

Therapies Review

SEND Futures
Listen | Learn | Lead

We need your help.....

- To ensure that we are focusing on the right areas to improve our local therapies offer
- To make sure that the new therapies offer will improve outcomes for our CYP with SEND
- Our service delivery model is aligned across Kingston and Richmond and across all therapy provision
- To identify system wide actions that will have the most impact in the context of the financial challenges
- Feedback will be provided through the survey at the end..

SEND: Story of children and young people

Kingston



54,948 under 24 year olds



2195 children get Special educational needs support (SEN)



1213 children have a EHCP



422 of children with an EHCP have **ASD**
259 of children with an EHCP have **SLCN**
163 of children with an EHCP have **SEMH**
124 of children with an EHCP have **MLD**

Richmond



56,626 under 24 year olds



2470 children get Special educational needs support (SEN)



1405 children have a EHCP



404 of children with an EHCP have **ASD**
259 of children with an EHCP have **SLCN**
175 of children with an EHCP have **SEMH**
166 of children with an EHCP have **MLD**

Key Issues

- Increasing need for therapy services
- Pressure on financial and staffing resources to meet needs
- Different eligibility criteria for access to all therapy services
- A number of Commissioners and a variety of commissioning arrangements
- Key service gaps in early years, SEN support, pre and post diagnostic support, delivery of OT in mainstream services, post 16-25, training.
- Assuring the quality of service delivered by a therapies workforce employed by a range of providers (CCG, AfC, Schools)

Consultation activity across Kingston and Richmond so far

- Review of Educational provision in 2017
- SEND 2020 Children and Young People's Consultation (April 2018)
- Schools Therapies Survey (September 2018)
- Therapies Work stream (throughout 2018)
- Therapies review engagement activities led by independent consultant (2018)
- Consultation on the draft Kingston SEND Transformation Plan (December 2018 and January 2019)
- Meetings with Providers (February to April 2019)
- Meetings with parents and young people June to current

What has consultation and engagement activity told us so far

Children and young people

- They want the same person so they can develop trust and tell their story once
- Don't like lots of changes to therapists
- Lack of understanding of impact of therapies
- Not enough therapy provision (OT, SALT, Physio)
- Therapies need to be high quality
- Children not eligible for therapy because they don't have a EHCP (SALT Richmond)
- They do not like missing lessons to go to therapy sessions as it makes them feel different to others
- Therapies need to be high quality

What has consultation and engagement activity told us so far

Parents

- Families choose out of borough/independent provision because of lack of 1:1 therapy offer
- Lack of understanding of impact of therapies
- Frustration about the time it takes to get equipment (OT, Physio Kingston)
- Therapies need to be high quality
- Not enough therapy provision (OT, SALT Physio)
- Children not eligible for therapy because they don't have a EHCP (SALT Richmond)
- They want the same therapist so they can develop trust and tell their story once

What has consultation and engagement activity told us so far

Professionals & Partners

More therapy provision and resourcing required in the local education system:

- SALT - Assessment, support, and provision for independent schools, Free schools and Academies, post 16 in FE Colleges and YOS
- OT in mainstream provision. Physio – more provision to meet expanded special schools

Inadequate equipment budgets

- OT: seating equipment in nurseries. Social Care equipment review required. Physio –inadequate equipment budget and arrangements for monitoring equipment and sleep systems

Schools reporting gaps in service provision

- More provision required for those without EHCPs
- Schools spot purchasing therapy to fill the gaps

Emerging Priorities

- Make better use of needs analysis, so that effective planning and commissioning take place
- Develop key service principles
- Develop a service delivery model – balanced model of delivery
- Review the funding allocation for therapies
- Involve stakeholders in the commissioning cycle

Better use of needs analysis

We need to use the needs analysis too:

- Understand changing needs and respond to emerging trends
- To support changing local provision, including new Specialist Resource Provisions (SRPs) and special schools
- Quantify service gaps e.g. early intervention and for those Children and Young People on SEND Support to inform commissioning and drafting business case

Develop key service principles

Key Service principles

- Therapies services are based on evidence of good practice, national standards, promoting independence and a focus on outcomes
- Early identification of need so that children and young people can access therapies when assessed as needing it
- Therapy is embedded into children and young people's whole day and adults around the child understand their needs and can support them
- Everyone supporting children and young people's therapy goals, including families are well equipped through accessing advice training and support
- Therapies are cost effective enabling the local system to meet the broadest possible range of therapy needs, including early intervention

Emerging Priorities - Develop Service Delivery Model

Our Service delivery model is informed by the following;

Service models:

- **Three Tiered approach** (Universal, Targeted and Specialist)
- **The Consultation model** (using highly skilled trained staff to deliver interventions e.g. school staff in close consultation with therapists)
- **The balanced system** (Universal, Targeted and Specialist targeted approach, the wider and specialist workforce, training & development)
- Evidenced Based Interventions and Best Practice
- National Standards (NICE)
- Meeting SEND Statutory Duties across Education, Health and Social Care

Develop service delivery model

Specialist

- Meet a defined clinical need
- Service provision based on defined pathways
- Highly specific interventions (1:1 where needed)
 - Therapy goals embedded into school day
- Adults and families trained to support progress towards therapy goals
- Progress monitoring and review by CYP, families and professionals to inform next steps

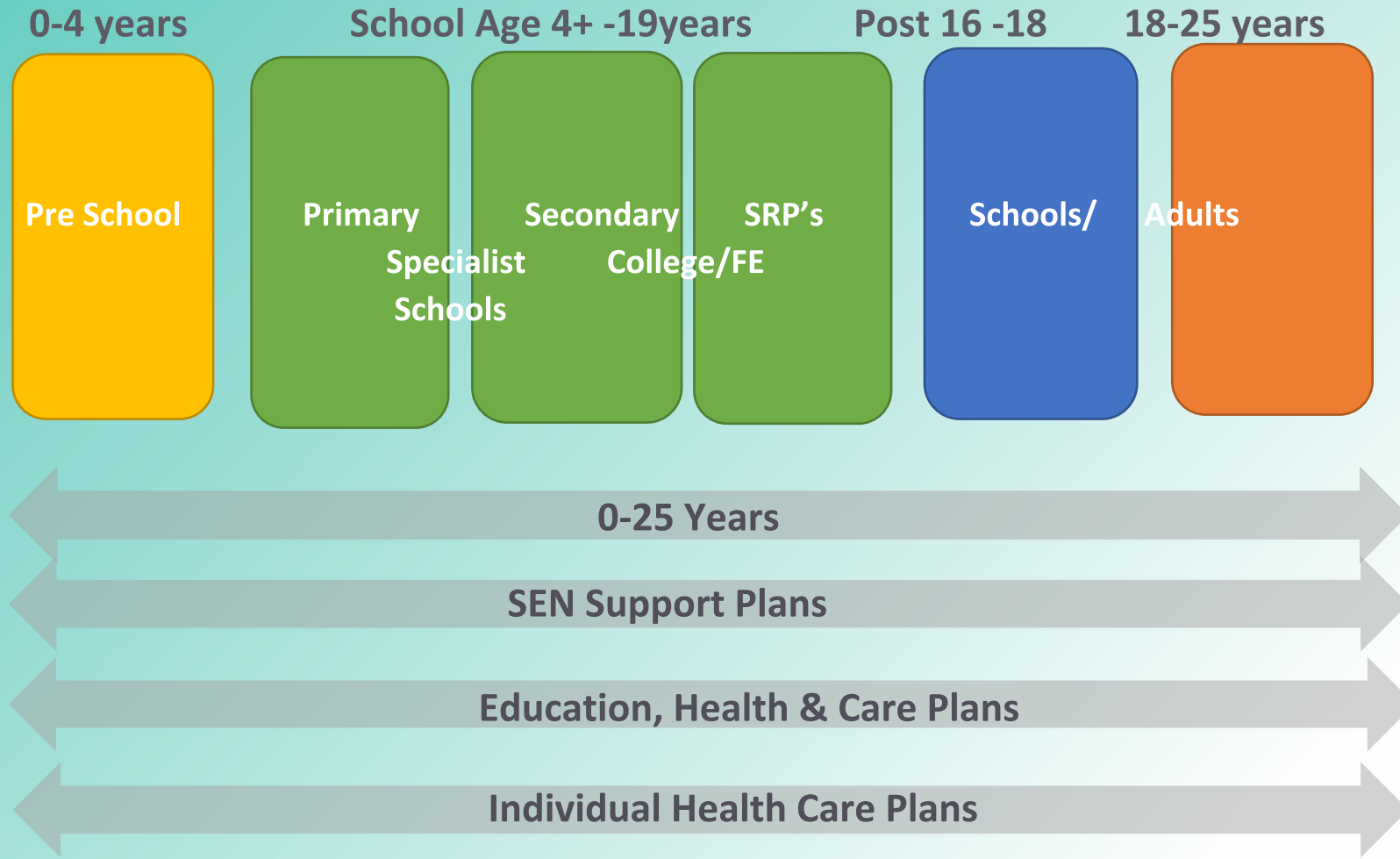
Targeted

- Access to therapy groups
- Assessment and therapy planning by therapists
- Agreed therapy goals and timescales for achievement
- Wider trained workforce supporting delivery and achievement of therapy goals
- Therapy goals embedded into school day
- Adults and families trained to support progress towards therapy goals
- Progress monitoring and review by CYP, families and professionals to inform next steps

Universal

- Quality first teaching
- Training to support skilled school workforce
- Triage and signposting
- Telephone advice line
- Drop in advice and guidance

Develop service delivery model –to meet range and age of needs.



Review therapies funding and the commissioning cycle

Review funding for therapies

- Identify all sources of funding for therapy provision
- Identify cost of current demand and model the cost of capacity to meet agreed need
- Agree revised Health, Education and Social Care therapy budgets

Commissioning cycle

- Develop service specifications
- Agree key performance indicators
- Involve children and young people and families in contract monitoring processes so that their priorities and feedback shape services

Next steps ...

Continued consultation and engagement activity with stakeholders-

October – 5th November 2019: Engagement with schools, children and young people

October 2019: Continue working on needs analysis to inform new service model and resourcing of therapy services

5 November: feedback survey closure

November 2019: finalise needs analysis, new service model, resources approved

November – December 2019: Discussions with Schools Forums, respective Governing bodies for Councils and CCG to agree financial spend

December – March 2020: Mobilise new service, engaging with key partners.

April 1 2020: New therapy service in place

We would welcome your input and feedback

Please click on the link to share your views (closes 5 November):

<https://surveys.achievingforchildren.org.uk/s/therapyreviewsurvey/>