



mable

Key facts, efficacy & case studies for the use of
Mable services in schools

working with



Pearson



How is Mable different?

Mable Therapy’s network of speech and language therapists means your pupils can access the specialist support they need, when they need it. The number of schools joining Mable is growing rapidly, with school staff realising that when it comes to SEND provision, we tick every box:

	Local Authority/NHS	Local Independent	mable
Assessment report with recommendations	✓	✓	✓
Open referral	✗	✓	✓
Assessment within 48 hours	✗	✗	✓
Realtime budget reports and planning tools	✗	✗	✓
Weekly session reports	✗	Depends on the service	✓
Access to specialists	Depends on staff availability	Depends on staff availability	✓
Fully qualified therapists with at least 2 years experience	Depends on staff availability	Depends on staff availability	✓



CPD library

Enabling your staff to identify and support students' mental health and SEND.



Waiting list

Instant access to specialist SEND and mental health support.



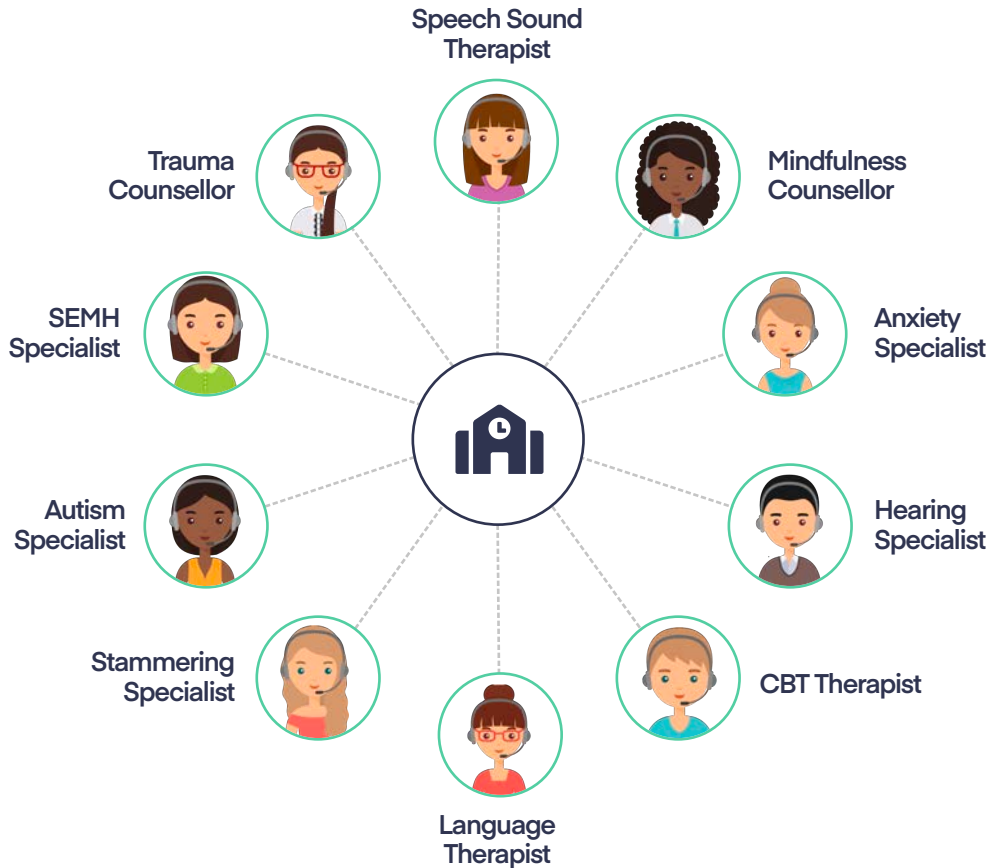
Engaging

Our creative, interactive software reduces anxiety and increases engagement.



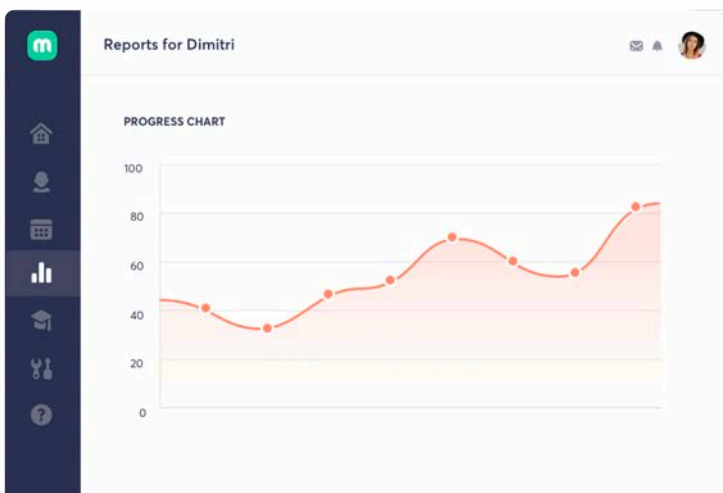
Access to the best specialists

Our unique online service means Mable Therapy can recruit highly-qualified speech and language therapists and counsellors from all over the UK. This means your pupils are matched to the right specialist for their specific needs, ensuring they get the help they need, when they need it:



Measurable outcomes

Our software makes it simple and easy to track pupil progress. Whether you need to know 'big picture' data for all interventions taking place, or the specific targets for individual pupils, Mable's platform gives you instant access to all the information you need.




- ✓ Weekly reports
- ✓ Quantitative measures
- ✓ Qualitative analysis
- ✓ Intra-therapy recommendations
- ✓ Achievable "small-steps" targets



Case study

Mable Therapy have been working closely with Ivy Bank for over four years. We've supported speech sounds, social communication and developmental language disorder, working with pupils from early years all the way up to upper key stage two.

Name	Ivy Bank Primary	 Ivy Bank Primary School
Location	Macclesfield, Cheshire	
Size	500+ Pupils	

What were the problems with the previous service?

"A large number of pupils came into school with speech, language and communication needs and required more support than the local team was able to provide. We found it could take a long time from the point of referral to assessment and even when a child was assessed they might not meet the threshold to receive therapy. This was frustrating for a lot of our families and it was also difficult for teachers to know what to do to support our children's learning. Unfortunately, when therapy was offered, children were asked to travel to the clinic which is on the other side of town. For some of our parents who don't have transport, travelling that far was just not feasible, for others, it meant they would take the child out of school to miss appointments and they would miss too much curriculum learning."



Katie Barber, SENDCO

What are the benefits of working with Mable?

"We have been working with Mable for over four years now. What really appeals to us is the flexibility of the appointments. We can organise the appointment times around the children's learning so their core subjects aren't interrupted. We have a very mixed group of students, some with social communication difficulties and many with speech sound delay or disorder. Mable allows us to work with different therapists who specialise in these areas. It means we can get very specific advice about how to support our children. Mable works really well with our staff, our TAs are learning so much about how to support the children between sessions. The therapists send homework tasks for us to complete after sessions. These also go home to parents so they can practice at home too."

What has the impact been of your work with the Mable?

"We have noticed a big impact for children accessing Mable, particularly across the literacy subjects. Mable sends us reports after every session so we can track the children's progress while they are in therapy. It is really lovely to see how far they have come. We have a little boy who joined us from another school and when he started he had very delayed language and his speech was difficult to understand. It really affected his confidence too and he struggled with his peers. Mable helped us get additional funding for him through an EHCP and the progress he has made in therapy is great. His confidence has improved so much and his speech is so clear. Parents are over the moon and it has had a really positive effect on his learning."



Clinical pathways

Our clinical pathways list some of the most common presentations we support with, enabling you to understand how many sessions are typically required. If you're not sure which pathway is the most suitable, simply get in touch and we will be able to assist you.

Speech & language

Name	Length
Social Communication	8 weeks
Speech Sound Delay / Disorder	10 weeks
Developmental Language Disorder	10 weeks
Late Language Development	3 weeks
Stammering	12 weeks
Verbal Dyspraxia (Childhood Apraxia)	10 weeks
Auditory Processing	8 weeks
Hearing Impairment Enrichment	12 weeks

Mental health

Name	Length
Mild Anxiety	6 weeks
Social Anxiety	8 weeks
Generalised Anxiety Disorder	10 weeks
School Reintegration	6 weeks
School Refusal	10 weeks
Low Mood	6 weeks
Childhood Depression	10 weeks
Grief or Loss	8 weeks
Complex Bereavement	12 weeks
Stress Management	6 weeks
Identity Issues	10 weeks
Trauma	12 weeks



CPD packages

The Mable Academy helps your staff develop the technical and clinical skills they need to make the best decisions for your pupils. Each Mable Academy course is around 60 minutes long and is split up into 5-8 minute lessons so your staff can learn at their own pace.

The Mable Academy will help your staff feel more confident in identifying mental health and special educational needs, working with the children who have them, and moving the conversation forward to get them the correct support.

Wellbeing package	Speech & language package
Supporting students to overcome anxiety	The link between behaviour and communication
Student's mental health: the return to school post-COVID-19	Introduction to social communication disorders
Building a bully-free classroom	Identifying children with speech, language and communication difficulties
Supporting students with challenging behaviour	Creating a communication-friendly classroom
Mindfulness exercises for the classroom	Teaching vocabulary in the classroom
Counselling skills for teachers	Understanding and supporting children with executive functioning difficulties
Building emotional literacy and resilience in children	Strategies to support children with hearing impairment
The impact of diversity on mental health in schools	How to use picture exchange systems
Supporting students with trauma: creating a trauma-responsive school	Identifying and helping children with selective mutism



Backed by science

Every part of the Mable approach is backed up by multiple scientific studies; from the use of specialists and the structure of our appointments, to our reporting and delivery models. Here's a snapshot of the many studies which prove that online therapy works. Studies we used when developing our platform and delivery model, to ensure the highest standard of clinical excellence.

“Language and self-regulation, are intimately inter-related and together form the most powerful predictors of children’s academic achievement and of their emotional well-being.”

Whitebread, Vallaton and Ayoub.

Evidence base

The Mable Therapy whitepaper - “An examination of the evidence base supporting telepractice provision and therapy provision”

Currie, M., Spiers, H. et al., (2021).

A systematic review of the use of telehealth in speech, language and hearing sciences

Molini-Avejonas, D.R., et al., (2015).

Critical review: What is the efficacy of a telepractice service delivery model when compared to traditional on-site therapy for school-aged children receiving speech sound intervention (SSI)?

Bernie, E. (2019).

Journal of Affective Disorders: ‘Internet-based versus face-to-face cognitive-behavioral intervention for depression: A randomized controlled non-inferiority trial’

Wagner, B. et al., (2013).

Overview of telehealth activities in speech-language pathology

Mashima, P.A., & Doarn, C.R., (2008); Reynolds, R. et al., (2009).

Computer therapy for the anxiety and depression disorders is effective, acceptable and practical health care: An updated meta-analysis

Andrews, G. et al. (2018).

Camperdown program for adults who stutter: a student training clinic phase I trial

Carey, B et al., (2010).

A comparison of speech sound intervention delivered by telepractice and side-by-side service delivery models

Grogan-Johnson, S. et al., (2010); Grogan-Johnson, S. et al., (2011); Grogan-Johnson, S. et al., (2013).

The efficacy of telehealth-delivered speech and language intervention for primary school-age children: A systematic review

Wales, D et al., (2017).

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