

# Service Core standards, Core provision and Specifications

OCCUPATIONL THERAPY

SENSORY PHYSICAL AND OCCUPATIONAL THERAPY – SPOT SERVICES

*Promote inclusion, build independence, and value individuality*

**Core Standards for Children and Young People (CYP) with SEND where there are occupational therapy needs**

Support for CYP	<b><u>UNIVERSAL</u></b> <b>ALL CYP</b>	<b><u>SEN SUPPORT</u></b> <b>SOME CYP Additional targeted support</b>	<b><u>HIGH NEEDS</u></b> <b>A FEW CYP Support for complex and long-term special educational needs</b>
<p><b><u>Why we do it</u></b></p> <ul style="list-style-type: none"> <li>Promoting engagement &amp; participation</li> <li>Achieving the best possible outcomes</li> <li>Preparing for Adulthood through successful transitions.</li> </ul>		<p><b><u>In line with the Royal Collage of Occupational Therapist guidance: Occupational therapy Unlocking the potential of children and young people; Five Key Standards</u></b></p> <p><b>Standard 1</b> Outcome – To equip children and young people to live full and happy lives. How - Embed opportunities to promote physical and mental health into children’s daily routines and activities.</p> <p><b>Standard 2</b> Outcome – To equip children and young people to realise their potential. How – Develop partnership to build community capacity and address needs early</p> <p><b>Standard 3</b> Outcome – To equip children and young people to realise their potential. How – Work across traditional service boundaries to address physical and mental health</p> <p><b>Standard 4</b> Outcome – to equip children to participate as valued member of their community regardless of physical, learning and mental health need. How – Adopt a strengths-based approach that fosters self-management and independence.</p> <p><b>Standard 5</b> Outcome - to equip children to participate as valued member of their community regardless of physical, learning and mental health need. How – Anticipate the changing needs of children, young people and their carers to facilitate positive transitions.</p> <p><b>The Legal operational framework</b></p> <p>The principal legislation for support services to disabled children, young people and their families is the Children Act 1989. Under Section 17 of the Children Act disabled children are <i>children in need</i>. The Act places on local authorities two general duties to children in need: to safeguard and promote their welfare and to promote their upbringing by their families wherever possible.</p> <p>The criteria in this document set out how Somerset County Council interprets these two general duties to disabled children and young people living in its area.</p> <p>Other legislation which is also relevant to the provision of these services includes the Chronically Sick and Disabled Persons Act (1970), the Carers and Disabled Children Act 2000, the Carers (Equal Opportunities) Act 2004 and the Disability Discrimination Act 1995.</p>	
<p><b><u>What we will do</u></b></p> <ul style="list-style-type: none"> <li>Assess</li> <li>Plan</li> <li>Do</li> <li>Review</li> <li>Transitions</li> </ul>		<p>For CYP with SEND the occupational therapy service will aim to develop partnerships to address needs early and offer targeted involvement aimed to support independent performance of daily activities.</p> <p>This could include short periods of involvement for specific difficulties. Educating and training families and carers is an integral part of this involvement, to support self-management of the child’s disability and development and working with partner organisations to address a joint need.</p>	<p>For CYP with high needs the Occupational Therapy service will offer specialist assessment and on going support to facilitate the changing needs of the family and child. In anticipation for the child’s fluctuating needs, we will review and monitor the child’s needs regularly to facilitate changes and positive transitions.</p>

		<ul style="list-style-type: none"> <li>• Review all referrals to the service and hold a minimal waiting list to be allocated. Waiting times to an OT service will not exceed 6 weeks from receipt of the referral.</li> <li>• Assess Occupational Therapy needs of C&amp;YP with disability and family or carers that support them.</li> <li>• Identify with C&amp;YP and Family or carers intervention goals, within the remit of our service. Provide information about the processes and expected outcomes for each goal.</li> <li>• Initiate involvement processes to provide equipment, adaptation and support with regards to the C&amp;YP needs.</li> </ul> <p>Manage referrals from parents, carers, SENCOs, health professionals and others in response to support independent participation in occupations by a child and young person (C&amp;YP) with disability aged 0-18 years old at home and in Education settings.</p> <p>Work alongside adult Social care colleagues to support young people with disabilities in Education 18-25 years old</p> <p>Manage waiting lists according to Somerset areas, ensuring waiting times will not exceed 6 weeks.</p> <p>Undertake assessment of needs of C&amp;YP with disability and or carers in response to their daily occupation and impact of the disability on their development of independence in:</p> <ul style="list-style-type: none"> <li>• Activities of Daily Living: Bathing, personal hygiene, eating, mobility in the home (moves from floor to chair or bed), sleep and safety in the house.</li> <li>• Participation in educational setting: access to education, supportive seating, access to hygiene.</li> <li>• Participation in respite setting: access to respite, supportive seating, access to hygiene, bathing.</li> </ul> <p>Identify with the C&amp;YP and carers goals for intervention and expected outcomes from the intervention. If the needs identified are out of our remit to successfully influence as part of an intervention, we will aim to signpost to the appropriate agency.</p> <p><b>Implement intervention to support the family's needs in the areas of:</b></p> <ul style="list-style-type: none"> <li>• Work alongside parents/carers to self-manage their child's disability with specialist advice regarding daily functional activities to maximise independent participation, and request for specialist advise when needed.</li> <li>• Provide specialist equipment to support: access to bathing/hygiene, functional sitting, manual handling, care of the C&amp;YP.</li> <li>• Recommend minor adaptations to support C&amp;YP independence and care in the home/respite.</li> <li>• Recommend of access to Disabled Facilities Grant to support C&amp;YP independence, functional activities and care in the home/respite.</li> <li>• Provide support and liaison with partner professionals from Health, Education and District Council.</li> <li>• Undertake annual reviews to review the involvement and re-assess needs as C&amp;YP develops and family needs change over time.</li> <li>• Support, educate and train educational setting staff in using specialist equipment, and advice regarding suitable access to setting and adaptations.</li> </ul>	<p>The service aims to use a strengths-based approach that fosters self-management and independence and to work alongside partner services to anticipate and meet individual's needs.</p>
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<b>Who will do it</b> Responsibilities		<p>Referrals from parents, carers, SENCOs, health professionals and others in response to support independent participation in occupations by a child and young person (C&amp;YP) with disability</p> <p>Following OT assessment the level of need (SEN support / high needs) is identified by the therapist.</p>	


### Specific Provision for Children and Young People (CYP) with SEND where there are occupational therapy needs


Support for CYP	<b>UNIVERSAL</b> <b>ALL CYP</b>	<b>SEN SUPPORT</b> <b>SOME CYP Additional targeted support</b>	<b>HIGH NEEDS</b> <b>A FEW CYP Support for complex and long-term special educational needs</b>
<p><b>Core provision for home setting: what we will assess for, support funding</b></p> <p>*** the following will be considered only if raised as a need through the Occupational Therapist assessment ***</p>		<ul style="list-style-type: none"> <li>Postural management – specialist supportive seating system.</li> <li>Manual Handling – Specialist advise regarding supportive standing transfers/assist independent transfers (slide board, standing aid).</li> <li>Personal care – rails/steps to access the toilet.</li> <li>Bathing – rails/steps to access the bath, bath seat/swivel seat, bea lift/bath lift.</li> <li>Access – contact housing association / QAO for minor works such as fitting second hand-rail to the stairs, rails to steps leading to the home, window locks, temporary ramping.</li> <li>Safety – advice regarding small aids to support CYP with behavioural difficulties – reins, harness, cover electricity sockets, radiators, fuse box.</li> </ul>	<ul style="list-style-type: none"> <li>Postural management – 24 hours support for postural management, may include: specialist bed, sleep system, specialist seating system, support with moulded seat for wheelchair</li> <li>Manual Handling – specialist manual handling techniques and equipment to support lifting (hoist, sling) of CYP.</li> <li>Personal care – specialist advice regarding manual handling techniques for changing in bed/changing table (wendy-lets, slide sheets).</li> <li>Bathing – specialist bath, access to wet room including shower stretcher or shower chair.</li> <li>Access – major adaptations for access to the property, bedroom, living areas, kitchen, bathing facilities and garden (Disabled Facilities, Grant).</li> <li>Safety – in extreme cases where the safety of the child is at major risk and cause concerns with safeguarding, major adaptations can be considered.</li> </ul>
<p><b>Core provision for educational setting: what we will assess for, funding in underline.</b></p> <p>*** the following will be considered only if raised as a need through the Occupational Therapist assessment ***</p>		<ul style="list-style-type: none"> <li>Postural management – specialist supportive seating system. <u>If suitable equipment is recommended and cost under £100 – the setting is expected to fund it. If the equipment will cost over £100 it will be funded through education equipment panel.</u></li> <li>Manual Handling – Specialist training regarding supportive standing transfers/assist independent transfers (slide board, standing aid). <u>If suitable equipment is recommended and cost under £100 – the setting is expected to fund it. If the equipment will cost over £100 it will be funded through education equipment panel.</u></li> <li>Personal care – advise for suitable rails/steps to access the toilet. <u>This will normally be funded by the setting.</u></li> <li>Access – advise on suitable minor works to allow independent access for the CYP. <u>This will normally be funded by the setting.</u></li> </ul>	<ul style="list-style-type: none"> <li>Postural management – specialist supportive seating system and training how to use it. <u>If suitable equipment is recommended and cost under £100 – the setting is expected to fund it. If the equipment will cost over £100 it will be funded through education equipment panel.</u></li> <li>Manual Handling – training of specialist manual handling techniques and equipment to support lifting (hoist, sling) of CYP, normally includes picture plan. <u>If suitable equipment is recommended and cost under £100 – the setting is expected to fund it. If the equipment will cost over £100 it will be funded through education equipment panel.</u></li> <li>Personal care - specialist advice regarding manual handling techniques for changing in bed/changing table (slide sheets). <u>If suitable equipment is recommended and cost under £100 – the setting is expected to fund it. If the equipment will cost over £100 it will be funded through education equipment panel.</u></li> <li>Access – major adaptations to provide access to facilities that accommodate a specific child but will remain with the setting for long term. <u>This will normally be funded by Access to School Initiative.</u></li> </ul>
<p><b>Core provision for Respite setting: what</b></p>		<ul style="list-style-type: none"> <li>Postural management – specialist supportive seating system.</li> </ul>	<ul style="list-style-type: none"> <li>Postural management – 24 hours support for postural management, may include:</li> </ul>

<p><b>we will assess for, Funding will be discussed and agreed with Children with Disabilities Social Care service, OT team and respite provide.</b></p> <p>*** the following will be considered only if raised as a need through the Occupational Therapist assessment ***</p>		<ul style="list-style-type: none"> <li>• Manual Handling – Specialist advise regarding supportive standing transfers/assist independent transfers (slide board, standing aid). Small portable items will be expected to be transported from main home.</li> <li>• Personal care – rails/steps to access the toilet.</li> <li>• Bathing – rails/steps to access the bath, bath seat/swivel seat, bea lift/bath lift.</li> <li>• Access – we would expect that the setting social care is selecting for respite will be suitable for child needs (advise will be given on request). If minor works are needed these will be discussed on a cases to case basis.</li> <li>• Safety – we would expect that the setting social care is selecting for respite will be suitable for child needs (advise will be given on request). Small portable items will be expected to be transported from main home. Second Crelling harness is expected to be provided through DP.</li> </ul>	<ul style="list-style-type: none"> <li>○ Specialist bed - will be considered according to level of attendance in respite and alternatives available.</li> <li>○ Sleep system – if portable, expected to be transferred from main home.</li> <li>○ Specialist seating system - will be considered according to level of attendance in respite and alternatives available (eg. wheelchair).</li> <li>• Manual Handling – training of specialist manual handling techniques and equipment to support lifting (hoist, sling) of CYP, normally includes picture plan. Portable items will be provided, however fixed lifting aids will be discussed on a case to case basis.</li> <li>• Personal care – specialist advice regarding manual handling techniques for changing in bed/changing table (wendy-lets, slide sheets). Portable items will be provided.</li> <li>• Bathing – will be considered according to level of attendance in respite and facilities available.</li> <li>• Access – we would expect that the setting social care is selecting for respite will be suitable for child needs (advise will be given on request).</li> </ul>
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**Occupational Therapy Service Specification**

Name of team	<b>Children's Occupational Therapy Team</b>
<b><u>Purpose – Brief description</u></b> <ul style="list-style-type: none"> <li>• What is your team's function/role?</li> <li>• What do you offer? What types of intervention?</li> <li>• Does this involve casework?</li> <li>• Why do you do it?</li> <li>• Are there elements that are statutory/non-statutory?</li> </ul>	<p>To provide Occupational Therapy service to children with disabilities to support them and their families.                  Focus of intervention is on Occupational performance; ability to do daily activities including personal self care, bathing, toileting, play, eating, access to education, including carers ability to safely provide care and assist child.                  Assessment for equipment and adaptations required in school, respite, hospital and at home.                  Assessment of moving and handling</p>
<b><u>Who are your customers?</u></b> <ul style="list-style-type: none"> <li>• What age children do you work with or provide services for?</li> <li>• Which cohort of children? Specific groups/needs?</li> <li>• Are you a level 1, 2 or 3 service? (Refer to Effective Support guidance)</li> </ul>	<p>Age 0-18 years                  Children with a disability under the chronically sick and disabled persons Act                  Specialised service providing professional input</p> <p>2-3</p>
<b><u>Structure of the team</u></b> <ul style="list-style-type: none"> <li>• How many people are in the team?</li> <li>• Structure – how many managers?</li> <li>• How many different roles are there and what are their job titles and different functions?</li> </ul>	<p>Overall Team Manager                  Two Advanced Practitioner OT's ( 22.5 hrs each)                  6 OT's ( 5 FTE posts) and one vacancy to be confirmed.                  4 OTA posts</p>
Over the last 12 months how many referrals has your service received?	181 accepted – 24 not accepted
What ICT systems do you use and are reliant on	Liquidlogic LCS for referrals, case recording and sharing of info Millbrook Equipment store ordering system One note Email Sharepoint
<b><u>Evidencing impact</u></b> <ul style="list-style-type: none"> <li>• What are the main 'key performance indicators?</li> <li>• How do you know you are reducing demand in statutory services?</li> <li>• What are the intended outcomes for children?</li> </ul>  <p>OT core standarts.docx</p>	<p><b>Education KPI's</b></p> <p>Following in time frame is in school term only                  Assessment completed in 30 days                  Prescriptions for equipment submitted to the Education Panel in 30 days                  Reviews of equipment completed in 30 days                  Set up trainings completed within 7 days of delivery of equipment                  Number of Moving and Handling training in schools                  Children had the right equipment and training in place to be able to start at their educational setting at the right time                  Outcome measures are reported for each intervention and summaries in the quarterly Business performance review.</p> <p><b>Community</b>                  Reducing risk.                  Enabling Children/Young people to take part in functional occupation's (Activities of daily living).</p> <p>From allocation an assessment to completed within 28 days                  All Annual Moving and Handling plans reviewed and completed on an annual basis                  Moving and Handling training completed as part of reviews                  At least an annual review of seating with CYP in the home and Schools</p>

<p>Do you undertake any feedback with the children/families you work with? How do you do this?</p>	<p>Via E survey</p> <p>We carryout regular reviews where families and young people are able to tell us what is working or not working for them. At the end of an episode of work feedback forms are sent/emailed for families. We are also introducing new outcome measures to cover all aspect of our work.</p> <p>Involved in co- production work as part of a developing Integration program</p>
<p>What other services do you work closely with? (both internally and externally).</p>	<p>Children with Disabilities team Social workers and Early help team.  Integrated Therapy Services – OT's, Physio's and SALT's.  District Councils.  Schools.  Millbrook CES and Wheelchair services.  PIMST (Physical Impairment Medical Support Team)</p>
<p><b>Where are you?</b>  Where are you physically based? Single office base/area offices/co-located with other professionals (please state who)?</p>	<p>Across all four areas of Somerset; one part of the team based in each of the four locality areas; Taunton (county Hall), Bridgwater(Bridgwater House) , Yeovil(Brympton Way), Shepton Mallet(Shape), based with Children with Disabilities Teams.</p>
<p><b>Access to service?</b>  What is your referral process? Through EHA? – how do you accept new requests/cases? Do you have referral criteria?</p>	<p>Through telephone contact through Somerset Direct/First response. Referral from parent/professionals individuals</p>
<p>Do you have to report through to any panel/board for decisions?</p>	<p>Through to Education panel for funding school equipment</p> <p>OT Business Panel – CES Funding – specialist Equipment</p> <p>DFG Referral process and applications</p> <p>Minor Works and prevention funds</p>
<p><b>Funding arrangements?</b>  How are you funded?  What is your overall budget (staffing and operational costs for the last financial year)</p>	<p>All funding for SEN Support services are agreed annually through Somerset Schools Forum. Such information can be found in these public documents</p>
<p>Are you commissioned through an Service Level Agreement /Contract/Grant?</p>	<p>All funding for SEN Support services are agreed annually through Somerset Schools Forum. Such information can be found in these public documents</p>
<p>Is there anything else important to your offer that hasn't already been covered?</p>	<p>Operational and Line Management Structure</p> <p>  SPOT Teams  structure 7.7.2020.doc</p>