# Therapies Workshop October 2022

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# achieving for children

Champions for children and families

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?

- 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 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

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

## **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%20
Balanced%20System%C2%AE%20framework%20is%20
a%20way%20of%20making,their%20speech%2C%20lan
guage%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®





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### The Balanced System®

A strategic, outcomes based, whole system framework

Balanced System Five Strands®

THE BALANCED SYSTEM®

#### FIVE STRANDS

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

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



#### THE BALANCED SYSTEM\*

#### OUTCOME MEASUREMENT FRAMEWORK







# 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:

<u>Penelope.thomas@yourhealthcare</u> <u>.org</u>

For more information visit:

www.yourhealthcare.org



Speech and Language Therapy at King's Oak Primary School

**Helping Children Communicate** 



With Their World

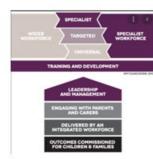
Blossom Specialist
Resource Provisions for
children with social
communication
difficulties

#### 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:

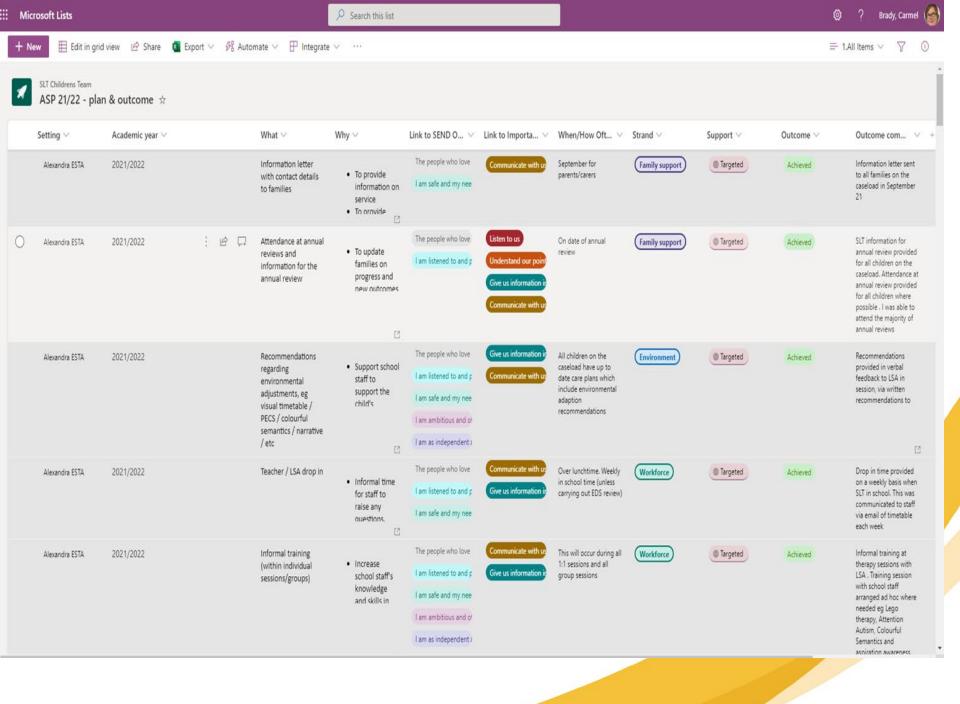
- Individualised speech programmes
- Setting up individualised alternative communication supports such as PECS and Voice Output Devices





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





What Next?

# **Questions?**

