



Therapy Delivery

At Eden Schools and Settings (Southern Hub)



Central therapy teams, commissioned therapists and NHS professionals work with pupils, families and school-based staff across all schools and settings in the southern hub of the Eden Academy Trust.

This provides the right therapy, in the right place and time to help your child access their education, support their learning, and join in activities. Our aim is to ensure your child is always getting the very best out of school life and developing their skills for the future.

Types of therapy

Each setting provides a range of therapy types for pupils including:

Occupational Therapy (OT)

Occupational Therapy helps pupils to complete daily activities like dressing and using the toilet to the best of their ability. Occupational Therapy also helps pupils with their sensory processing difficulties and to develop the use of their hands when playing, writing, or eating. Equipment may be used to support pupils to access school, such as specialist seating for posture or sensory tools to help them feel more ready to learn.

Physiotherapy (Physio)

Physiotherapy helps pupils reach their maximum physical potential by improving their movement, flexibility, and overall physical wellbeing. Physiotherapy will help them join in daily life both at school and at home.

Speech and Language Therapy (SALT)

Speech and Language therapy helps pupils develop their communication skills and enjoy meaningful activities and relationships in and out of school. Speech and Language therapy also helps pupils with eating and drinking. The Speech and Language therapy each child receives is based on their individual needs.

Arts Therapy (Inc. Drama and Music Therapy)

Arts therapy supports pupils' social, emotional, and mental health needs. It helps them develop their self-esteem and awareness, communication, and interaction with others, and expressing and managing emotions.



Your child's individual needs

Your child's annual EHCP or current needs will indicate the type and frequency of therapy your child should receive.

This may include a range of therapy interventions delivered in different ways e.g., in the classroom following therapy guidelines, in the classroom supported by a therapy assistant, in sessions out of the classroom with a therapist.

For parents and carers, therapists will, where appropriate, be available to:

- help you understand your child's profile
- listen to any concerns and answer questions
- show you how to do recommended techniques
- signpost you to other services.

We believe that by developing a close relationship between teaching teams, therapists, and parents and carers we can maximise the potential of every pupil.

Approach

The therapy team uses three different approaches to interventions and your child will receive a combination of these based on:

- their EHCP
- ongoing assessments and monitoring by therapists
- their individual needs at any given time.

Highly specialised approach

To create the best learning environment for your child a qualified therapist will assess pupils needs, plan and monitor universal, enhanced and 1:1 therapy interventions by:

- observation in class
- working with class-based staff and therapy team
- interacting with your child
- training and developing staff skill levels
- changing interventions as necessary.

Universal – a therapy informed approach

Therapy underpins every aspect of your child's school day. It helps sensory regulation, social development, emotional regulation, communication development, fine/gross motor skills development, and life skills learning.

In class approaches are planned by a qualified therapist and delivered to pupils during the day by trained class-based staff.

Enhanced – a therapy led approach

Planned and checked by a qualified therapist.

Delivered by trained therapy assistants in class, small groups or 1-2-1.

It focusses on specific pupil needs and challenges.

1:1

1:1 or small group input delivered by a qualified therapist if needed.

Monitoring progress

Your child's progress will be continuously monitored by therapists and class-based staff throughout the school year to make sure therapy interventions are supporting them to make progress.