



Oakfield

HIGH SCHOOL & COLLEGE

**TOGETHER
TRUST**

Therapy Provision & Delivery
Plan



Learning Today for Our Tomorrow

Outline of Together Trust Therapy Provision

Therapy input is provided by Together Trust (www.togethertrust.org.uk) and is delivered by experienced Speech & Language (SaLT) and Occupational Therapy (OT) clinicians, working within school for one and two days, respectively. Both therapists are members of relevant professional bodies – Royal College of Speech & Language Therapy/Occupational Therapy, and are registered members of the Health and Care Professions Council (HCPC).

Speech & Language therapy provides Universal Support for a communication friendly environment, including strategies to enhance understanding of language and advice on differentiating communication to support curriculum, learning and social needs.

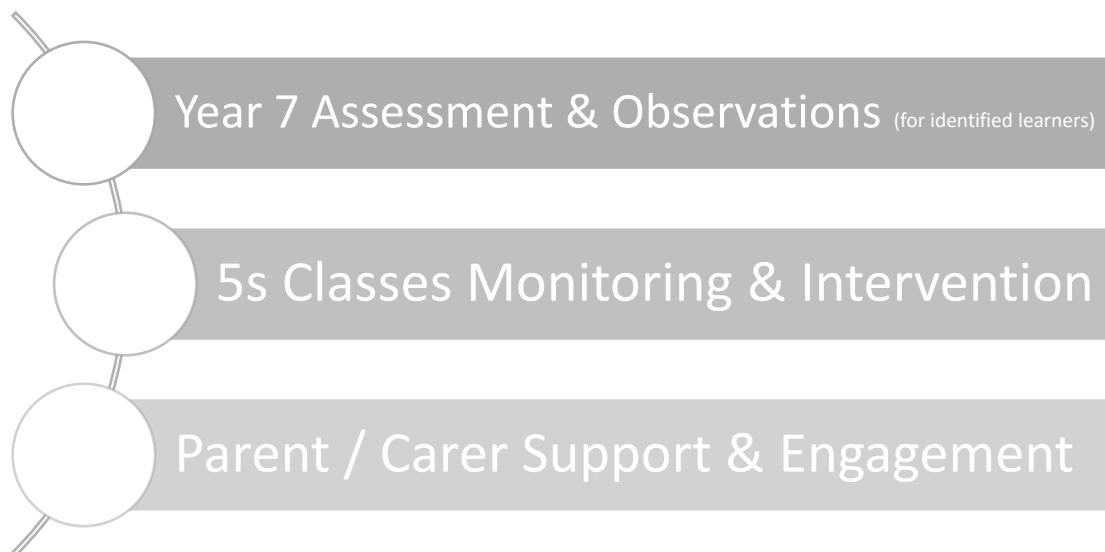
Occupational therapy provides Universal Support for sensory friendly environments, including strategies to support regulation and engagement (e.g. school wide class-based sensory circuits; and provision of relevant sensory aids) and opportunities / activities to increase functional skill development and promote independence in activities of daily living.

Working as a multi-disciplinary team, therapists also provide support at a targeted level including group intervention sessions, and specific staff training / coaching and modelling within the classroom environment.

Ongoing environmental audits are completed by therapists to support consistency of approaches across school and college.

Therapy Service Plan

Therapy is provided across three key areas:



Year 7 Assessment & Observations (for identified learners):

Working in collaboration with the pastoral manager and in liaison with the 'Pathways' process, learners are identified who may require SaLT / OT assessment and / or advice to support their engagement and access to learning. The typical therapy process includes:

- Class based observations
- Standardised Assessment (if applicable)
- Discussion with relevant professionals
- Individual strategies compiled to inform 'Learner Profile' (see Appendix 1. for example)
- Environmental support provided e.g. relevant visuals, and any sensory or functional aids prescribed
- Written report (if required)
- Evidence based programmes devised to support intervention, suggested

5s Classes Monitoring & Intervention:

Ongoing support is provided for learners within the 5's classes to ensure that strategies remain in place throughout their time in school, and to review / update information or strategies as required. Intervention within the 5s classes includes:

- Provision of therapeutic packs & resources e.g. sensory calming kits; class sensory circuit kits; attention autism kits; visual support packs
- Group based SPOT (Speech & OT) programme carried out within an identified class each term (see Appendix 2 for therapy information sheet example)
- Therapy targets provided for Individual Education Plans (IEPs) for all learners within each 5s class. SaLT and OT targets are determined by class based observation and assessment, and targets or areas of focus are then provided for class staff to implement & record
- Specific class-based coaching / modelling is provided to support understanding and awareness of strategies
- Workshop based training is also offered

Parent / Carer Support & Engagement:

Therapists are available via pastoral managers and parent group sessions to provide information and advice, where required. Throughout the year therapists provide focussed information sessions for parents & carers at key times e.g. preparing for Christmas, and Y7 transitions. Additional therapy information to support parents & carers is also available via the school website.

Monitoring of Therapy Provision:

Therapy provision is monitored throughout the year using a range of tools:

- Therapy monitoring sheets are completed following any audits undertaken, and information / recommendations are shared with the senior leadership team. Continual audits ensure ongoing review of any changes / progress e.g. environmental class templates / layouts; visual displays & access to visual timelines etc (see Appendix 3 for example)
- FORMs Questionnaires are shared with class staff to recruit information about impact of therapy groups, and learner progress as a result of strategies outlined on learner profiles
- Learner feedback is collected (where appropriate) to capture the 'learner voice' utilising a standardised therapy feedback form and an adapted Talking Mats version, where required
- Parent / carer feedback is captured following attendance at parent / carer group, this information is also utilised to tailor future sessions

Appendices

Appendix 1: Example Learner Profile

<p>Sensory</p> <ul style="list-style-type: none"> • Provide access to quiet spaces with reduced noise & visual input throughout the day • Ensure regular movement in addition to engaging in activities in a range of positions to increase sensory feedback, support regulation & prevent fatigue • Use sequence strips to support independence in activities of daily living e.g. handwashing & toileting • Provide multi sensory activities to promote writing skills and letter formation rather than with writing tools only • Grade instructions & activities into single steps to support initiation & mastery of each step • Develop his fine motor skills e.g. threading, cutting, sticking, tearing, manipulating different objects etc 	<p>Learner</p> <p>X</p>	<p>Behaviours I display</p> <ul style="list-style-type: none"> • X can become upset if he is bored / under stimulated—he needs to be engaged and involved in activities.
<p>Communication</p> <ul style="list-style-type: none"> • X has difficulty with some of his speech sounds, which can make his speech difficult to understand • X uses short, simple sentences to communicate, and can speak both Kurdish and English. • X can use his language for a range of functions—to greet, to comment, to request. • Support the development of X's language by using core vocabulary boards throughout lessons/ lunchtime/ snack-time • Keep instructions short and simple (one key instruction at a time), and support with visuals with new or unfamiliar tasks • Give X lots of opportunities to access motivating activities to develop his attention e.g. regular access to the Attention Autism Program 	<p>Aspiration</p> <p>To be a footballer</p>	<p>Behaviours Strategies</p> <ul style="list-style-type: none"> • Ensure that X is engaged in regular bursts of multi-sensory activity that is interesting & stimulating to him • Always communicate changes to staffing
	<p>Likes</p> <ul style="list-style-type: none"> • Singing & listening to Kurdish music • Playing football & supporting Barcelona FC • Playing football with his brother • Counting to 100 in Kurdish • Naming Colours • Learning—Arin is inquisitive & likes having opportunities to explore <p>Dislikes</p> <ul style="list-style-type: none"> • Unstructured time, lack of stimulation • Play doh • Too much noise 	<p>Support</p> <ul style="list-style-type: none"> • Support with writing / mark marking due to physical difficulties • X needs to know what is happening throughout his day, and when his anxiety levels are heightened he may repeatedly ask —refer to class visual timetable so he can see what is happening and in what order. • Use quick paced activities in short bursts with clear direction e.g. "find the..." "where is the..." "what colour is the..." • Arin should be supported if required to walk for any long period of time; can be prone to falls • May require support with dressing, toileting & eating • X is inquisitive & should be provided with regular opportunities to explore and engage in new experiences & play based learning opportunities • Use lots of repetition to reinforce and embed X's learning, especially new concepts • Provide access to 1:1 work and small group work

Appendix 2: Example Therapy Group Information Sheet

Therapy Group Information sheet

To: SLT, Pastoral, identified class teachers

Name of student/s: identified 5 classes

Therapist: Michele Davies, Alexa Wilcock

CLASS/GROUP:	DAY/SESSION:	LESSON:	FREQUENCY:	DURATION:
7.5 and 9.5	Wednesdays	Therapist led: SP-OT	Weekly	30-45 mins

Intervention type: Therapist Led group: SP-OT

Date from/to: Jan – Feb half term

BRIEF DESCRIPTION OF THERAPY:

The above students will access a weekly therapy session targeting the development of sensory processing skills and the development and extension of attention, communication and social interaction skills. Throughout the sessions they will share a range of sensory activities (including sensory motor-based activities) that will enable them to develop their ability to build and sustain attention and encourage them to spontaneously use their communication to comment, reject and request.

Expected Outcomes:

Throughout the sessions students will:-

- Develop their ability to focus their attention on an adult led agenda
- Learn to share attention with their peer group
- Develop their ability to sustain their attention for increasing lengths of time
- Develop motor skills, co-ordination and motor planning
- Engage in multi-sensory experiences that will support sensory regulation
- Gain additional opportunities for individual communication, and engage with appropriate level of arousal

The session will also help to develop skills in:

- Turn taking
- Spontaneous interaction
- Expressive language (verbal language and use of AAC including use of communication boards/ books) and extending language functions e.g. commenting, requesting, rejecting.
- General play and initiation of play with new objects

Progress will be documented in individual therapy notes, and, if appropriate, will inform IEP targets.

Appendix 3: Example Therapy Monitoring Sheet



Monitoring Record

Focus:
Therapy audit of 5's classes / sensory classes carried out to review S&LJ & OT environmental strategies & general classroom layouts.
Findings:
Strategies in place & environmental layouts varied from class to class in terms of clarity & definition:
7.5
<ul style="list-style-type: none"> We have re-arranged the workstations to recreate the sensory motor area, now including the trampette to ensure it is a more clearly defined & purposeful space Some of the sensory motor visuals need replacing, I will sort this on Thursday Individual workstations were appropriately set up & utilised - recommend that individual sequence strips be attached to the screens We have made the calming corner / quiet corner smaller by stacking the mats, which also means they can still access the extra one if needed (it is often utilised by Max) We have re-located the TEACCH workstation to a more appropriate space in class, and the workstation requires setting up so that it can be utilised properly - Michele will work with Lindsay on this so that the TA team can make a bank of resources that can be shared amongst the 5's classes Individual schedules and now & next being used appropriately, along with communication books - a clear area to store PECS books / iPads would be useful The visual timetable was clear & obvious however it would be better if it was located at the front of class; learners removing symbols as activities finish (whole class timetable & individual timelined) needs to be a next step for 7.5 (and all 5's classes)
8.5
<ul style="list-style-type: none"> Excellent display of visuals, timetables & supports Spaces in class were clearly defined, purposeful, and well organized - multiple workstations within class allow a carousel of activities & encourage appropriate movement around class Quiet space / den is well positioned & utilised All learners had appropriate visuals in place, according to their level of understanding e.g. now & next; individual timelined Sensory motor area re-arranged to create a clearer space, with trampette & wall push up hands - visuals to be re-made (OT) TEACCH station set up & in use Reduce visual clutter in class by ensuring cupboard doors are closed Learners removing symbols as activities finish (whole class timetable & individual timelined) needs to be a next step
9.5
<ul style="list-style-type: none"> The visual timetable needs to be made clearer - it is surrounded by some unnecessary visual clutter e.g. alphabet visual adjacent to it Learners need supporting to remove symbols when activities finish (whole class timetable & individual timelined) Sensory motor board & area remain intact however exploration zone / tuff trays would benefit from having their own space, so that sensory motor and exploration are two clearly defined spaces within class. The trampette should be located within the sensory area motor area Lots of visual clutter & actual clutter across the class environment-3 more storage options required?

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- Calm space / relax area appears to be located at the front of class at present, this would be more appropriate placed at the back of class [->](#) swap placement of it with the drawers / trolley at the back of class
- TEACCH station is now in class but is not set up or being used
- Loose symbols evident to support expressive communication & communication book in use

10.5

- Visual schedule board no longer at front of class
- Visual timetable not evident in class
- No individual visual supports were apparent
- The small zones board at the back of class would be more appropriate if placed at the front of class to support a daily check in
- Lots of visual clutter & actual clutter throughout the class [environment-3](#) more storage options required?
- Further setting up of TEACCH station required
- The sensory motor board & visuals have been removed from the class - no sensory motor area / sensory break area evident
- 'Sit, read, imagine' area now in place - this may be better utilised & defined as a sensory calming space

Judgements:

Recent changes to class groups & class locations have made it difficult to establish clear zones / sections / spaces within some classes - now changes have been implemented it will hopefully be easier for class staff to now use & maintain learner strategies.

Some of the core, foundation strategies still require embedding consistently in a couple of the 5's classes - when this is achieved it will have a [wide-ranging](#) positive impact.

Recommendations:

- Class staff to remain mindful of general visual clutter & the impact this can have
- Clear, designated areas in classes [e.g.](#) sensory motor area, quiet / calm area, focussed work stations etc to be maintained & appropriate for use at all times
- Class staff to report any requirements of visuals etc to the TA team leads to ensure that items are replaced / provided when required
- Class IEPs to be displayed in class - TBC location (OT, [S&LJ](#) & DH)
- Additional therapy training sessions within individual class teams would be an impactful way of sharing targeted information for staff & learners
- Clear areas to store PECS books / iPads would be useful in each class

Action:

- 'Therapy Support' TEAM set up to ensure collaboration between therapists & recently appointed TA team leads
- Therapy team leads & their teams to support in creating, distributing & maintaining relevant visuals & sensory supports in each class
- Resources to support TEACCH station use to be agreed & ordered ([S&LJ](#))
- Learners removing symbols as activities finish (whole class timetable & individual timelined) needs to be a next step in all classes - TA Team to ensure there is a finished pocket available in each class
- Class layouts to be maintained when designated, purposeful areas have been created

Signed - Monitor: Alexa Wilcock (OT) & Michele Davies ([S&LJ](#))

Date: 5th December 2022

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