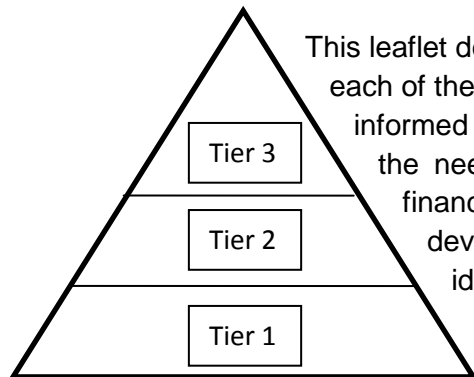


OCCUPATIONAL THERAPY TRADED SERVICE FOR SCHOOLS

We are delighted to announce that in Warwickshire we are establishing a Schools Traded Service for children with functional difficulties.

The NHS core service is in line with Tier 3 and remains available through the usual referral process. This service is currently under resourced and has a waiting list. The Traded is a new initiative and allows you allocated time to address your pupils Occupational Therapy needs as they arise via the three Tier system.

We are offering a three tiered service where schools can choose their preferred option following discussion with their named therapist.



This leaflet describes what services are offered in each of the three tiers so schools can make an informed decision on which tier best meets the needs of their pupils and the schools financial requirements. We have also developed a screening tool to help you identify the children who you would like to be seen through this service.

What is Children's Occupational Therapy?

Through play and other purposeful activities we assess specific components of function to address difficulties in the following broad areas.

- Hand Function
- Motor skills
- Upper limb hand splinting

- Perceptual Development
- Self-Care Skills
- Assessment for specialist equipment & housing adaptations
- Sensory Processing (offered through a separate traded service)

Who is this service aimed at?

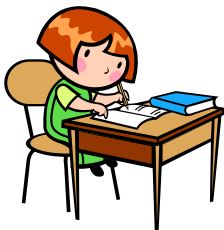
In Warwickshire, Children's Occupational Therapists work with children and young people 0-19 years who have a wide range of differing physical and learning needs. Common conditions include:-

- Cerebral Palsy
- Downs Syndrome
- Co-ordination difficulties
- Learning difficulties
- Autistic Spectrum Disorder
- Muscular Dystrophyplus many more.



What is the role of Occupational Therapy within schools?

Occupational Therapists work in a wide range of environments. However, most of our work is based either at home or within mainstream and special schools. In order for any child to access the curriculum and learn they need to have basic underlying skills relating to posture, perception and motor skills. As OTs we get involved in



helping children to develop these skills e.g. by ensuring a child is seated correctly, helping them to develop ways to record information, promoting the development of upper limb function, providing adaptive equipment to help them develop independence skills, and to work with them to assist in their development of visual

perception so they can begin to make sense of the world around them. Our ultimate aim is to promote as much independence in the areas of a child's 'occupation' as each individual child can achieve. Our presence in schools also promotes multi-disciplinary working. Consequently our potential role within mainstream and special schools could be significant.

What can this Traded Service offer?

We feel that we have a lot to offer both children and staff in schools and are excited to be able to offer a three tiered system of intervention in an attempt to meet as many needs as possible.

- Tier 1 - Workshops
- Tier 2 - General Classroom Based Activities
- Ties 3 - Specialist 1:1 Assessment

Tier 1 – Workshops

These are informal small group workshops which are non-child specific and are aimed at Teaching Assistants and Teachers who want to share and develop strategies in some of the following areas:-

- Activities of daily living
- Fine Motor Skills
- Perceptual Skills
- Handwriting & Pencil Skills
- Classroom based posture and positioning.



These sessions are flexible and are aimed at providing staff groups with specific skills that they can transfer into the classroom environment on a daily basis. They are not specific to individual children and can be adapted to meet the group requirements.

Tier 2 – General Classroom Based Activities

This tier can be split into three categories of intervention. These are as follows:-

- ***Classroom based observation*** - This would be group observation followed by general advice and recommendations on areas such as posture and positioning, adapting the environment to meet the group's needs, with the overall aim of improving participation and access to the curriculum. For example we could observe during a cooking/independent living session and advise of adaptive equipment, organisational and sequencing strategies – or observe during a handwriting lesson and advise on strategies to improve manual dexterity, use of

pencil grips or angled desks to improve posture. These sessions would be approximately 1 hour in duration with an additional hour needed to write up summary and recommendations if required.

- **Targeted group intervention programme** – This would be a small pupil group session run jointly with a teaching assistant. These sessions are aimed at targeting small groups of children with similar needs and implementing an intervention



programme focusing on the area of need. For example, it could be a group aimed at improving handwriting, independent living skills or promoting the use of two

hands for children with hemiplegia. These sessions would be approximately 1 hour in duration with additional planning and preparation time if required.

- **Child specific classroom Screen** – The aim of this is to informally assess a child's suitability for specialist 1:1 formal assessment (Tier 3) and, if appropriate, treatment sessions. It can also be used to highlight children with additional needs not covered by this service, such as sensory needs or hand splinting needs, and be used as a tool to justify treatment through alternative NHS or traded services. This would typically take 20-30 minutes and would not involve additional reports unless specifically requested.

Tier 3 – Specialist 1:1 Assessments

These are child specific individual assessments which, using a combination of standardised assessments and observations will provide an analysis of the child's difficulties in specific areas. The assessment would be followed up with a report and recommendations, SMART Goals, and follow up session with school staff. These sessions



usually take approximately 1 ½ hours to complete (depending on the child this may be over two or more sessions), the report would take an additional 1 ½ hours and a further ½ hour would be needed for feedback time with the teaching staff.

Following assessment, if it is felt that a block of individual treatment sessions is necessary then these can be completed on a weekly basis and will be based on specific client centred goals. The planning time, treatment session time and time to write up the notes afterwards would be approximately 1 ½ hours, plus an additional ½ hour to write up summary report at the end of the treatment block.

Referral process

Schools referring into this traded service can use two tools in which to highlight children who would benefit from Occupational Therapy intervention.

- Identify children within the school using the attached screening tool.
- Request that their therapist highlights children through their classroom based observations (Tier 2).



However all children referred to the traded service require the referral form to be completed in full and signed consent from each child's parent / guardian. It is the schools responsibility to gain parental consent. The occupational therapy service will be unable to see children who have not got a signed consent form.

As Occupational Therapists, we strive to

‘..... enable people to achieve health, well-being and life satisfaction through participation in occupation’ (COT. 2010:4)



The following table is an approximate break down of the components of the service we are offering and a guidance of the time each aspect may take.

Tier	Definition	Specialist input	Time taken
1	Workshops	Small groups workshops	Flexible session dependent on subject and numbers
2	General classroom based Activities	Classroom based observation	1 hour
		Written summary and recommendations.	1 hour
		Targeted group intervention	1 hour (plus additional planning time if required)
		Child Specific Classroom screen	½ hour
3	Specialist 1:1 Assessment	Face to face assessment	1 ½ hours
		Written report including goals	1 ½ hours
		Follow up liaison with school staff	½ hour
	Individual Therapy	Planning Face to face contact Writing up sessions	1 ½ hours
		Report at the end of the treatment block	½ hour



COSTINGS FOR REGULAR OT SESSIONS IN SPECIAL SCHOOLS

Frequency of session (Session=3 ½ Hours)	Cost for 12 months	Cost per session	Interested? Please tick
1 per week in term time	£4200	£110.52	
1 per fortnight in term time	£2,400	£126.31	
1 per month – in term time	£1,300	£130.00	

If you have any further queries or questions relating to this service please contact:-

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