

Covid 19 Therapies Continuity Plan Speech and Language Therapy, Occupational Therapy and Music Therapy	
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1. Background

The updated Therapies' continuity plan follows the announcement by the Government on 4th January 2021, that all schools would close on from 5th January, with the exception of children of key workers and vulnerable children. Vulnerable children include those who have a social worker or those with an Education Health Care Plan (EHCP). This includes all children attending St John's RC School.

This continuity plan is based on the most recent advice regarding Covid-19 from the Health Care Professionals Council (HCPC), the Royal College of Speech and Language Therapists (RCSLT), the Royal College of Occupational Therapists, and the most up to date Government guidance regarding Special Schools issued on 14.01.21

This continuity plan was developed within the context of a new national lockdown to be in place from 6th January 2021 and the introduction of tier 5 restrictions in London and Essex, due to a "material risk of healthcare services being overwhelmed".

Students attend St Johns School and College from a range of London and Essex boroughs, all of which have high levels of transmission within the community, with the new, more transmissible variant as the dominant virus.

1. Tribunals

SEND tribunals are continuing although hearings may be heard remotely.

2. Capacity

The Therapy Team at St John's consists of:

- 2.8 whole time equivalents (WTE) qualified speech and language therapists.
- 0.6 WTE occupational therapist
- 0.4 WTE music therapist
- 1 WTE therapies' assistant.

(An additional 1 WTE speech and language therapist is currently on maternity leave).

Please note capacity has been impacted as a result of the need to self-isolate and staff illness.

3. Service Delivery

Following the government's announcement of the latest national lockdown from 6th January 2021, the St John's therapy team is committed to delivering equal access to therapies for all students at St John's School and College, whether at home or at school, and to provide timely information, advice and support to staff, children and families, using video conferencing, emails and telephone. Therapy provision on EHCPs will continue to be met, directly or indirectly, as appropriate. The delivery of this provision will be guided by the most up to date advice from relevant professional bodies, e.g. the Health and Care Professions Council (HCPC), The Royal College of Speech and Language Therapist (RCSLT), The Royal College of Occupational Therapists (RCOT) and the Government Guidance dated 14.01.21.

Therapy provision is delivered within the context of the Infection Prevention Control (IPC) measures already in place at St John's RC School and College, and in line with Government guidance. Key measures include:

- The use of PPE, including face masks and visors as appropriate.
- Enhanced cleaning.
- Hand hygiene.
- Implementation of "bubbles" within the school and College.
- Regular testing of staff and students, using the lateral flow test.

Therapy will continue to be delivered with a view to reducing the increased risk of transmission of the new variant for both staff and pupils.

In addition to the IPC measures in place within the school and College, the Royal College of Speech and Language Therapists advise that the following measures should also be considered to reduce risk. (RCSLT guidance on reducing the risk of transmission and the use of PPE in the context of Covid 19, updated 26.01.21)

- Working with the child/young person outside or in a well ventilated area
- Minimising movement across settings as much as possible, in line with local procedures.
- Working with and through staff remotely and/or face-to-face to support the delivery of assessments and interventions.
- Using video or remote access to other professionals for joint appointments where more than one professional is required
- Reviewing the equipment taken into the setting, taking into account the equipment that is already available in the setting, and following local infection control procedures
- Allocating staff in line with local policies
- Following local policies for movement in between settings.
- Use of PPE as appropriate

Therapists are working on a weekly rota of onsite and remote working. Work logs are completed on a weekly basis and submitted to the Senior Leadership Team.

4. Provision

The continuity plan follows a tiered model of intervention (Royal College of Speech and Language Therapists, Royal College of Occupational Therapists). This approach aims to deliver services at three different levels.

- Universal
- Targeted
- Specialist

The continuity plan will primarily focus on the delivery of targeted and specialist provision to meet the specific needs of individual students. Some universal strategies will also be supported, e.g. the use of social stories to support understanding of the national lockdown, school closures and Covid 19 testing at school.

Beyond these three levels of intervention, additional work will focus on wider service issues such as providing information on the school website, mapping provision to capacity to inform the senior leadership team (SLT), CPD, and devising policies for equipment use, communication and AAC.

The continuity plan may change in line with government guidance.

Speech and Language Therapy Service:

Universal strategies	
Intervention	Strategies
Support communication friendly environments.	Support teaching staff to provide structure, e.g. through the use of visual strategies, to inform students of changes to their routine, and to provide relevant resources, e.g. countdown calendars, social stories. Provide timely information regarding students' speech, language and communication needs (SLCN) to relevant teaching staff, as students may not be in their usual classroom, available on Teacher Store.
Access to appropriate resources relating to SALT needs	Develop information and resources for staff and parents to be accessible through the school website.

Targeted	
Intervention	Strategies
Attendance at weekly class meetings with students and staff.	Therapist to prepare resources for communication activities for zoom sessions, with differentiated according to individual need.
Regular liaison with staff and carers	Discussion of students' and families'

	needs, resources etc. via zoom, telephone or email.
Coaching staff and parents.	Access to training, modelling of strategies, discussion and support directly or indirectly as appropriate. To be delivered via zoom, email or telephone as appropriate.
Resources to support communication within the classroom and at home.	<p>The use of visual strategies to support understanding of language, structure and routine.</p> <p>The use of social stories to support social understanding.</p> <p>Access to specific resources, to be differentiated according to student need e.g.</p> <ul style="list-style-type: none"> Attention Autism Language for Thinking See and Learn Colourful Semantics Talkabout Black Sheep resources Resources for auditory memory. Blank Level activities Strategies to develop vocabulary, e.g. Word Aware, Pre Teach Vocabulary
Support for behaviour and emotional wellbeing.	<p>Liaison with class teachers, learning mentors and carers as appropriate.</p> <p>Accessible information for students to support social understanding.</p> <p>Access to visual strategies to support understanding and expression of emotion.</p> <p>Zones of regulation.</p> <p>Signposting to appropriate resources.</p> <p>Support with 5P approach.</p> <p>Engagement with MDT meetings and onward referral agencies as appropriate.</p> <p>Provide support for behaviour management</p>

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Specialist	
Intervention	Strategies
Individual Speech and language therapy programmes to support students' SLCN, as identified on their EHCP.	<p>Identification of individual speech and language therapy targets, relating to EHCP outcomes, and set jointly with speech and language therapists and class teachers.</p> <p>To be reviewed as per EHCP and amended with class teacher or carer as appropriate depending on whether the student is in school or at home.</p> <p>When possible, reviews will be managed within the classroom environment. When this is not possible, parents will be contacted, and support given to carers to support targets at home. These may differ from identified school targets as other priorities may take precedence within the home environment. These targets will be reviewed as per EHCP. Timely reviews will be dependent on capacity.</p> <p>SLT to be informed of capacity issues.</p>
Resources to meet EHCP provision for individual students.	Provide packs of resources for teaching staff/carers to support individual communication targets in the classroom or home environment.
Assessment	Assessment to be completed directly or indirectly as appropriate, using formal and informal assessment, to assess and measure progress for annual review, in liaison with class staff/carers, and with IPC measures.
Annual review	<p>Reports and other relevant documents to be completed in a timely manner for annual review/end of therapy.</p> <p>Review and amendments of EHCPs to ensure they are updated and reflect students' current needs and placement.</p> <p>Attendance at annual reviews via Zoom.</p>

Record keeping	Communication logs and therapy notes to be updated in line with professional body and school guidelines.
Service Delivery and resourcing.	Regular contact with staff, parents and children via zoom, telephone, email or face to face as appropriate. Weekly therapy meetings via video conferencing. Weekly liaison with Senior Leadership Team.

Occupational Therapy

Universal	
Intervention	Strategy
Support for Independence	Online resources, e.g. activities for daily living resources, to be available to support sequencing skills etc. Differentiated programmes for independent dressing skills across the curriculum in line with curriculum working groups.
Access to appropriate resources relating to OT needs.	Develop information and resources for parents to be accessible through the school website.

Targeted	
Intervention	Strategy
Support for meeting the sensory needs of students within the classroom/home environment as appropriate.	Develop calming strategies within the classroom. Liaise with PE department to incorporate strategies within PE curriculum. Devise protocols for use of sensory equipment. Online resources to be available for parents. Coaching for class staff and parents to support sensory needs.
Strategies to develop functional and motor skills	Class/home based activities to develop fine and gross motor skills, postural stability, visuomotor coordination and bilateral skills.
Sensory and emotional regulation	Set up and model sensory circuits in the gym, supported by visual strategies to ensure sensory needs are met within the daily curriculum.

	<p>Advice regarding environments with suitable supports or equipment to support sensory and emotional regulation within the classroom or home environment, where possible.</p> <p>Support for zones of regulation at home/school as appropriate.</p>
Support for behaviour.	<p>Zones of regulation.</p> <p>Signposting to appropriate resources.</p> <p>Support with 5P approach.</p> <p>Engagement with MDT meetings and onward referral agencies as appropriate.</p> <p>Provide support for behaviour management plans. It is anticipated that distressed behaviours may increase due to the disruption of normal school life, and communication will play an important role in reducing these behaviours</p>
Independence	<p>Develop a checklist of independence skills to share with parents.</p>
Regular liaison with staff and carers	<p>Discussion of students' and families' needs, resources etc. via zoom, telephone or email.</p>

Specialist provision:

Occupational therapy programme to support OT needs as outlines in EHCP.	<p>Identification of individual OT targets, relating to EHCP outcomes, and set jointly with OT and class teachers and supported by speech and</p> <p>To be reviewed as per EHCP and amended with class teacher or carer as appropriate depending on whether the student is in school or at home.</p> <p>To be reviewed as per EHCP and amended with class teacher or carer as appropriate depending on whether the student is in school or at home.</p> <p>When possible, reviews will be managed within the classroom environment. When</p>
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	<p>this is not possible, parents will be contacted, and support given to carers to support targets at home. These may differ from identified school targets as other priorities may take precedence within the home environment. These targets will be reviewed as per EHCP, dependent on capacity.</p>
Resources to meet EHCP provision for individual students.	<p>Provide access to resources to support student at home/school as appropriate, e.g. sensory circuits, utensils, activities.</p>
Assessment	<p>Assessment to be completed directly or indirectly as appropriate, using formal or informal assessment, to assess and measure progress for annual review, in liaison with school staff/carers.</p> <p>Complete sensory profiles via telephone if possible.</p>
Annual review	<p>Reports and other relevant documents to be completed in a timely manner for annual review/end of therapy.</p> <p>Review and amendments of EHCPs to ensure they are updated and reflect students' current needs and placement.</p>
Service Delivery and resourcing.	<p>Regular contact with staff, parents and children via zoom, telephone, email or face to face as appropriate.</p> <p>Weekly therapy meetings via video conferencing.</p> <p>Weekly liaison with Senior Leadership Team.</p>

Music Therapy

Universal	
Intervention	Strategies
Advise on environments to support emotional well being	Produce resources for Suffolk Music Therapy Services website that will be accessible to parents/students/staff, e.g. guided relaxation, suggested musical listening etc.
Targeted	
Intervention	Strategies
Development of music resources for teaching staff	Simple online tutorials available for staff for use in lesson/morning greetings, e.g. simple guitar/ukulele lessons.

	Online resources to be accessed by staff to support routines within the school day.
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Specialist	
Intervention	Strategies
Advice and recommendations	Reports and other relevant documents to be completed in a timely manner for annual review/end of therapy.
Assessment	Assessment of student's access to music therapy either directly or indirectly as appropriate.
Ongoing therapy	To deliver sessions remotely to relevant students where possible.
School/college song/video project	To offer all students the opportunity to participate in a school video/create a school song.
Service Delivery and resourcing.	Weekly therapy meetings via video conferencing.
Service Delivery and resourcing.	Weekly therapy meetings via video conferencing. Regular meetings with Music Therapy Manager, other senior therapists and the whole therapy team. (Suffolk Music Therapy Services).