

From Step 1 to Step 2

1. UNIVERSAL

From Step 2 to Step 3

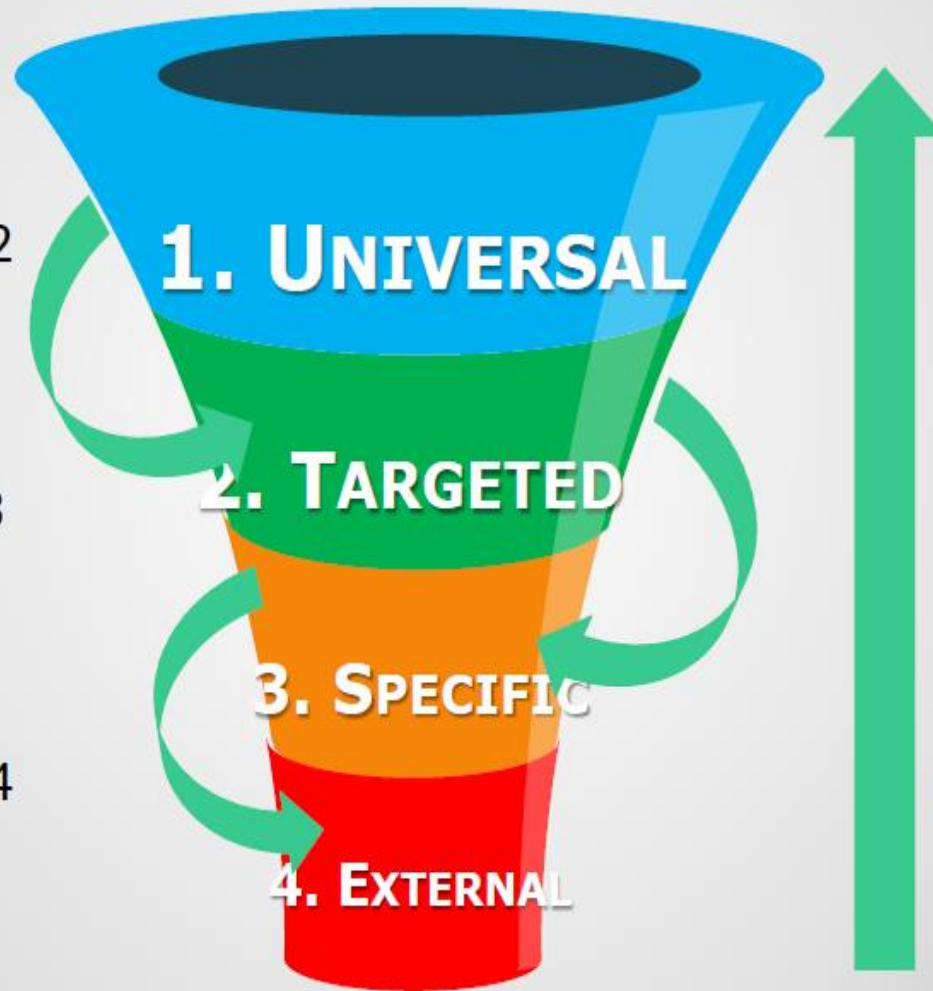
2. TARGETED

From Step 3 to Step 4

3. SPECIFIC

4. EXTERNAL

From Step 4 to Step 1



Universal

Therapy input: includes embedded whole school approaches.

Interventions: The Daily Mile, Thrive, Cooking Sessions, Reading Doctor, Touch Typing Programme.

Parental/carer input: initial developmental history meeting with occupational therapist, annual review meetings, parent/carer coffee mornings

Staff: Whole staff training and approaches e.g. sensory friendly classrooms, time out room, social stories, comic strip conversations, now and next boards, movement breaks.

Targeted

Therapy input: joint working of well-being and education team.

Interventions: Bike Training, Girls Group, Interest Led Activities, Sensory Circuits.

Parental/carer input: modelling of a strategy/approach and programmes for parents/carers to try at home (e.g. gross motor skills)

Staff: MDT meetings, targeted training e.g. modelling of a strategy/approach e.g. sensory circuits.

Specific

Therapy input: Direct 1:1 input from a professional based on an individualised need.

Interventions: Standardised Assessments, specific treatment approaches (e.g. CO-OP).

Parental/carer input: filling out questionnaires, education around the treatment approaches used.

External

Therapy input may include: liaison with CAMHS, A&E, social services, medical care (health) and external allied health professionals.