# Levels of Therapy Provision

The purpose of therapy is to support our children and young people with autism so they can:

* maximise their potential for learning, functioning and well-being
* maximise their regulation and communication skills in order to have a voice regarding their provision in line with SEND legislation

# Therapy delivery

At all levels input will be provide on a needs led basis and therefore hours of direct and indirect input will vary week to week. This will ensure that the therapy team can be responsive to changes in need and unexpected periods of crisis, as needed, while still meeting requirements for reviews and reports as scheduled across the year.

Where EHCPs specify weekly therapy input hours this will be facilitated as prescribed and reviewed regularly to ensure recommendations reflect current need.

Short term targets will be set by the therapy team to facilitate achievement of medium and long term targets set out within the EHCP. Clear plans as to how these will be achieved through the use of embedded strategy and/or direct work will also be provided and monitored by the therapy team.

# Embedded

All learners and students will receive embedded level input from the therapy team. This will be provided in the following ways:

* Advice and guidance for staff and home regarding support strategies.
* Target setting for embedded work.
* Monitoring progress.
* Time in the student’s environment modelling strategies and approaches.
* Staff training, include bespoke package where required.
* Contribution to progress meetings, annual review and debriefs.
* Providing aids and adaptations with guideline on safe use.
* Consultation on the adaptation of educational resources/curriculum to meet needs of the student.
* Development and provision of specialist one off interventions and resources.

Should the need arise, a one of block of direct sessions may be provided to respond to changes in presentation/need. This may be provided via 1:1 or group sessions lasting no longer than a single half term.

Should direct input be required beyond this a change to therapy level of provision will need to be agreed.

# Targeted

As well as embedded practice students will be supported by the therapy team with periods of targeted direct work in a form that best suits their skills level and specific needs.

Direct input may take the form of:

* 1:1 sessions.
* Small group sessions.
* Class-based sessions to provide ‘in the moment’ support and coaching, modelling and informal assessment.
* Community-based support to provide ‘in the moment’ support and coaching, modelling and informal assessment. This will aim to provide strategies and support to generalise skills to community settings.
* Assessment, both informal and formal in response to changes in presentation.

Direct input typically consist of weekly sessions in half term blocks, however, this can vary depending on the need and session type. Blocks are followed by a review where it will be determined if a further block of sessions is required or if the student is ready to move on to embedded practice in the classroom for a period of consolidation to support sustainable change.

# Intensive

This is the highest level of input provided by the therapy service and is in place to support those students requiring regular weekly sessions across the year and working on multiple areas of need simultaneously, to maintain safety and enhancing their participation in education.

Direct input will be provided in the form of both 1:1 and group work dependent on individual need.

The content of sessions may have a similar focus to that of targeted input but the frequency and intensity of sessions will be significantly higher with more regular reviews to ensure progress is being made.

Additional time will be spent class based by members of the therapy team to support transferring of skills and embedding of more complex strategies and approaches.

At this level of support it is likely that students may also require more intensive indirect support. This could take the form of more regular MDTs, additional reports, working with other services, more bespoke resources etc.

