



‘Improving the quality of family life’

Therapy Professional Practice Policy

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Therapy Services at Snowflake School: Principles & Procedures

Mission Statement

The Therapy team at Snowflake School will provide specialised, integrated, pupil centred Occupational Therapy (OT) and Speech and Language Therapy (SaLT) services to support all pupils to access their education and social development opportunities.

Remit

The service is inclusive, encompassing all pupils. Education, Health and Care Plan (EHCP) needs are addressed, with therapy provision delivered as closely as possible as specified and reviewed through the Annual Review process. Where a pupil's EHCP does not specify Therapy provision, a suitable package of therapy support is identified on admission. The recommended input is outlined in the pupil's next Annual Review Therapy Report, explained to parents and reviewed annually.

Therapy services

Therapy at Snowflake School focuses on:

- Group and individual therapy and individual class-based programmes supporting pupils to access their individual teaching programmes and small group work, by addressing core barriers to learning
- Collaborative working with class and curriculum teams and parents with regard to pupils' therapy needs and strategies
- Advising on resources and equipment for individual pupil programmes and to enhance learning
- Sharing knowledge of and training in specialist clinical areas with staff and parents
- Promoting, supporting, and monitoring the pupils' wellbeing as part of a multidisciplinary team, including parents, teaching staff and behaviour analysts
- Commitment to continuing professional development

Occupational Therapy

Occupational Therapy input at Snowflake school is an integrated model which focuses on:

- Supporting pupils to develop their processing of sensory input to promote attention and concentration

- Helping pupils to regulate their sensory and emotional states and promote their independence in this area
- Developing pupils' fine and gross motor skills to support play, access to education, and functional independence
- Supporting the development of pupils' motor planning, sequencing and problem solving
- Facilitating independence in activities of daily living such as dressing, cutlery, shopping, cooking etc.

Speech and Language Therapy

Speech and Language Therapy includes:

- Developing pupils' ability to attend to a shared activity and to listen in a group
- Helping pupils to understand routines and expectations
- Developing social communication with peers and adults
- Facilitating language and speech development in line with age, ability, and cognitive level
- Supporting pupils to communicate through all means whether speech, writing, gesture, sign language, pictures, objects or electronic speech apps
- Supporting any specific difficulties with for example hearing, oral skills, stammering or voice

Therapy Packages

All pupils will be assigned a package for each therapy: OT and SaLT. A pupil may receive a different package in each therapy, to meet identified needs. Therapists will base the initial package assigned on the pupil's EHCP, together with formal or informal assessment as appropriate.

Therapists will continually evaluate the effectiveness of their interventions, relevant approaches and programmes of therapy through a variety of methods. This may include standardised assessment, informal assessment, clinical observations, outcome measures, key staff feedback and parent reports. Review ensures that input is appropriate and effective. Any recommended changes to the level or type of input will be made formally at the Annual Review.

Therapy packages currently delivered at Snowflake School are:

Package 1: For all pupils	
Direct Provision For each discipline this includes:	Indirect Provision For each discipline this includes:

<ul style="list-style-type: none"> • Direct sessions with pupils and 1:1 tutor (delivered by a qualified and experienced therapist) of up to 1 hour per term, including write-up time • A weekly group planned by a qualified therapist and led by a • therapist or a specialist staff member with close supervision from therapist 	<p>Indirect therapy of approximately 2 hours which are divided across the term as follows:</p> <ul style="list-style-type: none"> • Assessment for new pupils • Termly Therapy Outcome Measure scoring • Multidisciplinary meetings • Parent meetings (on request) • Attendance at Annual Review (on request) • Summary report for Annual Review • SLCN and OT programmes (updated biyearly) • Staff Training: <ul style="list-style-type: none"> ○ Staff training on general areas of SLCN and autism ○ Staff training on Sensory Processing difficulties and areas of OT
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Package 2: For pupils without OT/SaLT on their EHCP but with specific OT/SLCN needs above those intrinsic to their autism

Direct Provision	Indirect Provision
For each discipline this includes:	For each discipline this includes:
<ul style="list-style-type: none"> • Direct sessions with pupils and 1:1 tutor (delivered by a qualified and experienced therapist) of up to 2 hours per term, including write-up time • A weekly group planned by a qualified therapist and led by a <p>therapist or a specialist staff member with close supervision from therapist</p>	<p>Indirect therapy of approximately 4 hours which are divided across the term as follows:</p> <ul style="list-style-type: none"> • Assessment for new pupils • Termly Therapy Outcome Measure scoring • Multidisciplinary meetings • Parent meetings (on request) • Attendance at Annual Review (on request) • Summary report for Annual Review • SLCN and OT programmes (updated biyearly) • Staff Training: <ul style="list-style-type: none"> ○ Staff training on general areas of SLCN and autism ○ Staff training on Sensory Processing difficulties and areas of OT

Package 3: For pupils with SaLT/OT on their EHCP

Direct Provision	Indirect Provision
For each discipline this includes:	For each discipline this includes:
<p>Direct 1:1 and group sessions as specified in their individual EHCP were greater than Package 2</p> <p>*May include specialist intervention for AAC, HI, , dysfluency, voice</p>	<p>Indirect therapy of approximately 4 hours if not specified in their EHCP. This is divided across the term as follows:</p> <ul style="list-style-type: none"> • Assessment for new pupils • Termly Therapy Outcome Measure scoring • Multidisciplinary meetings • Parent meetings (on request) • Attendance at Annual Review (on request) • Summary report for Annual Review • SLCN and OT programmes (updated biyearly) • Staff Training: <ul style="list-style-type: none"> ○ Staff training on general areas of SLCN and autism ○ Staff training on Sensory Processing difficulties and areas of OT

While every attempt is made to ensure pupils receive their designated sessions, due to tight timetabling issues it may not be possible for the therapist to provide 'catch up' sessions if a pupil misses a session through illness or being required to attend other activities that also assist with their development.

Therapists will attempt to make up any sessions missed due to their own absence through professional development or sickness; however, this may not always be possible. In such instances the therapist will liaise with relevant staff members to ensure appropriate input.

Other therapies outlined in section F, G, or H of Education, Health and Care Plans (EHCPs) that extend beyond scope of practise at Snowflake School are not provided. This includes Music and Art Therapy, Physiotherapy, Sensory Integration Therapy, Hydrotherapy, Dysphagia (swallowing), and Feeding Specialists as they fall outside of the expected clinical expertise of the Therapies team. Snowflake School will refer the Provision of any additional therapies as outlined above to the pupil's residing Local Authority.

Therapists are broadly allocated to classes, and may have their own specialisms, so a child may be seen by different therapists within their time at school.

Record keeping, programme and report writing

Prior to admission, therapists will gather information from parents via the Family History Questionnaire. Following initial baseline assessment, an individual programme is drawn up by each therapy discipline (OT and SaLT). These are shared with class staff and parents and inform daily class-based teaching and individual therapy input. Each programme consists of a number of overall goals which are broken down into SMART (specific, measurable, achievable, realistic and time-bound)

targets in order to record and measure progress. These are developed according to needs identified through assessment, discussions with Class Leaders and priorities reported by the pupil or their parents/guardian. Therapy targets are aligned with EHCP Outcomes where available, to address identified needs, and with IEP targets in school.

Therapists will prepare a report for the Annual Review of each pupil to provide details of progress against targets, new targets for the coming year, and recommendations regarding provision. Therapists will attend the Annual Review for pupils with EHCP specified provision, wherever possible, and may be invited to attend Annual Reviews for pupils on other therapy packages if required. In the event that attendance is not possible, the therapist will liaise closely with the chair of the Annual Review to ensure that key messages can be conveyed.

Individual pupil records contain:  Details of assessments

- Therapy reports/summaries
- Programmes and programme updates
- Records of individual and/or group sessions
- Summaries of staff/parent liaison
- Any other guidelines provided, or resources recommended

The recording of pupil contacts will be in line with standards of practice for practising therapists as laid down by the Royal College of Occupational Therapists (RCOT) and Royal College of Speech and Language Therapists (RCSLT). Documentation and recording shall be in line with RCOT and RCSLT guidelines, the school policy and within the requirements of the General Data Protection Regulation (GDPR). Records are securely electronically stored with GDPR compliant systems.

Therapy Staff

Therapy at Snowflake School will be provided by qualified therapists who will work as part of the whole-school team to provide an integrated approach.

The Occupational Therapist will hold (at least) an Occupational Therapy qualification Dip COT or Degree recognised by the Royal College of Occupational Therapists and will be a member of the British Association of Occupational Therapists.

Speech and Language Therapists will hold a Speech and Language Therapy bachelor's, or master's degree (or equivalent qualification to practise) recognised by the Royal College of Speech and Language Therapists and will be members of the RCSLT.

All leading therapists will be state registered with the Health and Care Professions Council (HCPC). Professional registration ensures that members adhere to national standards of continuing professional development. Therapists will adhere to the:

RCOT/RCSLT Code of Ethics and Professional Code of Conduct, and Core Standards for their profession.

Professional Development

Professional development includes attendance at relevant external courses, conferences and at school based in-service training (INSET). Membership of professional organisations and Special Interest Groups/Clinical Excellence Networks is encouraged.

All therapists receive regular clinical and operational supervision within the team, and senior therapists also receive clinical supervision from outside professionals.

Therapists will use evidence-based practice and participate in research/audits to underpin service development and delivery.

Support to Staff in School

New staff members will receive training from the Therapy team as part of their induction training programme. Subsequently, therapists will liaise regularly with class teams regarding individual pupils' programmes and advise on strategies and activities to enhance the delivery of therapy programmes, embedded within daily teaching. There is also frequent opportunity to share relevant knowledge via INSET training and other staff development.

The OT will provide information to class teams to enable them to help pupils with sensory motor, perceptual motor, and sensory processing difficulties, and to consolidate and generalise the direct input offered by the OT.

SaLT's will provide information to support staff working with pupils with speech, language or communication difficulties. The SaLT team can support with oral skills difficulties associated with speech or safe eating/drinking. However, in the case of support required for eating and drinking difficulties, the SaLT team will make a referral to the pupils' local service as this extends beyond the scope of practice at Snowflake School.

Therapy Assistants (Sensory or Communication) are appointed as an opportunity for additional responsibilities and skill development for more experienced members of the class team. Each class may have both a Sensory and a Communication Assistant. In classes where the pupils' EHCPs do not outline that groups must be led by a qualified OT or SaLT, part of the Therapy Assistant's roles is to lead the OT or SaLT groups. The groups will continue to be planned by the OT or SaLT. Therapy Assistants will have close supervision and monitoring from the OT or SaLT through regular, informal supervision for preparation of the groups and an hour's formal supervision per term. The OT or SaLT will provide feedback throughout the year both through supervision and through a contribution to their appraisal. Additional training will be provided for Therapy Assistants around relevant areas of OT or SaLT.

Collaborative working with parents and other professionals

Therapists will work closely with parents to keep them informed of areas of focus and progress, as well as to discuss strategies which can be implemented within the home environment. Therapists can also advise how skills learned in school can be usefully practised in the home context.

Therapists will attend termly parent meetings wherever possible for pupils receiving packages 2 or 3, or if attendance is not possible will provide information via the Class Leader.

Therapists will work collaboratively with external professionals in the best interests of the pupils, for example, doctors, physiotherapists, dietitians, audiologists, social workers. Therapists will refer to, liaise with, and signpost to external professionals as required if advice, recommendations, and/or resources are beyond the remit of the school. Therapists will refer to external specialists within their own discipline if necessary.

Liaison with therapists or staff at previous and prospective future placements can facilitate smooth transitions when starting and leaving school and will be undertaken where the need arises.

In the event of a pupil moving to a different provision either within their school years at Snowflake school or because of graduation from school, the therapy team will liaise with the new provision to support a smooth transition in relation to therapy input. If a pupil is moving to a new provision without a therapy service, the therapy team will refer the pupil on to their local OT or SaLT service.

Clinical Governance

Monitoring of therapy input and records is the responsibility of the Teacher-in- Charge and Head Teacher. This is carried out in collaboration with the Therapy Lead.

Safeguarding

At Snowflake School we aim to provide a safe, secure and supportive environment for all members of our school community but most especially our children. Our pupils may not always possess the communication skills that enable many children to discuss or disclose incidents that upset or frighten them. It is of the utmost importance therefore that we create a sensitive, proactive environment in which children, parents and staff members are secure and confident in the agreed procedures that put children's safety as a core element of education.

Equality and Diversity

At Snowflake School we are committed to ensuring that we remain free of racial discrimination and to promoting good race relations and equality of opportunity.

We will continuously seek to ensure that all members of the school community are treated with respect and dignity. Every individual will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability.

The school will work actively to promote race equality and oppose racism in all its forms, and to foster positive attitudes and commitment to an education for equality.

Revision

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Reviewed By	David Beezadhur
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