales, and language.

Phase 2 Feedback

“The resource enabled an open conversation and wide exploration of the sensory topics”

Children and Young People.....

- felt able to share their feelings with the practitioner in a way that would not have been possible via verbal communication alone.
- enjoyed exploring the options and often gave more information about them verbally, even when that would usually be a challenge - indicating that they felt safe and in control of the interaction.
- shared insights and information that hadn't been observed or come up in discussions before - generating lots of additional conversation and opening up possibilities for submats, to continue thinking about some of the options in more depth.
- were able to share information about sensitive topics such as getting to the toilet on time, and about topics such as school, which might usually result in upset.
- felt able to put some options in the “I am not happy about” section of the mat, expressing a negative view, which can be a challenge for some children who usually tend to agree with the speaker rather than give their own opinion.

In addition:

- The option symbols gave focus to quite an abstract conversation, and supported concentration.
- Clarity of images made it easy for children to understand the context/ meaning of each option symbol.

Using the resource....

- Provided a quick and easy way to gain further insight in to a young person's strengths and difficulties.
- Allowed for collation of a young person's thoughts from a sensory perspective. Many tend to find additional demands difficult so this felt like a gentle way to explore.
- Helped the practitioner to understand how the child/ young person engages with their environment and co-create an action plan.
- Helped parents/carers to understand more about their child's sensory needs - a common response from parents observing sessions in one CAMHS service was "I didn't know this before".
- Resulted in changes to child's sensory environment - for example, one child had been struggling in the corridors when moving between classes because of the busy corridors and lack of personal space. The child was also finding the lunch hall queue stressful due to people bumping into them and was often going without lunch which caused his mum stress. The talking mat enabled the parent to put a request to school to ask for their child to leave classes five minutes early to avoid the busy corridors, and to access the lunch hall five minutes earlier to avoid the busy queue.

Child/Young Person comments:

"I felt relief at being able to put my thoughts down"

"It was funny to think about what I used to find difficult, and how I have learnt to manage it now."

"I felt heard"

Practitioner comments:

' A really valuable tool for practice'

'Very useful resource – nothing else available for this topic discussion on the market. Really like it'

'The mats helped CYP express authenticity & advocate. I think this is going to be a game changer'

Phase 2 Case Study:

CAMHS Initial interview/screening appointments

Our initial interview/screening appointments normally take place over the telephone to gather background information and current concerns and challenges. Sometimes we gather the information we need during that 1 hour appointment to inform whether the child meets criteria to go on our waiting list for an ND assessment. Often, we need to arrange a follow-up appointment to see the child in clinic before making a decision.

With these two particular children, they didn't want to engage with CAMHS or come into clinic. They didn't like their parents talking about them on the telephone and they were upset on the day of the clinic appointments. One had been quite distressed and refused to attend at first. Both children struggle to talk about themselves and answer questions about their experiences, and I thought this was an occasion for a talking mat to take some pressure off and put them at ease.

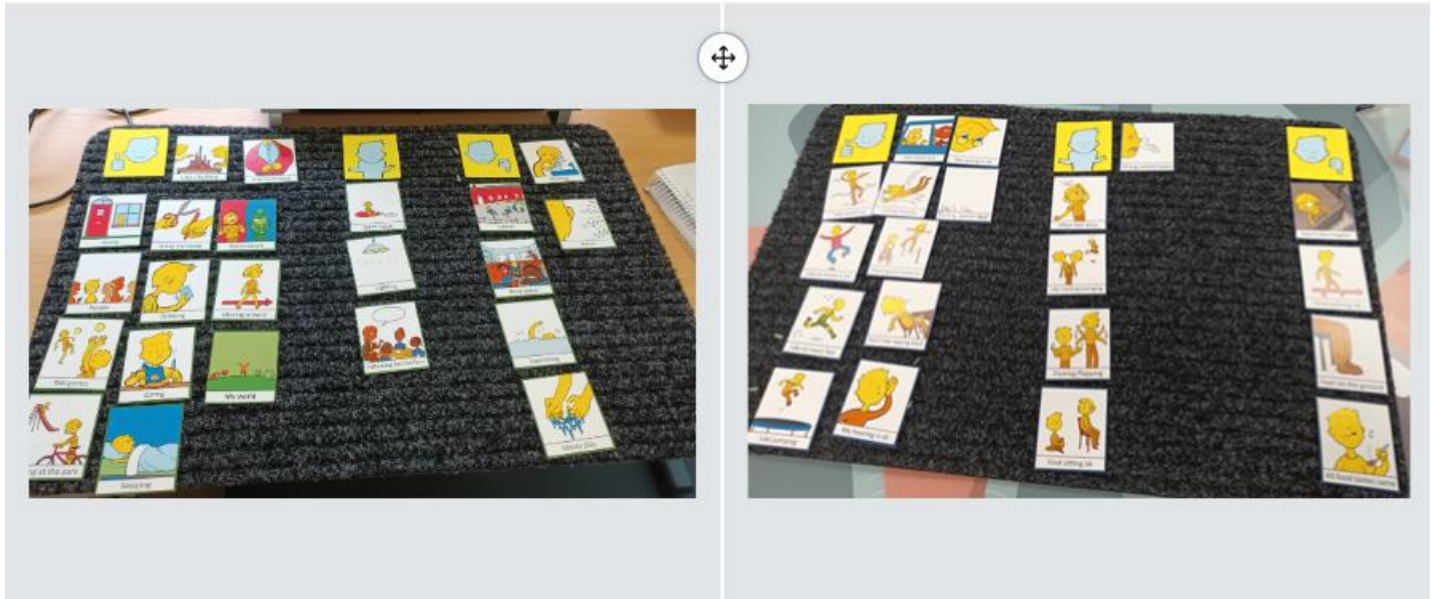
Using the Talking Mats Me and My Senses resource created a 'just right' environment for rapport building and self reporting for these primary school aged children:

- Due to sitting side by side instead of across from each other it removed any pressure to make eye contact or interact.
- The above appeared to reduce their discomfort as they didn't have to look at me at all if they didn't want to.
- There was no face-to-face questioning, long sentences, or multiple questions to process.
- The pictures did the talking and due to few words being spoken the children didn't have to process lots of language.
- The children enjoyed the pictures and started to smile and talk.
- We gathered loads of information about how the children felt about their worlds, activities, objects, and various sensory stimuli.
- Both children started to turn towards me and interact.

The child who had been dreading the clinic appointment most said they wanted to come back to CAMHS. Their body language completely changed during the talking mat. They kept asking to look at more pictures and we learned so much about their experiences. I've noted in this child's file that using talking mats in their ND assessment is the way to go to helping them to engage/self-report/plan interventions/put them at ease.

Phase 2 Case Study: CAMHS Individual Example

B is an 8-year-old who has been referred to CAMHS for a neurodevelopmental assessment for autism. There are lots of concerns related to school avoidance. Amongst core Autistic traits, B was also demonstrating difficulty being in certain spaces in school. As part of a comprehensive neurodevelopmental assessment, an assessment of sensory processing was recommended.



These mats supported the child (B) to think about the spaces and activities at home and in school, and different type of sensory stimuli.

B was able to share that there were too many smells in the lunch hall at school and this was overwhelming. Described how this made him feel ("sick") and wanting to leave but unable to. B's parent and teachers had not picked up on this. B had not been able to express this until explored with the talking mat.

B's parent also reported problems with personal care and avoidance when it came to showering. B was able to share that he disliked the way the water felt when it landed on his back and preferred a bath. B's parent reported that they were not aware of this. B had not been able to express this and only the avoidant and distressed behaviour was seen by B's parent. B is now enjoying baths.

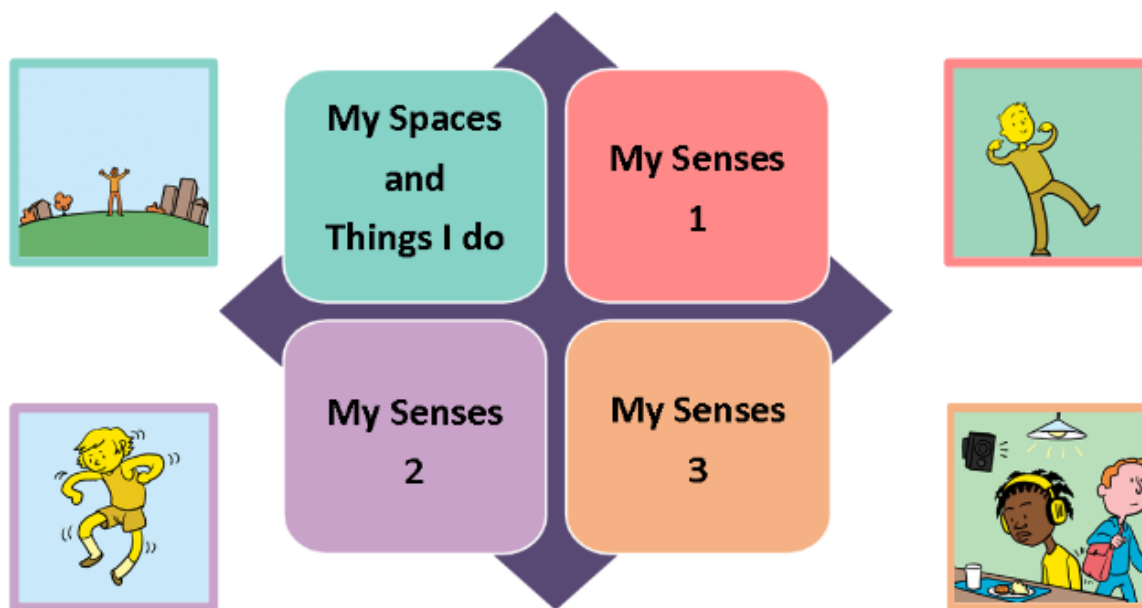
It is assumed that quiet spaces are the ideal space for children to self-regulate at school when feeling overwhelmed and in need of a space to self-regulate. Quiet spaces are recommended in lots of guidance (e.g. NAIT Guidance for Schools). However, this child said that although they take themselves off to a quiet space in class, this can also be a lonely time and they would prefer a friend there with them to play a quiet game.

Children and young people with neurodevelopmental diagnosis at this age really struggle to identify and express how they're feeling and we tend to see the "unwanted" behaviours. Home and school reported that they saw lots of avoidance, meltdowns, and the child expressing they were feeling unwell which led to days off school and poor attendance. This child didn't have the ability to express "there's too many smells in the lunch hall and they're really strong, I feel sick and want to leave", or "I want to go to the quiet space for a little while, can I take a friend with me and play a quiet game", or "I don't like the way the water feels on my back, it feels sore when it lands there, I would prefer a bath".

The Talking Mats sensory set helped the child share what bothered them most at home and school and provided information for home and school about the child that they weren't aware of before. The information about the quiet space helped me as a clinician to think about the recommendations we make and how important it is to involve the child in the whole process, and not to be prescriptive in order to get things right for them. This is also a nice reminder to review strategies recommended with home and school before discharge and plan follow ups.

The Talking Mats Me & My Senses Resource

The final resource includes 4 topics, each containing up to 18 option symbols:



My Spaces and Things I Do

Use this topic to explore **how the child/young person experiences different environments**, focusing on the areas of:

- **Tasks and Activities (Occupations)**
- **Space Around Me**

My Senses 1

Use this topic to explore **how the child/young person experiences the following senses**:

- **Interoception:** Noticing/picking up on internal body signals e.g., know when I'm hungry, know when I need the toilet.
- **Proprioception:** Noticing/picking up on the position and movement of your body

My Senses 2

Use this topic to explore **how the child/young person experiences the following senses**:

- **Vestibular:** Focusing on what their body tells them about the way they move, or like to move, e.g., often feel dizzy, need feet on the ground.

My Senses 3

Use this topic to explore **how the child/young person experiences the following senses**:

- **Taste and Smell**
- **Hearing**
- **Seeing**
- **Touch**

Phase 3: Digitalisation & Sustainability

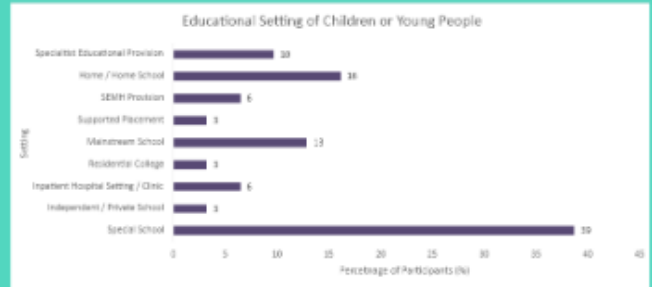
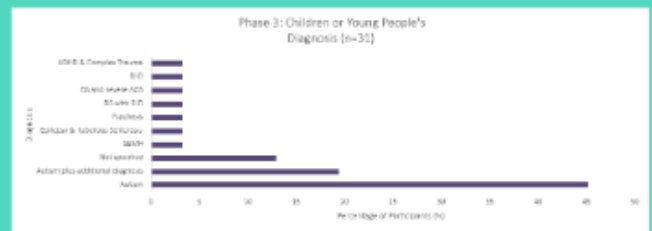
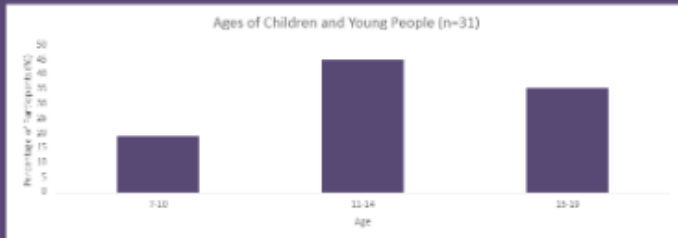
- Coding of resource and uploading to the Talking Mats Digital Platform

- Phase 1 and 2 practitioners (18 in total) provided with free individual 12 month licences to the Talking Mats Digital Platform

- Completion of two free live online Talking Mats Foundation Courses for 19 Practitioners selected through an application process, including SLTs, OTs, and a Specialist Educational Practitioner, Eating Disorder Nurse Specialist, Development Worker, & an Autism Inclusion Support Worker.

- All working with children and young people who have sensory differences and communication needs, based across the UK, in both NHS and independent settings.
- All practitioners received a free copy of the Me & My Senses resource.

- Foundation Training participants provided impact stories to show how the Me and My Senses resource can support children and young people to explore and express their sensory needs. (Total: 31)



- Launch webinar attended by over 150 practitioners from across the UK, Ireland, New Zealand, Australia, Canada, United Arab Emirates, and Kenya.

- The first 40 Talking Mats trained practitioners to book onto the Launch webinar received a free copy of the Me and My Senses resource.

Phase 3 Training Participant Feedback

I realised that I was not using Talking Mats to its full potential...I have learnt a lot from this course

Really interesting and enjoyable...Made me reflect on my current practice and how I can improve or alter it for better outcomes for the children & young people I work with

I cannot actually believe that I haven't had the opportunity to use this resource until now!
Already I have been gaining the most rich information from the person's perspective which has been invaluable for planning and sharing of knowledge with other staff

I loved this course, grateful to have the opportunity to take part and look forward to encouraging colleagues to use it as part of our daily 'bread and butter' practice

Phase 3 General Case Example: SEMH/ Autism Special School

Work in school over past year has focused on exploring Pupil voice as a stepping stone to developing self-regulation, engagement and independence. Talking Mats has been introduced as an accessible format for gathering pupil views as the majority of pupils have underlying speech, language and communication needs.

Pupils have difficulties processing language and retaining information so Talking Mats are used to visually support conversations to ensure that any abstract concepts and language are fully understood, and also to support the idea that we may interpret the same situation differently.

Many pupils have low motivation and are disengaged from learning, so work to look at a holistic curriculum with more focus on life skills and functional needs has been taking place.

We explain to pupils that the purpose of the Talking Mats is to gain their opinions and views about how we support them. We talk explicitly about how making changes doesn't always mean they need to learn or develop a new skill (which immediately makes most pupils disengage), but that sometimes we need to adapt the environment and change how we do things as a staff team.

Engagement from the pupils with this alternative approach has been excellent and as a staff team we have agreed we must action a change (however small) immediately to develop trust and belief in the process.

Phase 3 Individual Case Example 1: Mainstream Secondary School Setting

The Talking Mats Me & My Senses resource was used with a 12 year old autistic young person with a diagnosis of ADHD and Dyspraxia. The 'Request for Support' stated that the primary aims centred around L being unable to identify his emotions and being unable to self-regulate. Up to the time that I started working with L, no one had completed any 'Autism Awareness' work with him, including being able to identify what signals his body was sending him as he began to feel dysregulated.



Practitioner Feedback (Autism Inclusion Support Worker):

I spent some time talking about 'Our Senses', and along with 'Poodly' (L's new squishy sensory dog), we explored Touch, Taste, Smell, Hearing and Sight. I then chatted to L about the other 3 senses that we have Interoception ~ Internal body signals, Proprioception ~ Position and movement of your body and Vestibular ~ what your body tells you about the way you move. I explained that we would be looking at Interoception and Proprioception.

You will see from LB's placement of the cards in the picture above that he was very sure where each one related to him.

- He said 'I bump into lots of things'
- About being hugged or squeezed 'It depends on my mood and the person'
- 'I like to push things'
- When feeling something that jiggles 'It makes my body tingle'
- 'I love chewing things, it's my ADHD'
- 'I know when I'm hungry because my stomach hurts, when I'm thirsty my throat is dry'
- 'I get anxious when someone is asking me too many questions, and it makes me late'
- 'I get overwhelmed when it gets louder'
- LB drew a picture of his head hitting the desk and asked me to write the phrase 'When someone asks or answers a dumb question' He then put it on the Talking Mat.
- 'I'd like you to share this with Miss H and Miss W. Actually, anyone that you speak to about me'

L used the 'dog' to talk on his behalf. Explaining that the 'dog' felt the same as him. I am really encouraged by the way that L is opening up about how he feels and can explain what signals his body is giving him at what time. He said that he would like to do more work around being 'overwhelmed', 'anxious' and his own picture 'head on desk'. I think continuing to explore L's internal signals, along with 'body scanning' will equip him with valuable knowledge as he heads into Year 8.

Phase 3 Individual Case Example 2: Autism/SEMH Special School

The Talking Mats Me & My Senses resource was used with an 11 year old autistic young person to find out what activities she likes to engage in and how they make her feel. E indicated that she has few opportunities to be active in school but that she is often loud and more talkative when she is spinning, bouncing or swinging - like at the funfair, as it makes her excited.



Feedback from Practitioner (SLT):

Although recognising that she likes to engage in these activities which provide vestibular feedback, E commented that she doesn't have access to these in her school environment which would meet this need. As an immediate action, the SLT spoke to the OT about a full sensory assessment and sensory diet to be embedded into E's school day to see whether this would increase her active engagement, interaction and communication skills. Appropriate activities have been identified to trial and monitor impact.

Phase 3 Individual Case Example 3: Independent Primary School Setting

The Talking Mats Me and My Senses resource was used with a 7 year old young person with a diagnosis of dyslexia to explore her stimming when excited.



Feedback from Practitioner (OT):

This was a very articulate young lady with an understanding of what she found difficult, but a clear case of heavy masking of needs. The talking mat information was used to contrast alongside a sensory profile assessment to formulate a bespoke sensory profile for use in both home and school. The clear differences with auditory processing was made apparent utilising the two in sync with each other and an effective plan was able to be formulated.

I felt the talking mat in this instance really provided a nice neutral platform to be able to get to know the young person and their views better without relying on a question answer scenario. I feel like the power balance shifted for the better with the young person being able to take the lead with the conversation and where it went. I do not know how I done my job before it!

Phase 3 Individual Case Example 4: Residential College Setting

The Talking Mats Me and My Senses resource was used as part of an assessment process with a 19 year old autistic young person (P).

Due to EHCP Tribunal, P's needs and wishes needed to be understood as part of their EHCP (Educational, Health and Care Plan), especially in relation to the impact of P's vestibular system on his arousal levels and access to his learning/activities.



Feedback from Practitioner (OT):

Assessment findings concluded that P presents with sensory registration and modulation difficulties which impact on his fine motor skills. P also presents with physiological regulation difficulties which impact on his ability to problem- solve and undertake daily living tasks, especially at times of stress.

P won his tribunal and is now in attendance in a national college on a 38 week residential placement with weekly OT.

Phase 3 Individual Case Example 5: Inpatient Hospital Setting

The Talking Mats Me and My Senses resource was used with an 11 year old young person with a diagnosis of eating disorder and a history of trauma, who prefers not to speak to therapists and has difficulty talking about feelings and herself. She often remains mute in sessions.



Feedback from Practitioner (OT):

I was able to use the talking mat in this case to identify topics for submats which required further exploration: chewing things (considering food, non food items / brushing her teeth / always or in response to stress etc) as well as to develop some strategies for managing the sensory difficulties: patient was demonstrating some proprioceptive and vestibular seeking behaviours, so will consider some strategies to help her regulate so she is able to concentrate at school – movement breaks or sitting on wobble cushion for example.

Outputs

During the project period, **practitioners involved shared impact stories which evidenced that at least 62 children with SLCN were directly supported to explore and talk about their sensory needs and preferences:**

- At least 31 children with SLCN were directly supported by the selected experienced Talking Mats practitioners during the pilot phase.

- At least 31 children with SLCN were directly supported by the selected practitioners who completed their free Foundation Training course in May 2023.

The true number of children who benefited is much higher as this figure only reflects the number of impact stories which were submitted. Each practitioner involved in the project has an extensive caseload of children with SLCN and potential sensory needs with whom the resource was also/ can now be used.

- **Two Talking Mats Foundation Training courses were completed with a total of 19 practitioners who were selected through an application process.** Each participant also received a free copy of the final card resource pack.

- **A Launch Webinar was held for over 150 practitioners working across the world.**

- **The first 40 existing Talking Mats practitioners to book onto the launch webinar also received a free copy of the final card resource pack.**

- **This resulted in a total number of 77 Talking Mats practitioners (including the 18 involved in Phases 1 and 2) who are trained to use the resource and who are now able to apply it to their practice working with children who have SLCN and sensory needs, using their own card resource provided.**

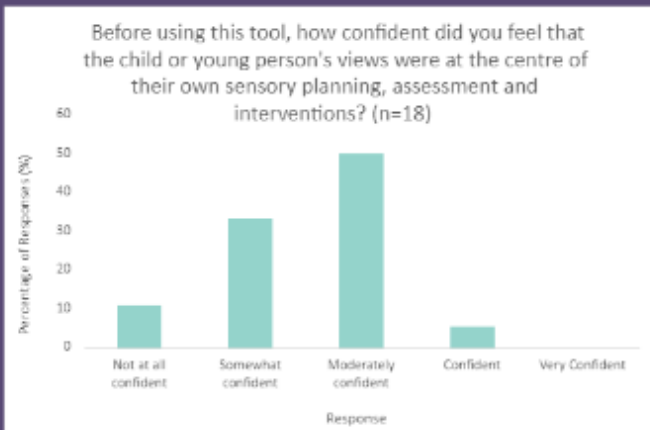
- **In addition, the 19 practitioners involved in Phases 1 and 2 of the project have gained free access to our full suite of Talking Mats resources (including the Me and My Senses set) for a period of 1 year.** In our experience, we have recognised that for some children, using Talking Mats on a device (PC/Laptop/iPad/Tablet) can be more accessible than using the original card resource, and/or some children can find it a preferable option.

- The final resource along with accompanying Guidance Notes was published in May 2023 and is now available to purchase by practitioners working across the UK and the rest of the world on our website, in both card and Digital formats (using our existing Digital Talking Mats platform).

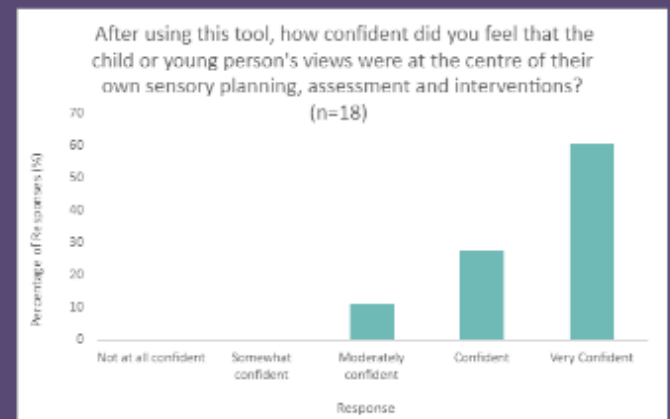
Outcomes

- **Practitioners involved in this project will have increased awareness, confidence and skills in ensuring child voice/views are at the centre of their sensory assessment, planning and intervention processes.**

Survey responses revealed that **the majority of participants felt not at all/ somewhat/ moderately confident** about this at the start of the project, with **only 6% of practitioners stating that they felt confident.**



However, after introducing the Me and My senses resource, this self-score rating rose significantly - everyone felt at least moderately confident that the child/young person's view were at the centre of their own sensory planning, assessment and interventions, and **89% felt confident/very confident.**



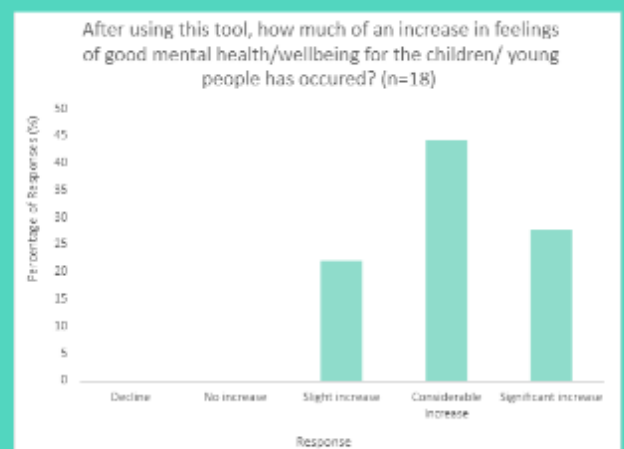
- There will be an increase in meaningful and effective involvement and participation of children in their own sensory assessment, planning and intervention processes

Survey responses revealed that **100% of practitioners felt there had been an increase** in this after introduction of the Me and My Senses resource, and **84% felt that increase was considerable/significant.**



- There will be an increase in feelings of good mental health/wellbeing for the children using the resource.

Survey responses revealed that **100% of practitioners felt there had been an increase** in feelings of good mental health/wellbeing for children using the resource, and **72% felt the increase had been considerable/significant.**



This resource has provided many opportunities for the children I support. It starts a conversation, provides evidence for other professionals and allows for a structured and supported way for children to make their voices heard about their own sensory needs. I have included photos of the Mats in reports with the child's consent and this has proved very powerful. I am also excited to use it as a form of outcome measurement once I have completed a block of Sensory Integration therapy.

I cannot thank you enough for this life-changing resource!

Using the talking mats me and my sense tool has really helped us to capture the thoughts and feelings of the pupils in our service who can access the assessment. We recently reviewed evidence that demonstrated sensory assessment completed by carers may not demonstrate the severity of sensory needs accurately, and this has given us a tool to try and ensure more accuracy in reporting.

This resource is amazing and I feel I really get a sense of what the children I am working with want to say.

This resource has been an invaluable part of our joint OT/SALT assessments, and also part of our MDT trauma assessments for looked after children in our service. We include a summary of the mat in our MDT reports so the child's views are represented in their care plan. Thank you!

Game changer. We are using this throughout school. Young people love it as it gives them a chance to talk about things they couldn't before.

Thank you for this lovely resource. There are a number of tools available to gain a child's viewpoint or get them involved in their own goal setting. But none that are so specifically related to sensory processing. We have been waiting a long time for something like this, so thank you for being the ones to put it together

The Me and My Senses resource prompts us all to stop, check in and suspend any assumptions. The resource enables CYP to explore their individual sensory needs and preferences and in turn allows adults supporting them, to act on this to bring about positive and meaningful changes for children. It allows previously unknown difficulties to be explored by including a well researched range of options.

Using the talking mats me and my sense tool has really helped us to capture the thoughts and feelings of the pupils in our service who can access the assessment. We recently reviewed evidence that demonstrated sensory assessment completed by carers may not demonstrate the severity of sensory needs accurately, and this has given us a tool to try and ensure more accuracy in reporting.

What's Next?

- Social Media campaign to share the project outcomes and raise awareness of the benefits using the Me and My Senses resource can have for children and young people with sensory needs.

- 'Me and My Senses' focused Foundation Training Course run in conjunction with our training partner Course Beetle:



- Investigate funding possibilities/potential for Me and My Senses Advanced Training course

Find Out More....

- To buy the Talking Mats Me and My Senses resource you need to have completed our Foundation Training course

Already trained? Scan here to buy the Me and My Senses resource:



- Want to find out more about the project? Check out our guest blog from Lisa Chapman, SLT:



- Not already trained? Book onto one of our Foundation Training courses - take a look at the options available, including our new Talking Mats Me and My Senses focused Foundation Training course delivered with Course Beetle:



Many thanks to all our project participants and contributors, including:

Lisa Chapman, Lead Speech and Language Therapist in BeeU (CAMHS), Midlands Partnership University NHS Foundation Trust

Deborah McCartney, Specialist Occupational Therapist, Advanced Sensory Integration Practitioner, NHS Lothian CAMHS.

Tina Wood, Highly Specialist OT, Now Retired

Deborah Little, Speech and Language Therapist, Clinical Lead for AAC and Total Communication, NHS Dumfries and Galloway

Rachel Miller-Noble, STARS Autism Inclusion Support Worker, Leeds City Council.

Mrs Farrah Money, Occupational Therapist – Associate with Kent Occupational Therapy

Claire Ginty, Consultant Specialist Independent Occupational Therapist, Achieve Occupational Therapy Ltd

Alyson Eggett, Speech & Language Therapist, Jigsaw Therapy Services Ltd.

Nikki Low, Specialist Occupational Therapist, Specialist Childrens Services, NHS Greater Glasgow and Clyde.

Anna Westaway, Clinical Lead Speech and Language Therapist, Sheffield Children's NHS Foundation Trust

Bryher Hill, Therapy Director and Advanced Practitioner Occupational Therapist, Helping Kids Shine

Lorraine Sinclair, Specialist Occupational Therapist, CAMHS, NHS Forth Valley

Andrea Bell, Paediatric Occupational Therapist, KentOT4Kids

Sandie Martin, Specialist Speech and Language Therapist, Doucecroft School (Autism Anglia).

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