

## How we work

Physiotherapists (PT) and Occupational Therapists (OT) have a role to help develop and support children and young people's physical development and functional skills. Speech and Language Therapists (SLT) have a role to play in supporting children and young people's speech, language, communication and eating and drinking needs, in collaboration with parents/carers, school staff and integrated therapy assistants. In Mapledown we are using the 3-Tier model of therapy provision. This model ensures that children, young people and their families receive the best possible care and the support they need when they need it.

This **UNIVERSAL**, **TARGETED** and **SPECIALIST** model recognises that communication occurs all the time and in every situation. The development of a CYP's physical and self care skills are supported as part of the child's daily routine to access learning.

The provision a child receives is identified in liaison with school staff and discussion with parents. Children may move between levels of provision as required.

### Patient advice and liaison service (PALS)

If you have a compliment, complaint or concern please contact our PALS team on 020 7288 5551 or [whh-tr.PALS@nhs.net](mailto:whh-tr.PALS@nhs.net)

If you need a large print, audio or translated copy of this leaflet please email [whh-tr.patient-information@nhs.net](mailto:whh-tr.patient-information@nhs.net). We will try our best to meet your needs.

### Barnet Children's Integrated Therapies Universal Training



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Date published: 26/11/2024  
Review date:  
Ref:

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## Children's Integrated Therapy at Mapledown School



**Barnet Children's Integrated  
Therapies Contact**  
Single Point of Access (SPA)

0203 316 8900  
[whh-tr.barnetcit@nhs.net](mailto:whh-tr.barnetcit@nhs.net)

## UNIVERSAL PROVISION

All children receive our universal support as part of the whole setting approach to supporting and developing children's communication and their gross and fine motor, sensory and self care skills.

The universal level of support includes:

- Helping school staff to develop environments (e.g. classrooms) that are supportive of all communication, accounting for sensory demands.
- Providing training sessions for staff and parents/carers.
- Helping staff to understand sensory processing differences and how these impact on participation.
- Making recommendations for sensory based strategies to support learning.
- Reviewing the environment, to give advice to staff on supportive strategies and help staff identify learning materials.
- Modelling to staff on how to use classroom supports.
- Providing therapy drop-ins for advice and support.

The class team will support at the universal level by:

- Providing the opportunities and means to use a range of communication styles.
- Opportunities as part of the daily routine for physical activities and motor skills development.
- Encouraging self care skills to be practised as part of the school routine to support independence.
- Incorporating sensory based strategies into the daily routine.

## TARGETED PROVISION

Children require targeted provision if they have needs that require support in addition to universal provision.

The targeted level of support includes:

- Working with staff to use strategies and incorporate our advice every day in the CYP's usual environments.
- Setting goals with the class teacher.
- We may recommend activities and advice, and check progress with parents/carers and school staff.
- Working as a team with school staff, parents/carers and other professionals.
- Identifying barriers to achieving goals and problem solving to find solutions.
- Providing consultations with a Barnet Children's Integrated Therapist for advice and support.

The class team will provide support at the targeted level by:

- Following programmes and advice/strategies recommended by the therapy team.
- Planning and delivering interventions to support CYP to achieve their goals.
- Specific strategies/learning supports school staff will use to use with the CYP include e.g. updating vocabulary on the CYP's communication system, deliver groups to develop attention/expressive language/social interaction

## SPECIALIST PROVISION

When a child needs more support in addition to the universal and targeted levels of provision, we can offer specialist, direct support.

The specialist level of support includes:

- Carrying out specialist assessment to find out a child's strengths and needs, sometimes with other professionals.
- Attending more frequent meetings to set goals and review progress.
- Providing highly specialist therapy, either 1:1 or in a group in partnership with school staff.
- Working as a team with school and parents/carers to ensure therapy strategies are used as directed.
- Writing and updating a programme with activities and advice for parents/carers and school staff.
- Providing expert support and training for parents/carers and school staff about the student's specific needs.
- Setting specific goals for the annual review.
- Writing specialist reports to help with future referrals or transitions.

The class team will support at the specialist level by:

- Attending and contributing to meetings with the therapy team to set goals and review progress.
- Attending and taking part in all therapy sessions.
- Following specialist advice, implementing therapy programmes, strategies and advice as recommended by the therapy team.