Integrated Therapy Service for Children and Young People

Additional Therapy Services available for commissioning
Introduction

The Integrated Therapy Service (ITS) for children and young people in Somerset aged 0 – 19 years provides:

- Speech and Language Therapy
- Occupational Therapy and
- Physiotherapy

Core service

The ITS has a core, commissioned service for all children who meet the criteria for admission, assessment and intervention. As with all public services the core funding is limited and service provision is focused onto the babies, children and young people with the most complex needs where specialist support is predicted to make a significant difference.

Additional Therapy Services

Many settings in Somerset would welcome access to additional levels of therapy support from Speech and Language Therapy, Occupational Therapy or Physiotherapy.

The ITS can provide therapy services that are separately commissioned to schools, school clusters, pre-schools and other organisations.

Quality assurance

The ITS is in a unique position to deliver high quality additional therapy services for children and young people as it provides:

- A service working to NHS professional and clinical standards – the ITS is a fully comprehensive, specialised NHS service with professional leadership
- Integrated delivery – from three therapy disciplines, enabling joint assessment and intervention where needed
- Additional services working alongside the core service – thereby eliminating duplication or miscommunication
• **Long experience of working within settings** – such as pre-schools, mainstream schools, special schools and colleges in Somerset

• **Familiarity with the statutory processes in Somerset** – e.g. for Statementing and School Action Plus

• **Well established joint working with Education Services** – with the Somerset Advisory Teaching Services and Educational Psychology

• **Close working with other Health Services** – with Health Visiting, School Nursing, Child and Adolescent Mental Health, GPs, Paediatricians and other medical or surgical Consultants

• **Safe and evidence-based practice** – all therapy staff are supported by a comprehensive range of mandatory training thereby ensuring adherence to national quality and safety standards, regular supervision, annual appraisal, continuing professional development and access to guidance from clinical leads in the three therapy professions

• **Therapists** – all are registered and monitored by the Health Professions Council

• **Therapy Support Practitioners** – working under the direction of Therapists and with high levels of skill and experience

• **Safeguarding** – staff have regular supervision from Safeguarding Nurses within the Trust and all are Criminal Records Bureau checked

• **Value for money** – a skill-mix service able to provide different grades of Therapy staff to ensure the best use of funding
Why commission Additional Therapy Services?

Speech and Language Therapy

In some parts of the UK, 50% of children start school with delayed speech, language and communication development and the numbers of these have been rising in recent years. In all areas of the country, approximately 10% of CYP have long term, persisting speech, language and communication needs. These difficulties directly affect their educational attainment, behaviour, vulnerability, mental health, potential criminality, employability and long term economic status (Jean Gross, national Communication Champion for Children, 2011).

Actively focussing onto the early identification and support of children’s speech, language and communication needs raises overall educational attainment, improves behaviour and increases children’s life chances.

Occupational Therapy

Children who experience difficulties with coordination, organisation or managing and integrating sensory information often struggle to cope in everyday environments and with the tasks of daily living. Identifying these needs and providing appropriate levels of intervention for children early in their development supports them to achieve their educational and social potential and improves their overall life chances (College of Occupational Therapists).

Some children have more generalised difficulties with coping in the classroom, accessing the curriculum or developing functional independence. While these needs do not require individual referral to Occupational Therapy, they may affect a child’s ability to reach their full potential. Paediatric Occupational Therapists can provide whole class based advice and strategies to help support all pupils to access the curriculum to the best of their abilities.
Physiotherapy

Children who have complex neuro-developmental, musculo-skeletal or other physical disabilities, including conditions such as cerebral palsy, muscular dystrophy and rheumatic or respiratory conditions, require skilled intervention and guidance to manage their needs and prevent the emergence of long term problems (Association of Paediatric Chartered Physiotherapists). Appropriate support increases the child’s independence and has far reaching effects on their overall health, well being and economic potential, thereby alleviating future costs to the nation through social needs, benefits and health care.

Children with less complex problems may also benefit from appropriate advice and guidance towards overcoming any physical difficulties. Identifying needs and providing intervention supports them to achieve their educational and social potential while improving their mobility and physical fitness.

Why commission Additional Therapy Services from the ITS?

An innovative service with continuously rising standards

Since the service was commissioned as an integrated service in October 2009, and despite a significant rise in referrals to the service, the ITS has been engaged in a process of continuous improvement and development:

- **Single Point of Access**: In May 2011, the ITS introduced the internally managed Single Point of Access (SPA) for all referrals. This followed concerns from referrers and families over the external Choose and Book system previously in place. Extensive consultation with stakeholders was carried out, to ensure the proposed new referral system would meet everyone’s needs. The SPA was an immediate success and eliminated, virtually overnight, any problems resulting from the former system.
• **Telephone Advice Line:** The ITS simultaneously introduced an exceptional and innovative Telephone Advice Line, whereby families and referrers can call and discuss concerns over a child’s development with an experienced Speech and Language Therapist, Occupational Therapist or Physiotherapist. The Telephone Advice Line is open four mornings a week from 9.00 – 12.00, providing 12 hours per week of direct clinical advice and guidance from therapists to the public and the potential to make an immediate referral over the telephone.

• **Reduction in waiting times:** The ITS has worked tirelessly to reduce the waiting time between referral and first assessment and, despite ongoing pressures from the rise in referrals, achieved the reduction in waiting time from two years in some parts of the former therapy services to below 13 weeks across the whole service in March 2012.

• **Fact File for Early Years and Fact File for School Age:** The ITS has published two highly innovative documents: the Fact File for Early Years (0 – 4 years) and the Fact File for School Age (5 – 19 years). These are for use by all partner services in the county and provide detailed information on:
  - Typical child development in the specialist areas covered by the ITS – Speech and Language Therapy, Occupational Therapy and Physiotherapy
  - Identifying common and acceptable variations in children’s development
  - Deciding which children may need additional support
  - Practical advice sheets to follow and share with parents/carers
  - When and how to seek advice or intervention from the Integrated Therapy Service, either through the Telephone Advice Line or by making a referral

• **Integrated Therapy Service website:** The ITS has a service website which contains detailed information on the service, contact details and referral forms

  www.sompar.nhs.uk/integratedtherapies
Recognition of high standards in service delivery

The quality of the service provided by the ITS has been recognised at both national and local levels. Aspects of the service that have drawn particular praise include:

1. **Partnership working between Speech and Language Therapy and Local Authority services for children and young people with Speech, Language and Communication Needs:**

   ‘I’m very grateful to you for spending time with me to share your excellent Somerset practice in support for children and young people with speech, language and communication needs. The range of training delivered together by the speech and language therapy and specialist teaching service is exemplary.’

   Letter from Jean Gross, Communication Champion for Children, May 2010

   ‘Some of the local areas I have visited provide outstanding examples of a full continuum of services for speech, language and communication needs, for all age groups, which includes speech and language therapy services, advisory teachers, resource bases in mainstream schools outreaching to children not on their roll, and special schools. These local areas, such as...Somerset...should be proud of this continuum of provision they make, and seek to retain it in the challenging times ahead.’


2. **Exemplary practice in the development and implementation of the internal Single Point of Access and Telephone Advice Line:**

   Somerset Partnership NHS Foundation Trust Staff Recognition Awards – Team Award, October 2011

3. **The Integrated Fact Files:**

   ‘Very clear and comprehensive. I like the milestone information and the ‘problem table’ which is easy to follow and clearly signposts to the relevant advice sheet.’

   Parent

   ‘I am really impressed and think they will be extremely useful, very comprehensive.’

   Advisory Teacher from PIMS Team
‘It’s great – I want a copy now!’

School SENCO

4. Integrated and innovative model of service delivery:

‘In the past, there would have to be a very severe need for a child to be referred to the paediatric therapy service but the telephone advice line will help families and referrers to talk through queries and get the appropriate advice for less severe cases. They have access to expert help in deciding whether a formal referral is needed.’

School SENCO

‘The whole system is much more user friendly.’

Parent

‘Now that my child’s care has transferred to the Somerset Integrated Therapy Service, I am greatly looking forward to having all three therapies coming out of one centre. For years we have had to work with therapists from three separate services where my son used to go to school and I now have a key professional to speak to. It will be much easier to coordinate his care with one key person. This has to be the way forward for a child like my son who has so many different needs and many different people involved, not only therapists. I’m delighted that meetings have already been arranged with the physical impairment service to coordinate his care in school. I’ve had a very positive experience with how I’ve been communicated with since my son’s care was moved to the ITS.’

Parent of child following move to Somerset
What services can be commissioned from the ITS?

Services available

The ITS is able to provide a range of Additional Therapy Services, including direct therapy, consultancy and training. The services are delivered by qualified Therapists, Therapy Support Practitioners or a combination of both and are outlined in detail in APPENDICES 1 – 3.

These do not contain an exhaustive list of services that could be commissioned and the ITS would be happy to discuss other specific requests or needs.

Grades of Therapy Staff

The appropriate grades of Therapy staff to commission will depend on the tasks they are being asked to perform. In APPENDIX 4 is a general guide to the different staff grades and the services they provide.

Who to contact

For further information, or to discuss commissioning Additional Therapy Services, please contact:

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Speech and Language Therapy – Additional Therapy Services

Additional provision from a qualified Speech and Language Therapist

- Face to face individual or group therapy for children with complex and identified needs
- Training for staff in delivering speech and language therapy programmes
- Bespoke consultancy to meet specific developmental or learning needs in a school or preschool setting
- Drop-in Speech and Language Therapy Clinics for staff and families
- Screening e.g. for Reception children
- Regular liaison with school or preschool staff and parents/carers

Additional provision from a Therapy Support Practitioner for Speech and Language Therapy

- Delivering therapy programmes to individual children
- Running therapy groups
- Advising on modifications of the curriculum and school environment
- Training Learning Support Assistants and parents
- Modelling how to deliver therapy programmes

Speech and Language Therapy Training Courses

1. Supporting pupils with Speech, Language and Communication Needs in School

   - Understanding Speech, Language and Communication Development and Strategies to Support: Primary Level
   - Understanding Speech, Language and Communication Development and Strategies to Support: Secondary Level
   - Helping the Speech, Language and Communication Development of Pupils with General Learning Difficulties – mainstream or special school
   - Primary Age ELKLAN course, taught in partnership with the Advisory Teaching Service for Language and Communication
   - Teaching Key Words from the Curriculum and Everyday Life for Pupils with Impaired Vocabulary Development
   - Improving children’s Speaking and Listening to enhance their Learning
2. **Speech Sound Development**
   - Speech Sound Training for staff supporting children with speech difficulties

3. **Listening and Attention**
   - Improving the Listening Skills of children with attention difficulties

4. **Social Communication and Autism**
   - Setting up Social Skills/Social Communication Groups in school
   - Social Stories for children and young people who have Autistic Spectrum Disorders and other learning needs
   - Supporting the communication needs of pupils with Autistic Spectrum Disorders to reduce frustration and improve behaviour

5. **Communication Development in the Early Years**
   - Interaction with babies and toddlers to promote their speech and language development
   - Interaction with pre-school children to promote their speech and language development
   - General Strategies to support young children’s communication in the pre-school setting
   - Making the early years setting communication-friendly
   - Early speech, language and communication development and the difficulties that can arise at pre-school level
   - Early Years ELKLAN course
Occupational Therapy – Additional Therapy Services

Additional provision from a qualified Occupational Therapist

- Face to face individual or group therapy for children with complex and identified needs
- Training for staff in delivering occupational therapy programmes
- Bespoke consultancy to meet specific developmental or learning needs in a school or preschool setting
- Whole class based observation to identify supportive strategies and screen children or young people who may need to be referred
- Drop-in Occupational Therapy Clinics for staff and families
- Regular liaison with school or preschool staff and parents/carers

Additional provision from a Therapy Support Practitioner for Occupational Therapy

- Delivering therapy programmes in school
- Running therapy groups
- Advising on modifications of the curriculum and school environment
- Training Learning Support Assistants and parents
- Modelling how to deliver therapy programmes

Occupational Therapy Training Courses

1. Supporting pupils with Coordination Needs in School

   - Additional training and support for running coordination groups in schools that have attended the ‘Learn2Move’ training course. Delivered with a Physiotherapist

2. Sensory Integration / Processing Needs

   - Additional training in understanding Sensory Integration/Processing Difficulties and how to support individual children
3. **Accessing the Curriculum and the Classroom Environment**

- Fine motor skills groups for younger children – small group or whole class
- Handwriting – writing and positioning
- Keyboard skills
- Organisational skills
- Visual perception difficulties

4. **Postural Management**

- Postural management and positioning in the classroom, in conjunction with Physiotherapy

5. **Learning Difficulties**

- Devising IEPs and Occupational Therapy programmes for individual children with general developmental delays
- Independence and life skills
Physiotherapy – Additional Therapy Services

Additional provision from a qualified Physiotherapist

- Face to face individual or group therapy for children with complex and identified needs
- Training for staff in the principles of delivering physiotherapy programmes
- Bespoke consultancy to meet specific developmental or learning needs in a school or preschool setting
- Drop-in Physiotherapy Clinics for staff and families
- Wheelchair clinic liaison
- Regular liaison with school or preschool staff and parents/carers
- Coordination classes

Additional provision from a Therapy Support Practitioner for Physiotherapy

- Delivering therapy programmes in school
- Running therapy groups
- Advising on modification of the curriculum and school environment
- Training Learning Support Assistants and parents
- Modelling how to deliver therapy programmes

Physiotherapy Training Courses

1. Supporting pupils with Coordination Needs in School
   - Additional training and support for running coordination groups in schools that have attended the ‘Learn2Move’ training course. Delivered with an Occupational Therapist

2. Postural Management and Motor Development
   - Understanding issues of gait
   - Class based strategies for postural management and motor development

3. Motor Development for pupils in School
   - Adapting PE lessons for individual children
   - Developing physical activity in school
4. **Motor Development in the Early Years**

- Supporting the motor development of young children aged 0 – 5 years
- Developing physical activity in pre-school
Appropriate tasks for different grades of therapy staff

Clinical Lead Therapist (Band 7)
- Bespoke, one-off consultancy and/or training to meet complex developmental or learning needs for settings e.g.
  - supporting the communication needs of children with Autistic Spectrum Disorders
  - managing Sensory Integration/Processing difficulties
  - supporting children with complex Cerebral Palsy

Specialist Therapist (Band 6)
- Assessment, diagnosis and direct intervention for children with complex needs in mainstream schools, additional provision or special schools
- Individual or group therapy for children with complex needs in mainstream schools, additional provision or special schools
- Training in supporting a wide range of moderately complex needs
- Drop-in clinics in additional provision or special schools

Therapist (Band 5)
- Assessment, diagnosis and direct intervention for children with less complex needs in mainstream preschools or schools
- Individual or group therapy in mainstream preschools or schools
- Training in supporting general developmental needs and classroom or curriculum modification
- Drop-in clinics in mainstream preschools or schools

Therapy Support Practitioner (Band 4)
- Delivering therapy programmes devised by a qualified Therapist for individual children
- Running therapy groups
- General advice on modification of the curriculum and environment
- Training Learning Support Assistants and modelling how to deliver therapy programmes to children one to one or in groups