

Redbridge Therapies Team Guide

September 2023



Introduction

Welcome to London Borough of Redbridge's in-house therapy team. We provide speech and language therapy (SALT) and occupational therapy (OT) to children with EHCPs with therapies quantified in Redbridge mainstream schools. This guide outlines the roles and responsibilities of the key people required to ensure support is integrated across each child's school and home life. It also describes the timelines and communication expectations at each level of the service.

Ensuring we provide a gold standard service to children in the borough is our primary goal and we welcome any feedback to help us continue to achieve this.

Bethan Mort, Head of Therapies

send.therapies@redbridge.gov.uk



The therapist will...

- See students within six weeks of EHCP being issued.
- Provide statutory input for children with therapies quantified on their EHCP.
- Provide programme within 2 weeks of first session (in school term) when required.
- Send programme to parents and school using EGRESS as PDF documents.
- Send dates to school for visits with at least 1 weeks' notice.
- Arrange additional training for programmes as required.
- See children to review targets and liaise with school staff regarding progress and train staff in the programme.
- Update programme when required (also within 2 weeks of visit).
- Ensure that every review session includes a clear revision of goals and next steps will be provided.
- Send email to SENCO after each visit with brief overview of visit and next steps per child, copying in parents.
- Provide report for annual reviews by deadline when given 4 weeks' notice of the deadline.
- Send annual review reports to parents and SENCOs.
- Submit reports within 4 weeks of annual review when late notice is given.
- If session is cancelled on the day by school (child or designated TA unavailable for session), the therapist will endeavour to rearrange sessions, but if not possible, the session will be marked as a 'did not attend' and will count towards quantification as insufficient notice was given.
- May visit with another member of the therapies team depending on the needs of the child or the service.
- Ensure a detailed handover whenever they change caseloads/leave the service.
- Offer one coffee morning to each school per year – to be arranged at SENCO's discretion (1hour, short presentation and Q&A).

The therapist will NOT...

- Accept new referrals.
- Work with children who do not have specific therapy quantifications.
- Invite/allow parents in sessions.
- Attend annual review meetings unless special request made to head of therapies or stipulated in EHCP.

The therapy team manager will...

- Alert school of changes to therapist ahead of time (leaving and starting), introducing new therapist by name.
- Alert school to a gap in service ahead of time.
- Endeavour to ensure consistent allocations of therapists in schools and only change allocated therapists when unavoidable.



The SENCO will...

- Alert therapist of any issue with scheduling as soon as possible.
- Arrange time slots for therapy sessions, avoiding lessons or changes to routine which would cause distress to child.
- Ensure that children are available to be seen when arranged.
- Ensure designated LSA is available for session and be available themselves if they are not.
- Facilitate training when needed (e.g., making LSA available, providing a room/space suitable etc).
- Give programme to designated LSA within 5 working days of receipt.
- Request annual review report with at least 4 weeks' notice.
- Refer children for initial and EHC assessments to NELFT.
- Ensure class teachers/LSAs/key members of school staff are aware of the programme and targets and are incorporating them throughout the school day.
- Use the link on programmes to get support from therapies team at the earliest sign of difficulty.
- Request coffee morning (1 per year, see therapist expectations above) with at least half a term's notice.

Parents will...

- Contact therapy team via send.therapies@redbridge.gov.uk or direct to school allocated therapist.
- Request to discuss child with designated therapist as required.
- Be copied into brief overview of each visit sent to SENCO.
- Receive programme via email.
- Not be invited to attend sessions at school.
- Be welcome to attend parent workshops and coffee mornings.



Key Terms

Please see below for some definitions and expectations of key terms used by the therapy team.

The programme is...

- Related to individual child's EHCP outcomes.
- Includes strategies, interventions and approaches recommended to support the child.
- If it is required for the child it is KEY to their progress. Children are much more likely to make progress when specialist support is integrated into the day to day. This gives them the best opportunity to learn and develop in context and use their skills functionally.
- Not set in stone, it can be amended or updated if it is not working for a child. There is a link on every programme designed to be used to contact the therapies team if further support with the programme or an update is required.

Annual reviews are....

- A review of the progress a child has made in designated area of skill (language, communication, fine motor skills etc) across the year.
- Information about whether the child has met their targets.
- A place to update targets.
- A review of the quantification, and a change when clinically indicated and discussed with parents and school ahead of the review.
- Therapists will not usually be able to attend annual review meetings but will submit a report with 4 weeks' notice.

Direct contacts/sessions are...

Direct sessions are ones which involve the child being physically present. This might involve playing games, doing therapy activities and reviewing targets.

Indirect contacts/sessions are...

Indirect sessions are ones which don't involve the child being physically present. This could involve admin tasks such as reports and case notes, liaison with parents/teachers, staff training or attending meetings. These are just as important as direct sessions, to ensure that the child's support is integrated across all contexts.

