

Integrated Services and Therapy Provision at Breakspeare

Many of our pupils have additional complex health needs that require extra support. In addition to the teaching and support staff, the school has a **full-time school nurse**. The nurse works closely with families and health care professionals to draw up care plans and protocols. The nurse is also involved in staff training for areas such as gastro feeding, use of oxygen, suctioning and administering epilepsy medication.

There is a **speech and language therapist** on site who works with classroom staff to offer help with feeding programmes and supporting communication issues. Staff also work closely with **physiotherapists and occupational therapists** based in the school, to ensure that each child receives targeted advice, equipment and additional therapeutic input where necessary.

The school has close working relationships with other healthcare professionals including **educational psychology and PALMs** (Positive behaviour autism learning disability and mental health service). A **paediatric consultant** from Watford General Hospital holds a clinic once a week to discuss and review the medical needs of the children. The school also has close links with **Social Workers** from the specialist team for Children with Learning Disabilities.

ISL (Integrated Services for Learning) is the multi-professional service working across the county helping schools, settings and families to improve outcomes for children and young people with additional and special educational needs. These teams and their experienced professionals providing regular support in Breakspeare School for example for school admissions, students' attendance, assessment and /or support for behaviour or sensory needs or the student.

THERAPY SERVICES

Speech and Language

Total communication We support and encourage communication throughout all classes. Staff encourage and respond to the communication methods that are most appropriate for each individual child. This can include body language and gestures, vocalisations and speech, objects, photos, symbols and signing. The speech and language therapists based at Breakspeare School work closely with all staff to help children to learn the fundamentals of communication. They are encouraged and supported to express themselves, their choices, their wants and needs.

The Hertfordshire Community NHS Trust Speech and Language Therapy Service deliver therapy for children attending Breakspeare School to develop their functional Speech, Language, Communication and Feeding Skills.

At Breakspeare School, the Speech and Language Therapist will work closely and collaboratively with the teachers, school staff, other professionals and carers to

develop each child's functional communication skills by making sure that the Speech, Language and Communication targets and advice are part of the child's daily routine and linked to their learning curriculum. The aim is to develop 'functional' real-life skills in the context of each child's everyday activities and the school curriculum.

The Speech and Language Therapist will assess each child on entry to school, if Speech and Language Therapy is identified in Section 3 of their Statement or in their EHCP, or if there are concerns about their speech, language, communication or feeding skills. Therapy is provided depending on individual needs.

Speech and Language Therapists actively encourage involvement of parents/carers/families. Appointments with the Speech and Language Therapists working at Breakspeare School can be arranged via school to discuss individual children and how their targets can be supported at home.

Physiotherapy

Physiotherapy at Breakspeare School is provided by a Physiotherapy team from Hertfordshire Community NHS Trust consisting of a Physiotherapist and a Physiotherapy Assistant Practitioner. They provide therapy in school during term time and will home visit during the long school holidays if home standing, walking and sleeping equipment needs adjustment or for specific advice/support e.g. post-surgery.

Children referred for Physiotherapy in the school have a physical difficulty in addition to their learning difficulty and referrals are accepted and closed in line with specific referral/discharge criteria. Treatment is aimed at preventing contractures in joints, advising on ways to maintain their mobility through growth, positioning to help their access the curriculum and to develop the gross motor skills emerging alongside their cognitive development. The focus of the therapy is on enabling access to the curriculum and is integrated into the child's daily routine. Where appropriate, individual therapy will be provided to focus on specific movement targets.

Following an assessment their intervention by the team may include:

- Setting up a 24 hour postural management programme in conjunction with the Occupational Therapists including provision of special equipment e.g. standing frames, wedges, lying boards. Liaison with wheelchair services.
- Practice of functional mobility skills e.g. steps and stairs, moving between positions (getting up and down from a chair/floor) with an emphasis (for all who can) to carry out standing transfers and indoor walking.
- Advice about and provision of walking aids
- Advising on and referral to orthotics services for orthoses - e.g. leg splints or lycra assessment/provision
- Splint making (lower limb)
- Basic gait video analysis
- Hydrotherapy
- Setting up programmes to ensure all children have passive movement/active movement plans implemented in the classroom daily.
- Blocks of hands-on treatment for children with emerging skills and post-surgery or injection therapy.

The Physiotherapy team works with the children in the classroom and in the context of their school day. They work closely with other therapy colleagues and with education staff and targets are set in conjunction with them and the parents. The Physiotherapist also invites the parents to take advantage of home visits during the school holidays to ensure that any 24hour management programmes are understood and followed. Working with parents is essential for successful functional outcomes and preventing deformities. Parents can call to discuss their child and an answerphone is available for messages to be left.

Occupational Therapy

Occupational Therapy at Breakspeare School is provided by OTs from Hertfordshire Community NHS Trust.

Children referred for OT in the school usually have a physical disability in addition to their learning difficulty and their treatment is geared towards helping them to develop their functional skills and access the curriculum.

Following an assessment their intervention may include

- Postural management including provision of special equipment e.g. seating.
- Daily living skills – e.g. dressing, feeding.
- Splinting (upper limb).
- Hand function.
- Advice on sensory processing difficulties.

OT's work with the children in the classroom and in the context of their school day. The OT's work closely with their therapy colleagues and with education staff and targets are set in conjunction with them and where possible are consistent with the children's EHCPs or Educational Statements.

OT issues for home are dealt with by the OT's from Children's Services however the school OT's recognise the importance of working with parents and are available for appointments in school or by phone. They also liaise with the OT's from Children's Services and sometimes do joint assessments.

INTEGRATED SERVICES FOR LEARNING

Educational Psychology Team

The team helps schools, settings and families to understand and manage a wide range of developmental issues and special educational needs. Educational Psychologists (EPs) use psychological based approaches to assess and intervene to enhance the learning, emotional health and wellbeing of children and young people.

EPs provide support at an individual, group and organisational level and offer a range of bespoke training and professional development. They contribute psychological advice as part of statutory SEN assessments. EPs also provide support for critical

incidents such as serious injury or death of a child, member of staff or parent. We have an allocated Educational Psychologist who visits the school regularly.

Special Educational Needs Team

The team is responsible for the delivery of the local authority's statutory duties in relation to the assessment, provision and review of children with complex SEN. They work with a range of people including parents, carers, and professionals from education, social care and health agencies, to ensure that the individual SEN of children is met within the context of needing to be equitable and managing resources fairly. They co-ordinate the statutory SEN assessment and review processes, and identify and commission appropriate provision. They also provide training on statutory processes to schools, parents, carers and other professionals.

There is also a central team that carries out a number of statutory functions in relation to the data management and monitoring of local authority SEN processes and Tribunals.

Early Years SEND Team

The team provides specialist support, advice and training to promote early intervention and inclusive practice for children aged 0-5 with special educational needs and/or disabilities. They work with children within a range of developmental difficulties, including those with very complex needs. The team is made up of early years specialists who support individual children and also provide systemic support to early years settings.

They also work with children at home as well as in settings, carrying out observations, assessments and modelling good practice. Their work follows a multi-professional approach with families at the centre and they work closely with professionals in schools and settings to support children's transition into school.

Attendance Team

The team provides support for children and young people experiencing difficulty with regular school attendance. The team of Attendance Improvement Officers works directly with children, their families and schools to assess difficulties and help to develop interventions and strategies to improve pupils' participation.

The team works at a casework level and also provides consultations to help schools and settings develop their own processes and practices to overcome difficulties and improve attendance.

Communication Disorders Team

The team provides specialist advice and intervention for children and young people with autistic spectrum conditions and/or speech, language and communication difficulties.

The team supports parents, early years settings and schools, and offer a variety of specialist professional development and training courses including accredited training.

Access to Education Team for Refugees and Travellers

The team supports the families of Travellers, Refugees and Asylum Seekers to access appropriate education for their children. Support may be provided for children newly arrived in Hertfordshire with behavioural, social and emotional difficulties that may impact on their attendance or at risk of exclusion.

Sensory and Physical Impairment Team

The team provides specialist advice and intervention for children and young people with low incidence needs. This includes children with visual, hearing or physical impairments. They provide support for individual children and also provide training and professional development, as well as advice about specialist equipment and ICT. We receive regular support for the students with specific VI and mobility needs from this team.

Central Attendance and Employment Support Team

The team carries out a number of statutory functions in relation to children of compulsory school age. The team includes Elective Home Education (EHE) Advisers who identify children who are not receiving suitable education and offer support to parents and a Children Missing Education (CME) Officer who monitors children missing education until suitable provision is made. The team also advises on school age employment matters and issues performance