

# Policy for Therapy Provision



# Serenity School

<b>Approved by:</b>	Governing Body
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<b>Policy Holder</b>	Headteacher
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<b>Date:</b> 01.09.2025	<b>Date:</b> 01.09.2025
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## 1. Purpose

The purpose of this policy is to ensure the effective and consistent delivery of therapy services to all pupils at Serenity School. The policy aims to support the holistic development of each pupil, ensuring they receive appropriate therapeutic interventions to meet their individual needs and deliver measurable positive outcomes for them.

## 2. Scope

This policy applies to all staff, therapists, and external agencies involved in the delivery of therapy services within the school. It covers all forms of therapy, including but not limited to, speech and language therapy, occupational therapy, physiotherapy, and psychological services.

## 3. Objectives

- To provide high-quality, student centred and needs-based therapeutic support to pupils.
- To integrate therapy services seamlessly into the educational environment.
- To promote collaboration between educational staff, therapists, parents, and external agencies.
- To ensure compliance with statutory requirements as outlined in each pupil's EHC Plan.
- To uphold the school's core values of Inclusion, Independence, and Self-Worth in all therapy-related activities.

## 4. Roles and Responsibilities

**Headteacher:** Overall responsibility for the implementation and monitoring of this policy.

**Special Educational Needs Coordinator (SENCo):** Coordination of therapy services, liaison with therapists, and ensuring therapy is aligned with EHC Plans.

**Therapy Lead:** Manages all therapists, oversees the delivery of therapy services, ensures compliance with therapy plans, and supports professional development of therapy staff.

**Therapists:** Delivery of therapy services, assessment, planning, and review of therapeutic interventions.

**Teachers and Support Staff:** Integration of therapy recommendations into daily classroom activities and support for therapy sessions.

**Parents/Guardians:** Engagement in the therapy process and support for home-based activities recommended by therapists.

## 5. Referral and Assessment

- Pupils' individual needs will be identified by the SENDCo and Therapy Teams within 6 weeks of joining the school based on the information on their EHC Plans.
- Referrals for therapy services can also be made by teachers, SENCo, Therapy Lead, or parents, based on observations and the pupil's EHC Plan.
- Initial assessments will be conducted within six weeks of referral.

## 6. Therapy Planning and Delivery

- All pupils are categorised as requiring Universal, Targeted, or Specific Intervention based on their progress towards their EHCP targets.
  - **Universal Band (90% of Pupils):** Information on EHCP alongside comprehensive assessments determine if pupils have High, Medium, or Low needs. Interventions are then put in place by the SENDCo and/or Multi-Disciplinary Team (MDT). Where students have low or medium needs, intervention may be carried out by the Teaching Teams following guidance from the MDT.
  - **Targeted Band (5% of Pupils):** For pupils not making sufficient progress in the Universal Band, the MDT reviews and implements a bespoke 12–36-week intervention plan, including intensive one-on-one or small group sessions.
  - **Specific Band (5% of Pupils):** For pupils who have not made progress on the Targeted Band, and who require the highest level of support, intensive individualised plans are implemented, often involving external agencies and additional family support. The expectation is that pupils move back into the targeted band and eventually into the universal band. Failure to make progress on the Specific band indicates that the school is unable to meet needs.
- Individual Pupil Plans (IPPs) will be developed for each pupil requiring it, outlining specific goals, interventions, and expected outcomes.
- Unless otherwise required, therapies will be delivered in accordance with the IPP, within the school environment, during school hours.
- Sessions will be scheduled to minimise disruption to the pupil's educational activities.
- Group therapy sessions may be organised where appropriate and beneficial.
- Therapy services are guided by our three core values: Inclusion, Independence, and Self-Worth, aiming to break down barriers preventing pupils from accessing the curriculum.

## 7. Monitoring and Review

- Regular reviews of each pupil's progress will be conducted in line with their ITP and EHC Plan.
- Reviews will involve the pupil, parents, SENCo, Therapy Lead, therapists, and teaching staff.
- Adjustments to therapy plans will be made based on review outcomes to ensure the continued effectiveness of interventions.

## 8. Record Keeping

- Accurate and up-to-date records of therapy sessions, assessments, and reviews will be maintained.
- Records will be stored securely and treated as confidential in accordance with data protection regulations.
- Parents will be provided with regular updates on their child's progress and any changes to their therapy plan.

## 9. Collaboration and Communication

- Regular meetings will be held between therapists, educational staff, and parents to discuss the pupil's progress and any concerns.
- Therapists will provide training and support to teaching staff to ensure the integration of therapeutic strategies into classroom activities.
- External agencies will be engaged as necessary to provide additional support and resources.

## 10. Training and Professional Development

- Ongoing professional development opportunities will be provided for staff to enhance their understanding and skills in delivering and supporting therapy services.
- Therapists will be encouraged to participate in continuous professional development relevant to their field of practice.

## 12. Safeguarding and Confidentiality

- All therapy staff must adhere to the school's safeguarding policy and procedures. Any concerns about a pupil's safety or wellbeing must be reported immediately to the Designated Safeguarding Lead (DSL) and recorded timely on CPOMS.
- Confidentiality must be maintained at all times. Information about pupils and their therapy sessions should only be shared with relevant staff and professionals who need to know, in line with data protection regulations.
- Records of therapy sessions, assessments, and reviews will be stored securely and treated as confidential. Parents will be informed about their child's therapy progress while ensuring sensitive information is protected.

## 12. Complaints and Feedback

- Any concerns or complaints regarding therapy services should be directed to the SENCo in the first instance.
- A formal complaints procedure is available for unresolved issues, as outlined in the school's complaints policy.
- Feedback from pupils, parents, and staff will be regularly sought to improve therapy services.

## 13. Policy Review

- This policy will be reviewed annually by the SENCo, Therapy Lead, and Headteacher, with input from therapists, teaching staff, and parents.
- Amendments to the policy will be made as necessary to reflect changes in legislation, best practices, and the needs of the pupils.

## 14. Conclusion

This policy aims to ensure that all pupils with EHC Plans receive the therapeutic support they need to achieve their full potential, and by fostering a collaborative and integrated approach, we aim to create a supportive and effective therapeutic environment within our school.