

PROVISION AND INTERVENTIONS AT WESTFIELD

Westfield is a special school for children with Communication and Interaction difficulties within the moderate learning difficulties range. Therefore, all of our students come to us with an EHCP in place.

HOW PROVISION/ INTERVENTIONS WORK AT WESTFIELD

We offer discreet and embedded provision across the school day. Our interventions are put in place by external professionals (i.e. Speech and Language Therapists, and Occupational Therapists) as well as staff with a high level of continuous training and experience working within this needs range.

At Westfield, we have Speech and Language Therapists (SALTs) and Occupational Therapists (OTs) on site. Our Therapists are part of our school team, working collaboratively with the Class teachers, Higher level teaching assistants who work as therapy assistants (HLTAs), and Learning Support Assistants (LSAs). The Therapists work with the children individually or in small groups in the classroom as well as in the playground, hall and Forest School. The majority of our interventions and provision are embedded across the school day, put in place by the class staff who are supervised by the Therapists/Specialists. Research shows that for children to make functional, long-term progress, an intervention should be embedded in the classroom environment and part of the daily life of the children so that skills and progress are generalised by the child. Our Therapists therefore work with our staff to implement strategies that can be used on a continuous basis throughout the school. Our children are grouped in class groups based on need and the provision which is required to make maximum progress, not by year group. The universal provision in each class will therefore be valuable for all the children in that group. Some children may require additional targeted provision to address a specific, short-term target, delivered either by a Therapist, and/or by a member of the class team who work under the guidance of the Therapists, to put a specific intervention in place.

As our therapies are embedded throughout the day, it is not possible to quantify the specific number of hours our children receive, although the children generally receive more functionally effective support within our special school setting. If your child does have specific hours on their EHCP, please talk to me directly, and we will discuss how these hours will be met at Westfield. However, you must be mindful that interventions at a special school with embedded provision will look very different to how interventions are put in place within a mainstream setting.

Examples of discreet and embedded interventions:

- The children have Shape Coding sessions with the SALT team in order to extend and improve their understanding and production of verbal and/or written sentences. The Class Teacher then continues this work during literacy lessons in order to improve writing daily of single sentences or even narratives. Moreover, during the afternoon session, when the children are learning about materials in Science, they use the shape for adjectives ("What Like?") words in order to describe the differing materials.
- The Occupational Therapist is asked by the Class Teacher for support as the children come in from playtime over-aroused. The OT comes in to observe the children and trial some proprioceptive activities in order to reduce arousal. The Class Teacher then puts an OT session on the timetable every day after playtime where they use the techniques designed by the OT in order to reduce arousal and get the children's bodies and brains ready for the next session of learning.
- The younger children have a discreet Intensive Interaction session on the playground to develop their Interaction and social communication skills. This is modelled and discussed with all of the teaching staff so that the strategies can be embedded throughout the day.

HOW WILL I BE KEPT UP TO DATE WITH MY CHILD'S PROVISION/ INTERVENTIONS?

Our Therapists' time is finite and we aim for them to spend the maximum amount of time working with children and planning and assessing progress with staff. If you would like to know more about how your child's provision is put in place at Westfield, the best person to ask is the Class Teacher in their regular catch-up with you. They are working with the therapies team every day in order to put the most appropriate provision in place for your child. If you have a very specific question regarding OT or SALT, the Teacher can speak with the Therapist and get back to you with an answer as soon as possible. Our therapists offer termly parent workshops which are open to all parents. Our Teachers will have a formal Parent/Teacher meeting with you termly, where you will discuss progress against the Curriculum as well as EHCP outcomes.

The Teachers and therapies team, write a combined Multidisciplinary Team Annual Review Report once a year against the EHCP outcomes. This will be written as a team (ie. Classroom staff and Therapists, etc) to give you the most accurate picture of your child's progress. This team also sends home an APDR (Assess-Plan-Do-Review) for your child. These are short-term targets that the team have written for your child. This will show you the provision in place for this target and the team will update you on progress and/or a change of target.

ASSESSMENTS

Many parents ask about assessments for their child. As our children all arrive at Westfield with an EHCP in place, many already have formal reports attached from Speech and Language Therapists, Occupational Therapists, Educational Psychologists, etc. For this reason we will not be doing formal assessments on your child the minute they arrive at their new school! Your child will need time to settle into school. The Therapists will be working with the whole class group and getting to know your child, but this will be through working together with the Class Teacher, observations, and/or individual/small groups sessions. They will be determining how functional your child's skills are now that they are in a specialist setting, and if their outcomes can be met within the universal provision within the classroom.

Our SALTs and OTs will write formal reports, based on both formal and informal assessments and observations, which will be attached to the Year 5 Secondary Transfer Review. This will help us write outcomes that will be the most beneficial for the Placement Panel, and for you when considering Secondary provision.

Our SALTs and OTs will also write a formal report if your child's needs require the EHCP to be changed significantly and/or to support a transfer to a more appropriate educational setting.

OCCUPATIONAL THERAPY

Background

The school commissions an external Occupational Therapy service (also known as OT). The occupational therapist works within the classrooms to provide recommended activities or supports and also runs whole class lessons. There is an open referral policy where teachers can also request additional support for individual pupils as required.

There are opportunities to embed occupational therapy supports into classrooms on a daily basis. Each classroom has a designated time allocated for occupational therapy activities a minimum of two times a week. The occupational therapist provides activities relevant for the pupils in the class. In addition, teachers integrate recommendations into appropriate lessons, like PE, morning exercise, art and lunch time.

UNIVERSAL OCCUPATIONAL THERAPY PROVISION

- Training available to all staff on sensory processing differences, delivered on inset days, weekly training sessions and informal reviews by our therapists.
- Training is sourced elsewhere if needed.

Sensory Equipment / Sensory Breaks

- Sensory supports e.g. ear defenders are available in all classrooms and Occupational Therapy sessions are delivered in class for regulation, sensory diet and gross or fine motor skills development several times a day depending on the needs range in that class.
- All lessons are delivered in shorter segments compared to mainstream schools. Classes operate a carousel for activities in lessons so children have natural movement breaks embedded between each activity.
- The structure and set up of the school means that it is much less sensory overloading for children compared to mainstream schools, the environment better supports these children's sensory needs. However, no school can provide a completely sensory reduced space.
- All children are encouraged to go outside for at least one break during the day.
- Children also attend forest school weekly for half a day.
- Sensory Circuits session weekly for each class

Calm Spaces

- Each classroom has a specific calm space which children can access; often this is the corridor space.
- Each child has a list of 3-4 activities they find regulating which they can choose to take into the calm space. These include a mixture of sensory strategies like fidgets and heavy work and other activities like puzzles, reading and colouring. Teachers help the children to identify the best strategy to help to support them. Additional support from the OT can be requested where required.
- If required the withdrawal room and safe room are also used as low arousal spaces. These rooms are all small and distraction free, and in the case of the safe room they can be made dark. Children are always monitored either with a staff member at the door, or via camera.

Emotional Regulation

- The specialist Personal, Social and Health Education (PSHE) curriculum at Westfield automatically embeds emotional regulation into the curriculum.
- Classes use the emotion wheel and/or arousal wheel as a reference. This tool combines elements of the Zones of Regulation and the Five Point Scale and the How Does your Engine Run programmes. It is however a more dynamic tool which allows children to identify arousal levels without naming emotions if required. It separates high and low arousal and positive and negative feelings, over time the children learn to map their feelings onto the wheel.
- It is used daily in class, and within curriculum activities.
- Interoception Curriculum: discreet lessons as well as embedded throughout the day.

Motor Skills

- Regular opportunities for cutting, craft and fine motor games are included within the curriculum across the school including within Art.
- PE sessions weekly, Sensory Circuits weekly
- Daily fine motor, gross motor and regulation activities as part of the class

Handwriting

- Handwriting practice is included within each class 2-3 times a week; however, different bases use different programmes.

- prewriting development activities and handwriting practice is included within the classroom

Personal Skills – Dressing, Cutlery, Toileting

- Children are supervised by adults at lunch time, ratio of 4:1 pupils to adults or lower. Adults promote cutlery use and trialling of new foods, if the child is comfortable to do so. Specialist equipment is recommended by the OT team (eg. Specialist cutlery).
- Opportunities for dressing occur for forest school, PE, etc. Forest school includes wet weather gear and wellington boots which add complexity.
- Most children are toilet trained on arrival, but where this is not the case toileting programmes are put in place by school staff, in coordination with parents and other relevant groups (ie. Nursing teams)

TARGETED OCCUPATIONAL THERAPY PROVISION

Workshops delivered to parents on topics as requested by school senior leadership and parent feedback.

Sensory Equipment / Sensory Breaks

- A whole class observation visit is completed within the first term of each school year for each class. Feedback is given to teachers on specific recommendations for each student.
- Sensory Circuits sessions are in place for all classes
- Sensory equipment is available for all children in the classroom as required. Standard equipment in school includes chews, fidget blocks, body socks, weighted lap pads, weighted blankets, wobble cushions, and bear hug vests. These are provided on an as needs basis and monitored by teachers and the OT for effectiveness. They can be provided by the OT or by the HLTA. Children have access to what they require.
- Additional sensory strategies such as deep touch pressure, ball squashes, small trampoline and use of a scooter board can also be added to individual children's behaviour plans if these strategies are relevant.
- Movement zones are set up for classes that require them and accessed by children independently when required.

Emotional Regulation

- All classes are taught using the "Interoception Curriculum". Targets of the curriculum are:
 - Children will use strategies identified to manage their arousal day to day
 - Teachers will understand which strategies best support each child in order to co-regulate
 - Teachers will be able to support children to regulate throughout the day.
 - Children will learn to recognise sensation and learn to read their body signals by having an improved interoceptive awareness.
 - As they get older this will link with their understanding of their emotions, and a change in emotion

Motor Skills

- Each class has a designated time slot a minimum of two times a week to practice specific motor skills. This includes functional skills like using scissors and cutlery as well as activities to promote hand strength, finger control and dexterity. In addition, balance and coordination activities are included when relevant.
- OT provides whole class support at minimum half termly to update ideas for motor skill slots. For some bases this support may be weekly, class support is determined by need.
- Sensory Circuits sessions are in place for all classes
- Recommendations are made by OT for skills to practice in PE where relevant for specific children or classes.
- Fine motor and posture groups will be run by the OT to provide additional support for children needing more specific support at assessment or during whole class provision. These groups are attended by support staff to ensure they can embed the strategies back into the classroom.
- PE lessons in small groups weekly

Handwriting

- Additional in class support will be provided by OT to roll out and implement handwriting policy.

Personal Skills – Dressing, Cutlery, Toileting

- As required, staff request additional advice from the OT for individual children. Where required, programmes or additional support is put in place. This is implemented and led by teaching staff.

The Occupational Therapy team also provides:

- Individual initial assessment with therapist – This will be completed within the child's first two terms of starting at Westfield. New children require time to settle and create rapport with staff.
- Secondary school transition assessment – For year five annual review.
- For specific skills that cannot be supported through targeted and universal interventions in place, one to one support and advice will be provided for individual students. This will only occur when the child's needs are significantly below that of their class and cannot be met through the existing in class or group provision.

Examples of the interventions are:

- Supporting a child to correct top joins in their writing, this child is the only child in the school who is using joined writing and needed support to correct a specific error.
- Pre-teaching skills to a child with high anxiety around learning new activities to enable them to join in these skills at PE, class and in groups.
- Top up support for a child that is not progressing with their skills despite receiving group and in class interventions.

SPEECH AND LANGUAGE THERAPY INTERVENTION

The school commissions an external Speech and Language Therapy service (SALT). The SALTs regularly attend relevant training and keep abreast of current research, assessments and intervention approaches. There are two SALTs working in each base, providing a broader range of knowledge and skills for the children at each educational level. The SALTs work in the classroom to observe, informally assess, trial and model a range of specific approaches targeting a number of specific speech, language and social communication skills. Where appropriate, they also deliver individual, small group and whole class sessions, working closely with the Classroom staff to demonstrate and discuss the ways in which these therapeutic approaches can be embedded across the day within various parts of the curriculum. The SALTs also deliver regular training sessions within the Base meetings, staff meetings and INSET days.

In line with the current research, the SALTs deliver therapeutic interventions at 2 different levels:

Universal

The Speech and Language Therapy (SALT) Team works in partnership with the senior leadership team and school staff to provide advice and strategies that benefit all children, embedded across the entire school. They provide training across the school, observation and coaching for teaching staff to develop communication-friendly classrooms and maximise opportunities to develop the children's communication. The SALTs contribute to collaborative long-term target setting prior to Annual Review meetings. As a specialist school providing for children with communication and interaction needs, this provision far exceeds the support students would receive within a mainstream primary school.

Additional Targeted Provision

In addition to the Universal Provision, the SALT team also provides child-specific advice regarding specific areas of speech, language and/or social communication development. The child will typically work on this skill individually or

within a small group, following a program which is devised and monitored by the SALT team. The program will usually be delivered by the HLTAs following intensive training and including regular coaching, collaborative discussion and evaluation. This provides the children with opportunities to practise the specific skills several times a week and throughout the day. The HLTAs also work in the classroom to promote generalisation of the new skills being developed. The SALTs work individually with a very small number of children in the school who require short-term interventions for specific areas of communication including complex speech disorders e.g. oro-motor dyspraxia, to set up and implement AAC systems etc. The SALTs and HLTAs contribute to and monitor the Assess-Plan-Do-Review (APDR) targets, which are set twice a year, but may be updated at other times if the child has made substantial progress. The SALTs and HLTAs also contribute to the setting and evaluation of longer-term targets prior to the Annual Review meetings. In addition, the SALTs administer both formal and informal assessments of speech, language and social communication skills, with the results being communicated to parents by means of telephone calls, meeting and/or reports. The SALTs produce written reports for the Year 5 Transfer Review meetings to support decisions about appropriate secondary provision.

Targeted provision may include the following:

- Attention Autism, Curiosity Program and Intensive Interaction, which aim to develop the child's early communication and interaction skills including joint attention, acceptance of others within their space, play and turn-taking
- Development of play skills from exploratory and sensory play on their own through to interactive pretend play
- Environmental adjustments including adjustments to the pace, content and length of communication by staff
- Visual supports such as timetables, task schedules with picture symbols to help children predict and understand forthcoming events
- Makaton™ sign language, where appropriate, to support comprehension of language and expressive communication too
- The development of phonological awareness skills to improve speech production, spelling, reading and writing including the identification of syllables, sounds in various positions in words, segmenting and blending skills etc.
- The Shape Coding™ system including the use of shapes, lines and arrows to support the understanding and production of simple to complex sentence structures and narratives and the storage and retrieval of vocabulary
- Word Aware® approaches to inform the selection of national curriculum vocabulary for teaching and review
- Thought chains, Comic Strip Conversations, Bricks Clubs, Lego Therapy, Social Thinking®† (Michelle Garcia Winner) approaches, the SCERTS Model® and smiLE Therapy to support the development of social cognition and interaction
- Comprehending and Verbalising Visual Cues, Listening and Remembering Specific Details, Language for Thinking, More Reading and Thinking, Visualising and Verbalising® etc. to develop children's contextual and inferential comprehension skills
- Advice regarding the identification, assessment and development of Gestalt Language Processing

(†The Social Thinking program, including its teacher or leader, is not affiliated with, nor has it been reviewed, approved, or endorsed by Michelle Garcia Winner and Think Social Publishing Inc.)



If you would like to read our commissioned therapists policies, please see links below:

Speech and Language Therapy:

<http://www.bucksandberksslt.co.uk/privacy-policy/>

Please let me know if you have any further questions by contacting the school office:
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