

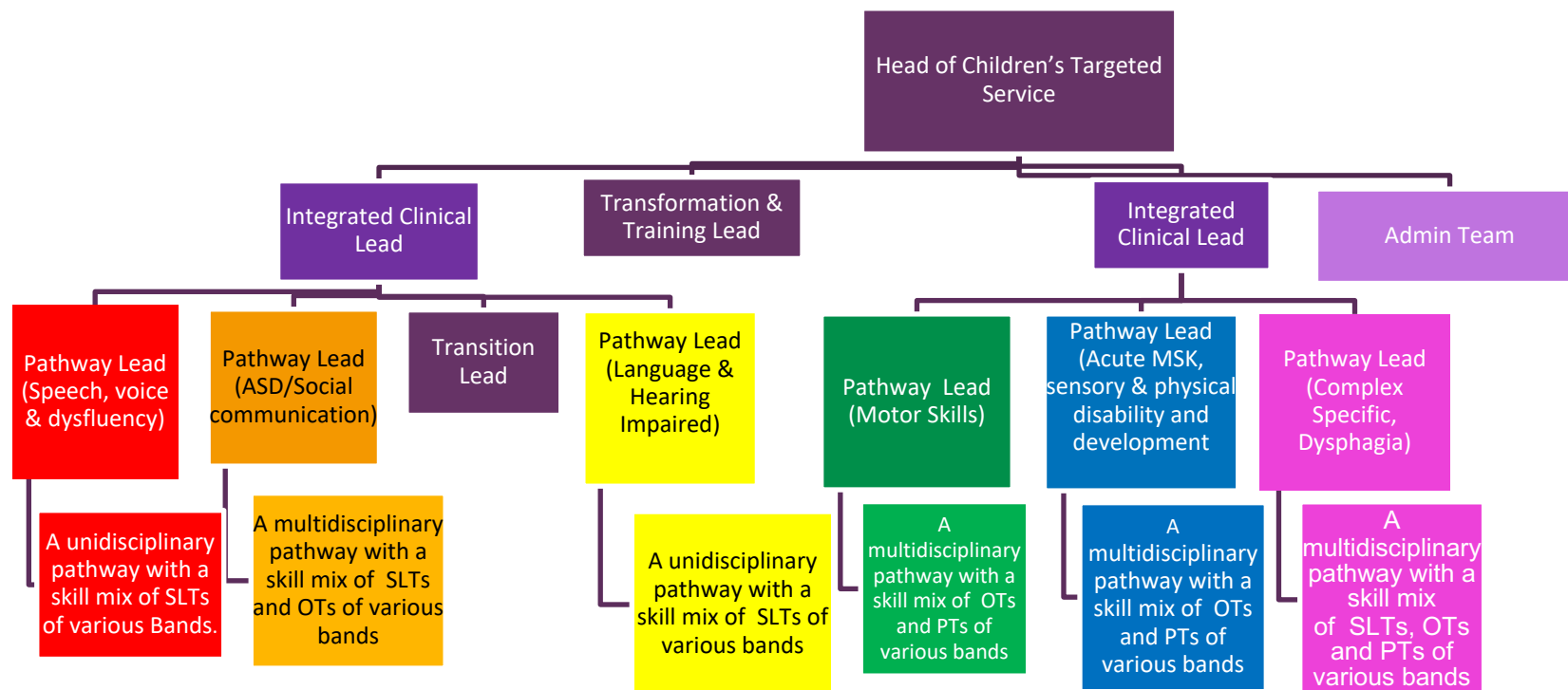
# Barnet Children's Integrated Therapies

Annual SEND Conference 2020

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Integrated Clinical Leads

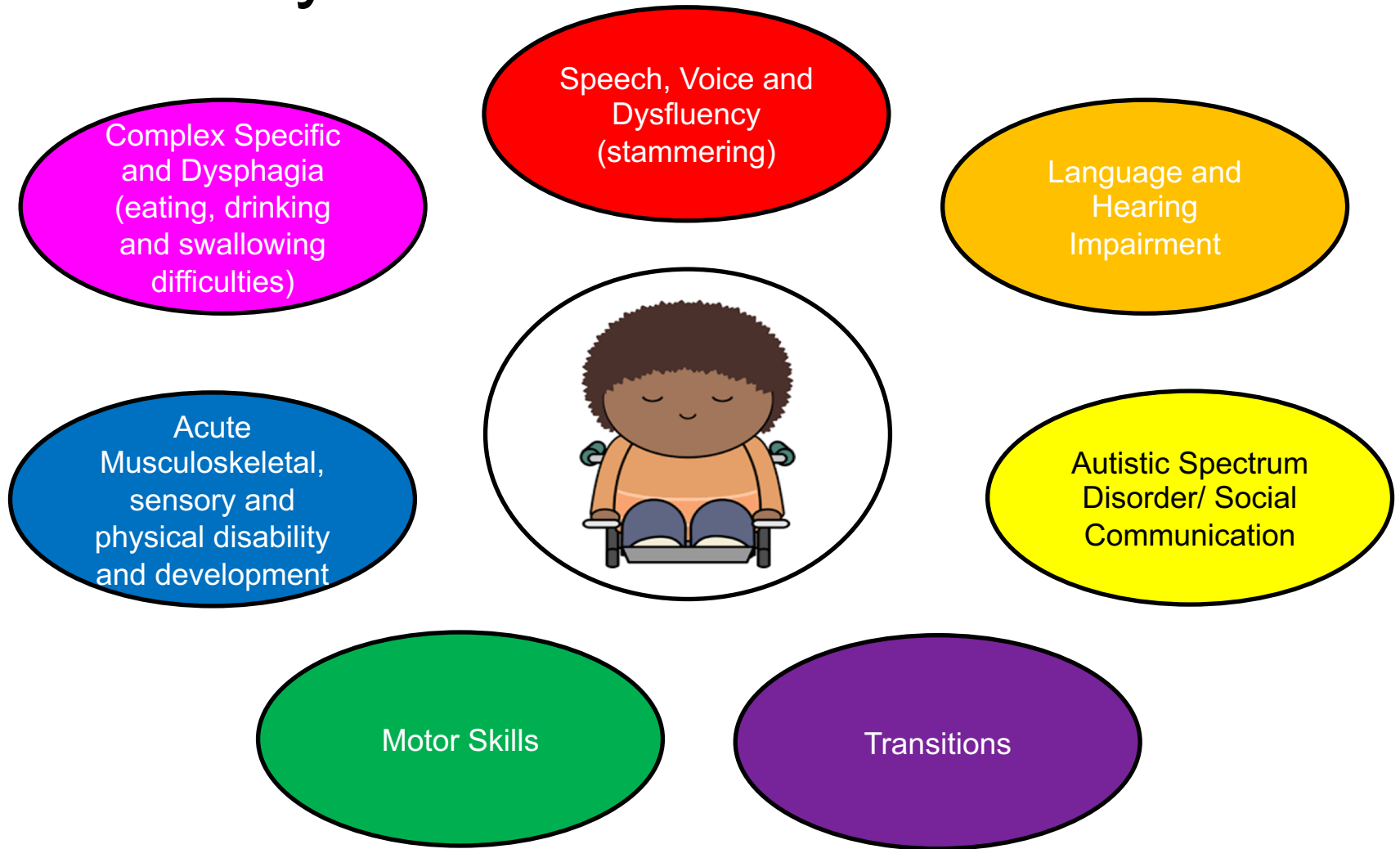
# Barnet CIT Structure (38.5 WTE)



Integrated therapy assistant/practitioner posts are flexible across the pathways and therapy assistant/practitioners may move across pathways or spend time in more than one pathway



# Pathways



# Pathways – Explained

## Uni-disciplinary pathways – SLT only

Speech, voice and dysfluency	Language and Hearing Impairment
<p><b>Children and Young People with:</b></p> <ul style="list-style-type: none"><li>• Difficulties creating or forming speech sounds for communication</li><li>• A stammer or stutter (stopping or repeating sounds, syllables or words)</li><li>• Hoarse or croaky voice</li></ul>	<ul style="list-style-type: none"><li>• Children and Young People with difficulties in understanding of language or their expressive language (use of words, sentences or gestures).</li><li>• Children and Young People with hearing impairment/deafness and language/speech difficulties.</li></ul>

# Pathways- Explained

## Dual-disciplinary pathways

<b>Autistic Spectrum Disorder/ Social Communication</b>	<b>Motor Skills</b>	<b>Acute MSK, sensory and physical disability and development</b>
<b>Children and Young People with Autism or social communication difficulties.</b>	<b>Children and Young People who have difficulties with fine and/or gross motor skills.</b>	<b>Children and Young People who have:</b> <ul style="list-style-type: none"><li>• <b>Movement or sensory needs from physical disability or delay</b></li><li>• <b>Injuries or diseases of the muscles or bones.</b></li></ul>
<b>SLT and OT</b>	<b>OT and Physio</b>	<b>OT and Physio</b>

# Pathways- Explained

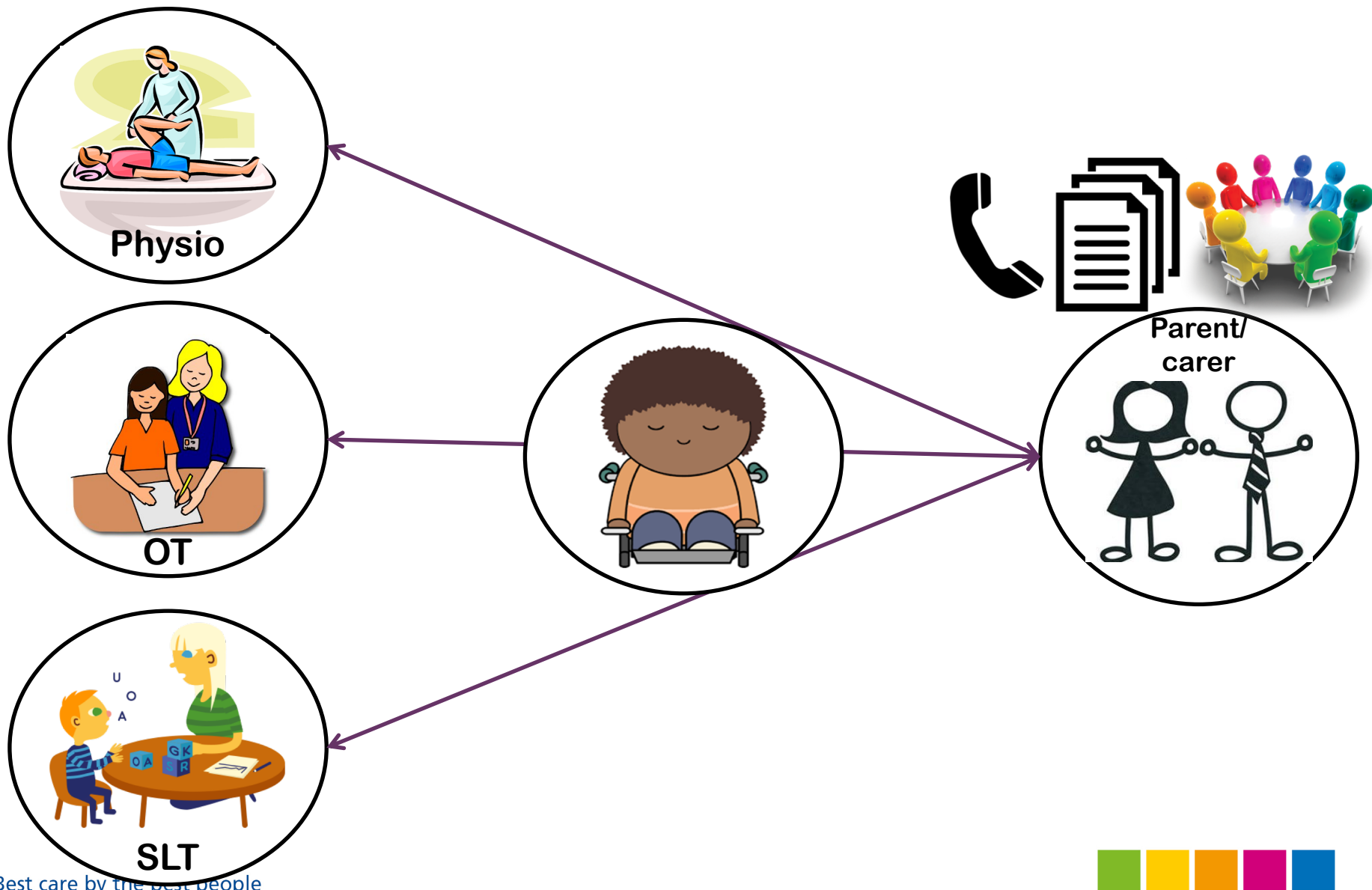
## Multi-disciplinary pathway

### Complex Specific and Dysphagia

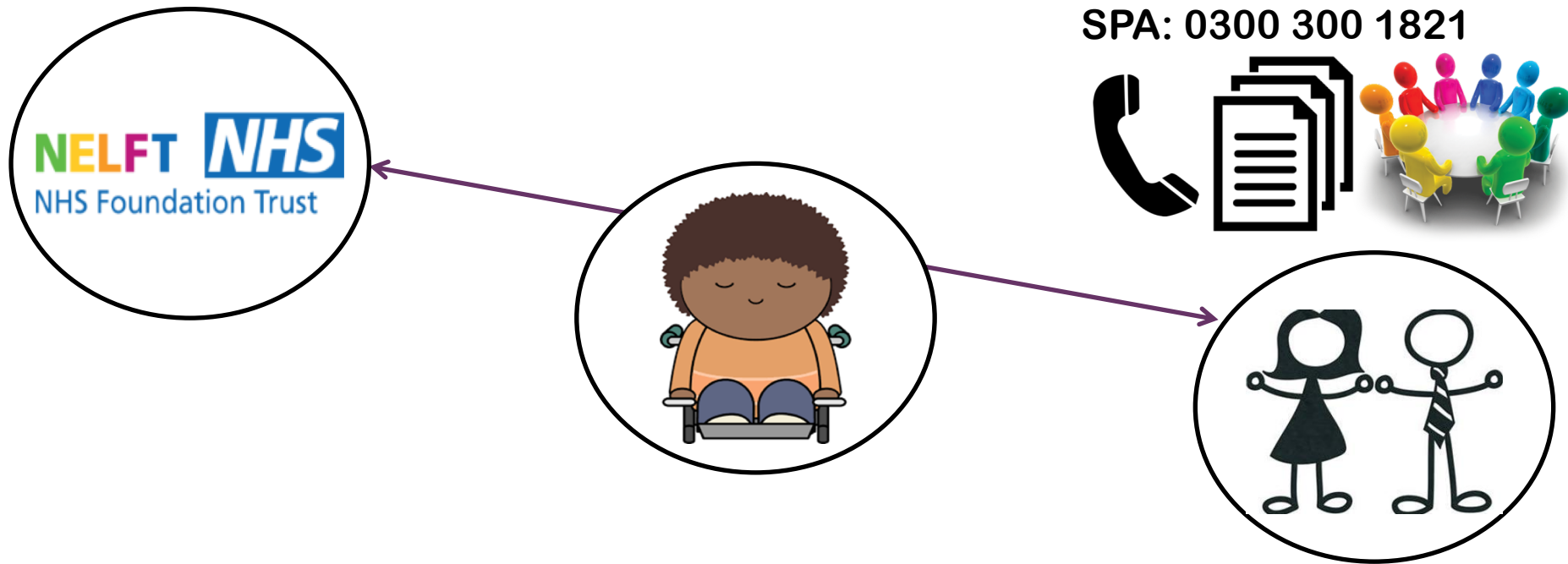
**Children and Young People with complex needs and/or eating and drinking difficulties. These children require significant levels of support to meet their communication, physical and sensory needs.**

**SLT, OT and Physio**

# Old model

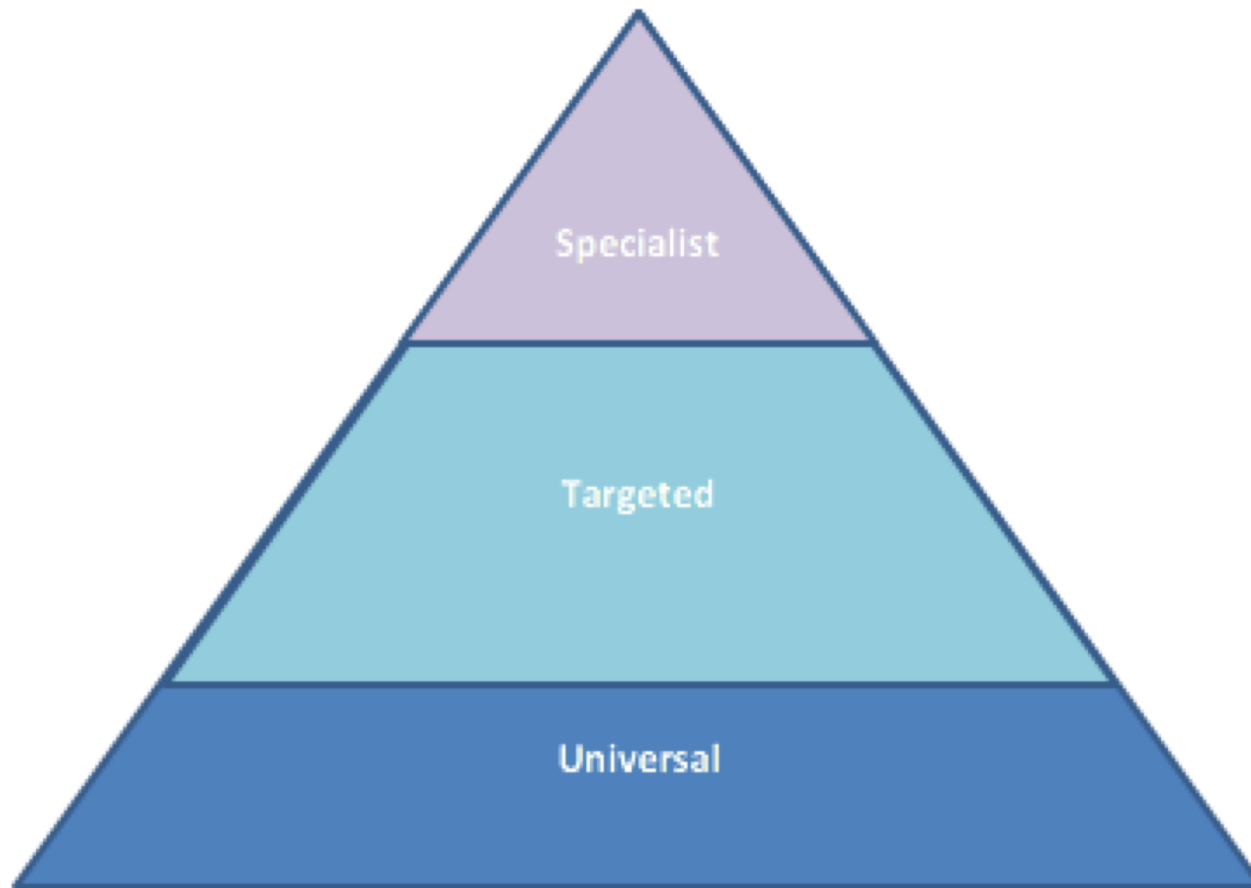


# New model – Integrated working





# 3 tier model



© M.T.Gascoigne, 2013 the balanced system  
definition of tiers 2013

# Universal Interventions

- Available to all.
- Support the population as a whole and the wider workforce.
- Includes generic advice sessions and training to increase awareness.
- Specific training and advice around topics related to all three therapies.

**NELFT** **NHS**  
NHS Foundation Trust



# Targeted Interventions

- Require some direct involvement with a therapist.
- Aim to set up interventions within settings (Home/ School/Clinic )
- Programs are overseen by a therapist and carried out by members of the wider workforce and/or parents and carers.

# Specialist Interventions

- For children and young people who would need a higher level of intervention
- Interventions can be delivered individually or with groups of children.
- Higher rate of change in clinical presentation and Progress is anticipated from the child .
- Highly skilled practitioner needs to be closely involved in order to monitor and adapt programme appropriately.

# Packages of Care

- Packages of care are intended to be fluid with children and young people moving through the universal, targeted and specialist stages as clinically required in response to intervention.
- Package of Care refers to the Range of Provision required by the CYP which is indicated according to the Clinical need within a therapy pathway .
- Our **flexible packages of care** and levels of input, delivered within the context of a 3 tier service, are based on:
  - Current evidence base
  - Clinical reasoning
  - Readiness for therapy of the child and young person
  - Potential benefit from therapy
  - Response to intervention

Pathway	Specialist (usual minimum and maximum number of sessions per year across therapies)	Or	Targeted (usual minimum and maximum number of sessions per year across therapies)	Universal
Speech, Voice & Dysfluency	6-18	Or	3	Barnet CIT training program  Support at Children Centres  Toolkit training and support in mainstream schools
Language & Hearing Impairment	9-18	Or	3-12	
Autism & Social Communication SLT & OT	9-18	Or	4-10	
Motor Skills OT & PT	9-18	Or	6-12	
Acute MSK OT & PT	12-18	Or	9-12	
Complex Specific OT, PT, SLT	18-27	Or	6-18	
Transitions	6	Or	3	

# “Bolt–on” Sessions

- If a child requires an increased amount of sessions for a focused period of time, the therapist is able to offer a ‘Bolt–on’.
- These are in addition to the core input but differ in that they are delivered for a time limited period to support a specific therapy target/need and do not become part of the annual entitlement (if more therapy is required as an ongoing need, the POC can be changed)
- Examples of these may include: following surgery/botox, at a time of transition, training families/staff for a specific piece of work e.g. PECS, AAC usage, extended Lidcombe sessions following a successful first block.



# Mixed / blended Provision Offer

- 1. Virtual provision as first port of call
- 2. Face-to-face in clinic if parent doesn't have access to IT
- 3. Face-to-face where clinically indicated
- 4. All training to be delivered virtually
- 5. Meetings staff, parents and professionals to be virtual

# Benefits

- At the last SEND conference we presented our integrated therapy model where therapy is provided within 7 pathways
- Integrated team: parents/carers don't have to tell story a number of times
- One point of contact for schools, parents/carers and professionals
- New therapy model recognised as innovation: other areas are looking at adopting this e.g.
  - Redbridge
  - Havering
  - Essex, Thurrock and Kent
  - Barking and Dagenham
  - Oxfordshire
- As members of Barnet CIT we are proud to be pioneering a new way of working within the wider NELFT Trust and beyond

# Next steps

- Since the last conference we have successfully developed our integrated packages of care
- Next steps include:
  - Map out what each package of care means for a child across a year.
  - Transition to true integrated working from a multi Disciplinary approach to a more Trans Disciplinary approach .
  - Working with families to build Trust on this new Trans Disciplinary way of working.
  - Continue to Co produce and develop our offer with Barnet Parent Carer Forum. We are thankful to them for their involvement in helping us to develop these innovations.
  - We are confident we have a robust therapy model and are addressing ongoing challenges with recruitment, which are a national issue.

# Any Questions?

Please raise your virtual hand or write questions in the Zoom group chat.

