

## **Stony Dean School Therapies Overview – May 2024**

**Intent:** At Stony Dean School, the intent of our integrated Speech and Language Therapy (SALT) and Occupational Therapy (OT) services is to provide support that enhances pupils' communication skills, emotional regulation, and independence. These therapies are embedded within the school environment to ensure that pupils develop the necessary skills to achieve effective communication and interaction, employability, and independence. The final goal is to prepare pupils for successful integration into the community and workplace. This is achieved through a structured, collaborative approach that aligns with the school's values.

**Key Objectives:** To meet individual pupil needs, provide a language-rich environment, adapt curriculum delivery and task presentation, facilitate continuous professional development for staff, promote functional communication skills, reduce barriers affecting inclusion and participation for pupils within the learning environment, maximise learning potential, improve functional independence, support self-confidence and self-esteem, promote social integration and underpin transition and work skills.

**Implementation:** At Stony Dean School, our Speech and Language Therapy (SALT) and Occupational Therapy (OT) services are integral to supporting our pupils' educational, social, and emotional development. Our integrated approach ensures that therapies are embedded within the school day. Using the Balanced System Model as a Service Framework.

In Therapies, we work in three different ways (**Balanced system model**) to support our pupils. Each term, we review every pupil's strengths, needs, and current situation to determine the level of therapy support they will need for the next term. We consider any recent or upcoming changes in their lives, the requirements outlined in their Education, Health, and Care Plan (EHCP), and their current levels of motivation and engagement. We consider the evidence-base for the various therapeutic approaches and their anticipated impact and outcomes.

### **Balanced System® Model:**

#### **1. Universal Support and Collaborative Approach**

*Available to all pupils, promoting communication-friendly environments.*

- Whole school approaches including the use of keywords, visuals and schedules in all lessons.
- Joint Planning and Delivery: Working with Curriculum Leaders to contribute to curriculum and lesson planning and delivery.
- Staff Training: Ongoing professional development for staff on therapeutic strategies and interventions.
- Integrated Model of Evidence-Based Practice: The integrated model aligns with the World Health Organisation (WHO) International Classification of Functioning (ICF) Framework. The model assesses and supports the need for the individual's access to activity, level of impact of their difficulties their on ability to participate in wider life— domestic life, community programmes, social and civic life, including the impact of their needs on well-being.

2. **Targeted Support:** *Additional direct support from therapists and trained staff in specific areas.*

Therapy services are integrated throughout the school day, ensuring that pupils receive consistent support from Year 7 to Year 13. This is achieved through a range of interventions including a targeted social communication and emotional regulation curriculum which runs weekly for all pupils. Approaches and interventions include the use of Widget symbols, Augmentative and alternative methods of communication (AAC), Attention Autism, Comic Strip Conversations, Social Stories, Zones of Regulation (OT and SALT), Lego Therapy, Colourful Semantics and TEACCH approaches. For Occupational Therapy, the Rainbow Road programme and other targeted interventions for cutlery skills, handwriting, and seating options are used. The OT also provides targeted training for staff and families.

3. **Specialist Support:** *Specialist services are for pupils whose needs cannot be met through universal and targeted provisions. At this level the therapist will provide direct and/or individualised intervention programmes.*

This includes individualised therapies for conditions like dysphagia, augmentative and alternative communication (AAC), complex social communication and pragmatic difficulties, sensory processing issues, and motor skills development. These services require further detailed and specialist assessment to ensure intervention plans are highly tailored to increase the effectiveness of the intervention.

## **Impact and Key strengths**

1. Collaborative approach

At Stony Dean School, the integration of Speech and Language Therapy (SALT) and Occupational Therapy (OT) services is designed to provide comprehensive support for our pupils. This model emphasises collaboration between therapists and educators, ensuring that therapeutic interventions are incorporated into the daily school experience. The positive impacts of this integrated approach span across various aspects of pupils' development, including communication skills, emotional regulation, independence, academic achievement, social interactions, holistic development, community and family engagement, and employability.

2. Community support and Transitions

Therapies support and expertise extend beyond the walls of Stony Dean, from pre-admission in Year 6 through to supported internship programmes and other post-18 provisions, our Therapy Team provides continuous support for pupils and their families before they start with us and after they leave. We facilitate integration into mainstream educational settings through our side-by-side partnership with the Amersham School, assist with work placements in Key Stage 4 and 5, and collaborate with employers on supported internship programmes run by Buckinghamshire Adult Learning. A key emphasis of our therapy team's support in work experience and supported internship programmes is to enhance employers' understanding of our pupils' specific needs. This understanding facilitates the creation of necessary environmental adaptations and reasonable

adjustments in the workplace. Simultaneously, it provides our pupils with authentic experiences of workplace challenges and opportunities.

### Outcome Measurement and Tracking

We employ a comprehensive approach to baselining and tracking therapy targets, ensuring each pupil's progress is closely monitored and aligned with their Education, Health, and Care Plan (EHCP) outcomes. Therapy Outcome Measures (TOMS) assess activity, participation, and well-being using the ICF model, baselined at the end of Year 7 and reviewed at each Key Stage, tracking the pupil's therapeutic journey from admission to leaving. Annual Therapy Reports, aligned with the annual review timetable, provide a detailed yearly review of therapy EHCP outcomes, highlighting progress and achievements. Medium-term therapy targets, derived from EHCP outcomes, are tracked and reviewed every term to maintain a dynamic and responsive approach.

Additionally, weekly session notes are documented with session objectives rigorously assessed (RAGed) and recorded as per the Royal Colleges of Speech and Language Therapist and Occupational Therapy requirements. This weekly documentation ensures that progress is continuously tracked, providing a detailed and consistent record of each pupil's development. Through these structured tracking mechanisms, we ensure that each pupil's therapeutic journey is well-documented, regularly reviewed, and consistently aligned with their personalised goals.

Tracking Method	Details
<b>Therapy Outcome Measures (TOMS)</b> <i>Long-Term outcomes</i>	Assessing activity, participation, and well-being using the ICF model; baselined in at the end of Year 7 and reviewed at the end of each Key Stage (Year 9, Year 11, Year 13)  <b>Tracked and reviewed: Every 2 years.</b>
<b>Annual Therapy Reports</b> <i>Medium-Term outcomes</i>	Reviewing relevant therapy EHCP Outcomes. Aligned with the annual review timetable, detailing progress and achievements.  <b>Tracked and reviewed: Every year</b>
<b>Therapy Targets</b> <i>Short-Term outcomes</i>	Medium-term therapy targets derived from EHCP outcomes, tracked every half term.  <b>Tracked and reviewed: Every Term</b>
<b>Weekly Session Notes</b> <i>Session outcomes</i>	Session objectives RAGed and documented in weekly session progress notes, mandatory by RCSLT/RCOT.  <b>Tracked and reviewed: Weekly/after every session</b>