

**Policy Statement**

**Therapeutic Support**

**Review date: Spring Term 2022**

**Therapy referrals:**

Class teams work closely with students to assess the Social Independence Scales of individuals weekly. The areas assessed on Social Independence Scales (SIS) are:

• **Managing my emotions**

**• Communication and Relationships**

**• Resilience**

Information on each child’s progress in these areas is collated every six weeks, highlighting areas of vulnerability. Decisions about appropriate support are based on this data. Referral for integrated therapy, speech and language therapy and mentoring (which includes physical education for individuals or small groups) are made based on the needs of the individual. The support is reviewed through the SIS data after six weeks to see if no support, further or a different intervention package may be needed.

In addition to this we recognise that students may present with behaviours, or in emergency situations, which may mean that they urgently require therapeutic support. On arrival, all pupils also receive a Speech and Language screening to ascertain need for intervention and feed into any on-going assessments.

The Behaviour Lead and SENCO meet every term (usually every six weeks) to review SIS data. The therapy team then meet with the SENCO to discuss new referrals and ongoing interventions.

All pupils are screened by the Speech and Language Therapist within their first half term. The screening tool consists of formal and informal assessment and the results provide a summary of the child’s speech, language and communication skills. Pupils with an identified speech, language and communication need (SLCN) are then prioritised for therapy. A block of therapy may last for half a term, one term, or one and a half terms depending on the SLCN. Each child is given a communication target that they are working towards in therapy, this target is shared with the pupil and their class teacher.

**Target reviews:**

Therapists focus on the lowest scoring SIS target from the previous term’s data per sequence of sessions. In the first session, the therapist will share the target with the student. In the third session, students will review targets with their therapist and in the final session, an overall review of the target will take place. Therapists also complete SIS target sheets to review each student on the area that has been focussed on throughout therapeutic support. This information feeds into whole school data.

During the third session, the therapist has an opportunity to decide if further intervention may be required. If appropriate they can extend the sessions for another two weeks. There may be opportunities when therapy sessions finish mid-term to re-allocate sessions to students presenting high in need. This may include providing extra support for students already receiving therapy, allocating sessions to new starters or giving sessions to students presenting with trauma on a short term basis, until the next SIS data review.

Speech and language therapy sessions focus on the communication target which is reviewed by the Speech and Language Therapist each half term. When a target has been achieved at the end of a block of therapy the pupil will have a consolidation period which allows them to generalise their skills into the classroom. If a target is achieved during the block of therapy then the pupil will be given a new communication target to extend their speech, language and communication skills further.

**Monitoring of therapy:**

Therapists are responsible for keeping up-to-date records to evidence the sessions that take place with students. This includes evidencing each session on the whole school database, Sleuth. The data stored on Sleuth can be accessed by staff working with the student and used to ensure good practice when supporting the student in school. Some information may be deemed as sensitive and require an element of confidentiality therefore although recorded, this information will only be shared as necessary.

Therapists complete exit reports at the end of sessions with students (this does not include EHCP students). Therapists may also be asked to contribute towards a memories/leavers page by working with the student on their ‘goodbyes’ when the student moves on to a new provision.

The Speech and Language Therapist is responsible for keeping timely progress notes for all pupils with an SLCN after each therapy session. This information provides a timeline of progress and evidence for any formal reports. The Speech and Language Therapist meets with the SENCO on a termly basis to monitor the timetable and any service developments needed.

**Students with Education Health Care Plans:**

Therapists work with students with Education Health Care Plans for the time allocated on the plans. This may be a term, two terms or throughout the year. There may be, in some instances where therapy is allocated on a long-term basis on plans, the need for students to take a ‘therapeutic break’. This may last from 6 -12 weeks and therapy will resume after the reflection time has passed. Therapists will contribute reports towards the Annual Review process.

Pupils with an EHCP who have an identified SLCN will be prioritised for speech and language therapy to meet their needs as outlined in the EHCP. Therapy may be delivered on a one to one or in small groups depending on the pupil’s outcomes and target. All pupils are formally assessed for annual review and a formal report is provided by the Speech and Language Therapist.

**Dual registered students with therapy in place:**

Students who are dual registered and arrive with ongoing therapeutic support will have a therapeutic break. If the mainstream provision can provide this service as outreach therapy whilst on placement, then this will be encouraged. Virtual therapeutic sessions with the school setting may also be offered, where appropriate. In the case of a therapeutic break from school support, the therapy team, Behaviour Lead and SENCO will monitor the student.

***Bernadette Maybanks Spring 2021***