

# INTEGRATED THERAPY AT UNDERSHAW

Our Specialist  
Approach

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Royal College  
of Occupational  
Therapists



ROYAL COLLEGE OF  
SPEECH & LANGUAGE  
THERAPISTS



health & care  
professions  
council



## Undershaw



Eliminating the impossible



## MEET THE THERAPY TEAM...

Eliminating the impossible

We are excited to introduce ourselves (for those of you we might not know us yet) and to introduce our model for **Therapy at Undershaw**.

We believe it will have a **positive impact** on our students by empowering and educating **families** and staff so that each child can **grow** in self-awareness, self-esteem, and independence as they **engage** with each other, their learning and their community.

In this space the **Occupational Therapy** and **Speech and Language Therapy** teams will provide **tips, strategies, research and information**.

We would like to reach as many of the **school community** as possible through the **Universal Tier**, which is in line with our new **Therapy Delivery Model**.

Please read on for more information about this evidence-based approach.

# THIS IS US...

## Occupational Therapists:



Helen Carr



Katy Astles



Amy Pretorius

## Speech and Language Therapists:



Hannah Lynch



Hannah Wrench



Hilary Peterson

# THE BENEFITS OF A COLLABORATIVE APPROACH TO THERAPY:

School based Occupational Therapy is “client-centred, solution-focused, strengths-based, occupational-based, collaborative and context-based, educationally relevant and evidenced-based”.

*(World Federation of Occupational Therapy, 2016).*

Speech and language therapy provision needs to consider the functional impact of children’s speech, language and communication needs (SLCN) and work to support not only their underlying impairment but their ability to participate in the environments in which they live. Collaboration by practitioners and parents is seen as fundamental for the effective management of children with SLCN.

*(ICAN 2008)*

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Specialist:  
Essential for Few

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Targeted:  
Necessary for Some

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Universal:  
Good for All

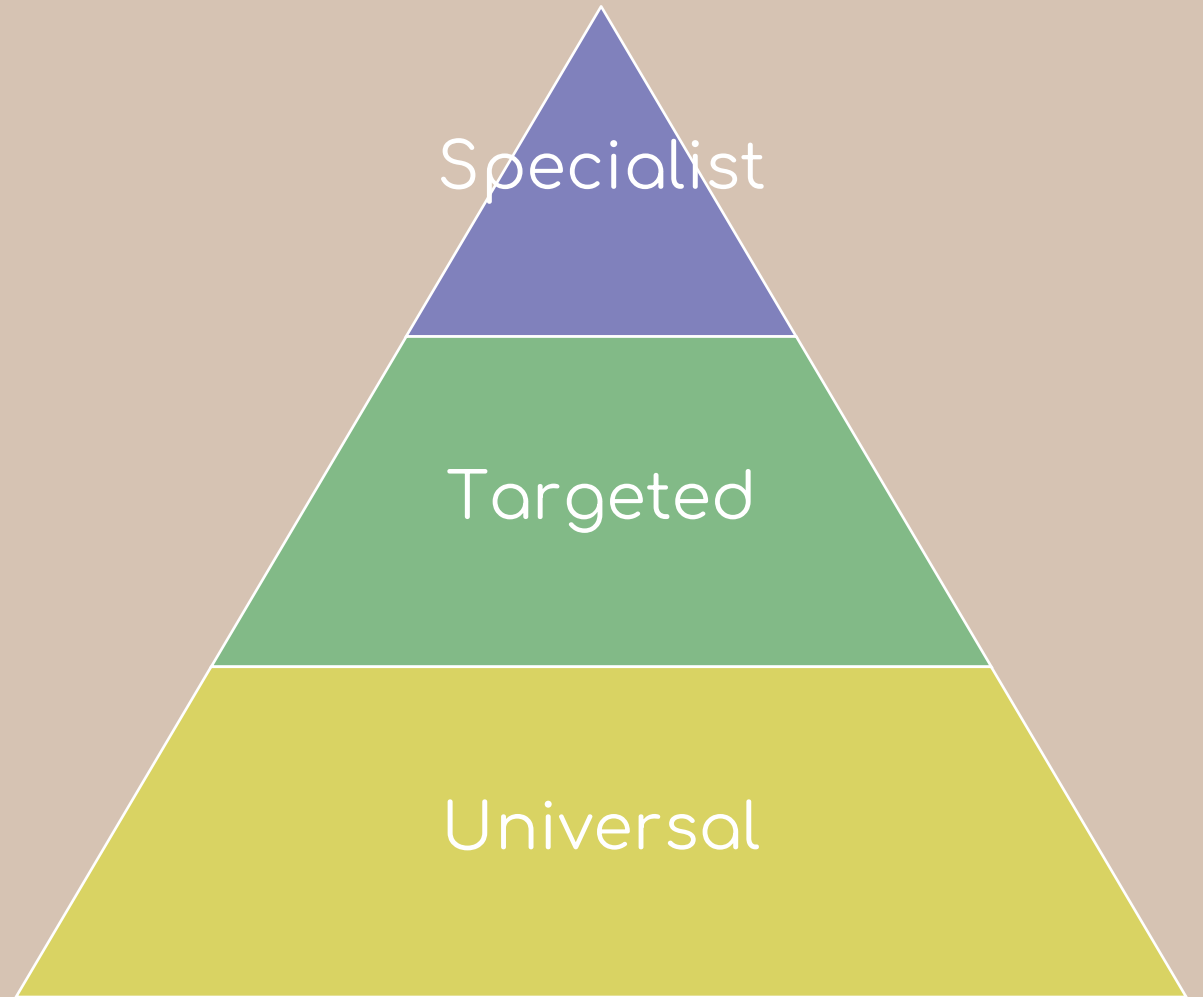
# INTRODUCING THE THREE TIER SYSTEM

Within the 3 tier system, therapy is integrated into the whole school curriculum.

The level of input depends on:

- the students' EHCP, the needs assessed by the therapy team, and;
- the individual pathway that each student is following.

The evidence and literature from a range of sources around the world increasingly promotes a collaborative and educationally relevant approach to therapy which is empowering for all students, staff and families.



# THE TIER APPROACH AT WORK:

## Specialist Tier:

Therapy input at this tier will be stipulated by a student's EHCP provision and will involve direct working with the student, class team and parents/carers. This may be through 1:1 or group sessions conducted in the classroom, therapy room or in the community. Therapy input in this tier may also include completion of standardised assessments. The 1:1 sessions may take place weekly, in blocks, termly, half termly or in a specific number of sessions per year, as stated in the student's EHCP.

## Targeted Tier:

This level of therapy will be necessary for some students as identified in their EHCP. Therapists will create programmes and these will be carried out by trained education staff. Examples of programmes or groups might include: fine motor skills, higher level language skills and Zones of Regulation.

## Universal Tier:

All students will be receiving this level of input. It aims to provide a whole school approach to collaboratively empower students, teachers and parents. Therapy can be integrated into everyday life at school and can become part of the school environment, for example sensory strategies during form time, resource packs for classes and language processing strategies.