

# Therapies Workshop

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**for children**



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Champions for children and families

# Therapies

- Introductions
- What made you choose this workshop today?
- What do you want to take away or learn from today?
- What questions do you have about SaLT, OT, Physiotherapy?

# Therapies

- Brief summary from review to now
- What's working well
- What are the main challenges
- Balanced System - overview
- Speech & Language Therapy - an example
- Discussion & Questions

# Therapies

- Therapies review completed in 2019 (AfC and CCG)
- Covered SaLT, OT and Physio
- Business Case developed, recommendations made including an agreement to implement the Balanced Model
- Therapies Oversight Group established to oversee implementation
- Action log and risk register in place

## Therapies - key findings from review

- Demand and need far outstripping resources and capacity
- Particular pressure on meeting EHCP requirements
- Early intervention and SEN support suffering
- Private providers often used

## Therapies - some of the key recommendations

- Implementation of the Balanced System
- Investment required
- SEN support
- Address ASC 0-5 waiting times
- Improve joint commissioning

## Therapies - What's working well?

- Additional recruitment and staff capacity
- Balanced model being utilised where possible having a positive impact
- Extremely skilled and knowledgeable staff group
- High quality provision
- Joint working



# Impact of additional investment, AfC & CCG

- OT
- Physiotherapy
- Equipment
- Manual handling
- Pre and post diagnostic support
- ASC waiting list initiative
- Covid recovery
- Post 16 / transition

# Therapies

Post review developments:

- ASC Pathway development
- ICS - Place Based Committee etc
- Apprenticeships
- Spot Commissioning

## Therapies - challenges

- Statutory duties vs health priorities and early intervention
- National recruitment and retention issues, local pressures
- Level of resource and investment in system far less than recommended in the review

## Therapies - Challenges

- Post 16 & 18-25
- Increased numbers of school places in special schools and SRPs not in line with increase in therapy capacity required
- Timeliness of health advice for EHCPs
- Tribunal activity pressures
- Staff morale

# Therapies

## Potential solutions?

- Increase early years provision
- Provide universal provision (balanced model) including increased focus on training and support for families and schools
- Increase investment
- Workforce development

**What does the Evidence say we should be doing?**

The Balanced System® framework is a way of making sure that in a setting, school or local area, the right provisions are available for parents, carers and professionals to help children and young people develop their speech, language and communication.

The framework is organised in five strands or themes and across three levels. All of these are important to get the whole system working at its best.

<https://pathway.thebalancedsystem.org/#:~:text=The%20Balanced%20System%C2%AE%20framework%20is%20a%20way%20of%20making,their%20speech%2C%20language%20and%20communication.>



## The Balanced System®

A strategic, outcomes based, whole system framework

### Core elements

- Identifies the core components of a whole system
- Building blocks of outcomes, integrated workforce, engagement with parents / carers and young people
- Strong Leadership and Management
- Service delivery built on base of training and development
- Delivery across three levels
- Wider and specialist workforce at all levels of the system





# The Balanced System®

A strategic, outcomes based, whole system framework

## Balanced System Five Strands®

- Identifies the five key areas which **all** need to be addressed if systemic change is to be achieved and sustained

## THE BALANCED SYSTEM® FIVE STRANDS

FAMILIES AND YOUNG PEOPLE	• Are supported with appropriate <b>information</b> to make informed choices and <b>skills</b> to support development
ENVIRONMENTS	• Are audited, <b>adapted</b> and <b>enhanced</b> to maximise <b>participation</b>
WORKFORCE	• <b>Specialist knowledge</b> and skills are used to <b>build capacity</b> in the wider workforce to support across universal, targeted and specialist levels of provision
IDENTIFICATION	• Is efficient and <b>accessible</b> including training of others to identify and provision of pre-referral advice in community settings
INTERVENTION	• Is <b>appropriate and timely</b> , and may include direct or indirect, individual and group interventions delivered in a <b>functional</b> context

, 2016





# The Balanced System®

A strategic, outcomes based, whole system framework

## Balanced System® Outcome Measurement Framework

- Outcomes for each strand and level in the system
- Measures identified across 4 levels of
  - Input, Reach, Quality, Impact
  - **IMPACT** is the goal
  - In reality a mix of measures is required
  - **HOW** these measures are evidenced is flexible

THE FIVE STRANDS AND SCHEME OUTCOMES

FAMILY SUPPORT	ENABLING ENVIRONMENT	WIDER WORKFORCE	IDENTIFICATION	INTERVENTION
View Universal Outcome	View Universal Outcome	View Universal Outcome	View Universal Outcome	View Universal Outcome
View Targeted Outcome	View Targeted Outcome	View Targeted Outcome	View Targeted Outcome	View Targeted Outcome
View Specialist Outcome	View Specialist Outcome	View Specialist Outcome	View Specialist Outcome	View Specialist Outcome



## THE BALANCED SYSTEM® OUTCOME MEASUREMENT FRAMEWORK

	QUANTITY	QUALITY
EFFORT	<b>LEVEL 1 INPUT</b> HOW MUCH DID WE DO? TRADITIONAL MEASURES OF ACTIVITY AND INPUTS	<b>LEVEL 3 IMPLEMENTATION</b> HOW WELL DID WE DO IT? MEASURING WHETHER THE INPUTS WERE OF A HIGH QUALITY
EFFECT	<b>LEVEL 2 REACH</b> IS ANYONE BETTER OFF? MEASURING ACCESS TO THE INPUTS DELIVERED	<b>LEVEL 4 IMPACT</b> DID IT MAKE A DIFFERENCE? FOR THE INDIVIDUAL? FOR A GROUP? FOR A POPULATION

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**Kingston's vision for children and young people with SEND includes them feeling that:**

**I am  
independent  
as possible**

**I am safe  
and my  
needs are  
understood**

**I am listened  
to and people  
hear what I  
have to say**

**The people  
who love and  
care for me  
are  
supported**

**I am ambitious  
and others are  
ambitious for  
me**

**I am as  
healthy as I  
can be**



## SEND Young People's Health Group Important Messages



Don't make assumptions about us



Be respectful (don't be rude)



Let us keep the things with us that help us feel safe and calm



Listen to us



Understand our point of view



Communicate with us well



Explain what you are doing and why; including why you are working on particular things



Give us information in a way that we can understand it; give it to the Easy info. Group for checking



Keep our staff or workers the same wherever possible



Give us advance notice when changes happen (like a change of Therapist; temporary or permanent)



Changing from one service to another is tricky – this needs to improve for children and young people

## What is Speech and Language Therapy?

Speech and Language Therapists (SLTs) are Allied Health Professionals who work to support people with difficulties in speech, language, communication and swallowing.

Support in Blossom at King's Oak is provided by Penny and Sofia, the Speech and Language team, who work in close collaboration with the teachers, teaching assistants and other professionals.

We provide training on a variety of communication strategies for school staff to support teaching in the classroom.

The Speech and Language team are employed by Your Healthcare CIC, a community interest company providing services for the NHS, and work closely with the school and Local Authority.

## The Team

**Penny Thomas**  
**Specialist Speech and Language Therapist**

Thursdays and Fridays



**Sofia Chrys**  
**Speech and Language Therapy Assistant**

Monday, Wednesday - Friday

### General Enquiries:

Children's Speech and Language Therapy

Tel: 020 8339 4781

Email:

[Penelope.thomas@yourhealthcare.org](mailto:Penelope.thomas@yourhealthcare.org)

For more information visit:

[www.yourhealthcare.org](http://www.yourhealthcare.org)



Speech and Language  
Therapy at King's Oak  
Primary School

Helping Children Communicate



With Their World

Blossom Specialist  
Resource Provisions for  
children with social  
communication  
difficulties



## What do we do?

Your Healthcare Speech and Language Therapists follow the Balanced Model. This is a collaborative model of support which recognises the importance of education staff and parents in developing the child's communication, as well as the skills of education staff at embedding and generalising concepts throughout the day. The Speech and Language Therapy service is predominantly an advisory service which assesses, sets targets and supports those in the child's environment to implement the interventions which the Speech Therapy team can then review once progress has been made.

The model provides support across three categories:

- Universal
- Targeted
- Specialist



### Universal

This is support provided to all children. All children receive:

- Environment audits of the classroom to ensure strategies are embedded throughout the day
- Parent and staff training
- Email and home-school diary contact where required
- Recommendations of visual and supports such as Social Stories and visual timetables
- A communication profile is shared with relevant education staff



Colourful Semantics (above) is an example of Universal support which can be embedded throughout the school day.

### Targeted

This support is provided to children who require more specific communication support. Examples include:

- Staff and parents training on specific interventions
- Termly targets
- Contribution to Annual Review as specified on EHCP

### Specialist

This support is provided to children who require specific, tailored support which cannot be supported by the above Universal and Targeted levels of provision. Examples include:

- Individualised speech programmes
- Setting up individualised alternative communication supports such as PECS and Voice Output Devices



**We look forward to working together to support you and your children with their communication skills!**



SLT Childrens Team

ASP 21/22 - plan & outcome ☆

Setting	Academic year	What	Why	Link to SEND O...	Link to Importa...	When/How Oft...	Strand	Support	Outcome	Outcome com...
Alexandra ESTA	2021/2022	Information letter with contact details to families	<ul style="list-style-type: none"><li>To provide information on service</li><li>To provide</li></ul>	The people who love I am safe and my nee	Communicate with us	September for parents/carers	Family support	Targeted	Achieved	Information letter sent to all families on the caseload in September 21
Alexandra ESTA	2021/2022	Attendance at annual reviews and information for the annual review	<ul style="list-style-type: none"><li>To update families on progress and new outcomes</li></ul>	The people who love I am listened to and p	Listen to us Understand our point Give us information in Communicate with us	On date of annual review	Family support	Targeted	Achieved	SLT information for annual review provided for all children on the caseload. Attendance at annual review provided for all children where possible. I was able to attend the majority of annual reviews
Alexandra ESTA	2021/2022	Recommendations regarding environmental adjustments, eg visual timetable / PECS / colourful semantics / narrative / etc	<ul style="list-style-type: none"><li>Support school staff to support the child's</li></ul>	The people who love I am listened to and p I am safe and my nee I am ambitious and o I am as independent i	Give us information in Communicate with us	All children on the caseload have up to date care plans which include environmental adaption recommendations	Environment	Targeted	Achieved	Recommendations provided in verbal feedback to LSA in session, via written recommendations to
Alexandra ESTA	2021/2022	Teacher / LSA drop in	<ul style="list-style-type: none"><li>Informal time for staff to raise any questions.</li></ul>	The people who love I am listened to and p I am safe and my nee	Communicate with us Give us information in	Over lunchtime. Weekly in school time (unless carrying out EDS review)	Workforce	Targeted	Achieved	Drop in time provided on a weekly basis when SLT in school. This was communicated to staff via email of timetable each week
Alexandra ESTA	2021/2022	Informal training (within individual sessions/groups)	<ul style="list-style-type: none"><li>Increase school staff's knowledge and skills in</li></ul>	The people who love I am listened to and p I am safe and my nee I am ambitious and o I am as independent i	Communicate with us Give us information in	This will occur during all 1:1 sessions and all group sessions	Workforce	Targeted	Achieved	Informal training at therapy sessions with LSA. Training session with school staff arranged ad hoc where needed eg Lego therapy, Attention Autism, Colourful Semantics and



Therapies

What Next?



# Questions?

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