

**PROTOCOL FOR JOINT WORKING BETWEEN WHITTINGTON HEALTH
PROFESSIONALS & SPECIAL SCHOOLS/SPECIALIST PROVISIONS IN THE
LONDON BOROUGH OF HARINGEY**

1. Purpose

- 1.1** To provide a clear agreement for joint working between Special Schools/Specialist Settings and Health Services delivered by Whittington Health including Speech and Language Therapists, Physiotherapists, Occupational Therapists, School Nurses, Consultant Paediatricians and Dieticians.
- 1.2** To recognise the importance and value of partnership working between the Services provided by Whittington Health and Haringey Local Authority Special Schools.
- 1.3** To set, deliver, monitor and evaluate mutually agreed standards of service from these Therapy teams and the Schools/Settings in which they deliver a Service.
- 1.4** To agree clear lines of accountability
- 1.5** To provide a basis for further development of Therapy provision.

2. Health Services Delivered in the Special Schools in Haringey

2.1 Health professionals who work in the Special Schools are:

- Speech and Language Therapists
- Occupational Therapists
- Consultant Paediatricians/ medical staff
- Physiotherapists
- Dietician
- School Nurses

2.2 Health Team Role:

The Special Schools Medical, Therapy and Nursing teams provide services to children with Autism, severe and/or complex needs, or who are Deaf, who attend Haringey Special Schools and the 6th form Centre Entry and Foundation. The therapy teams work closely with teaching staff to support children to achieve their aims. They provide advice, training and education about:

- Communication
- Mealtime management,
- Equipment
- Therapy programmes to develop student's; communication, awareness, physical ability, independence, mental well-being and capacity for enjoyment
- They also provide advice within the child's home on eating and drinking, 24 hour management of the child's posture, and communication strategies.

The Medical team and Nursing team provide a school based consultant led medical for identified children as required and ongoing nursing support for children in the schools.

2.3 Funding

The Health team in Special Schools are commissioned in the main by Haringey CCG with some additional funding coming from the Local Authority and a small proportion from individual schools.

2.4 Skill mix

In order to meet the therapeutic needs of the children attending Haringey schools, Therapists have a range of specialist and developing specialist roles. The Therapists and Nurses are managed by a Professional Lead within their own specialty alongside an Operational Therapy Lead who provides a point of contact for schools and operational management of the therapists within the school multi-disciplinary teams. There are then specialists and developing specialists in different therapeutic areas e.g. dysphagia, neurodisability, postural management, ASD.

As the populations of Haringey's Special Schools change, the needs for therapists at different sites changes and as such flexibility of staff is required to meet the needs of the population. Therapy Assistants within the schools are the most effective way of providing carryover and sharing of therapeutic skills. These assistants have historically been funded by the schools.



Figure 1

Whittington Health will review the structure of therapy delivery at least annually in light of vacancies, changing demographics, best practice, capacity and demand levels.

2.5 Students and visitors

Therapists are required to take students on placement as part of their job description. In addition, volunteers and other visitors are sometimes interested in observing/working alongside therapists in special schools. These students and volunteers can provide an excellent resource to enhance the work of the therapists. However, their presence in the school is always agreed with a senior lead in the school.

3. Effective Working

3.1 Universal, Targeted and Specialist model

The Therapists work to a model which reflects best practice by working with and alongside teaching staff to deliver outcomes embedded into the curriculum. See Figure 2.

3.2 Universal

All children benefit from universal work which includes training for staff and parents, development of the curriculum to include therapeutic principles e.g. the communication and literacy protocol. This level of intervention compliments quality first teaching and meets the therapeutic needs of some children.

3.3 Targeted

Some children require a targeted level of intervention which would include group work modelled by therapy staff and carried over by teaching staff, access to clinics including the feeding clinic and splinting clinic.

3.4 Specialist

A few children require a specialist level of multi-disciplinary intervention due to the specific and complex nature of their therapeutic need. These children include those with high-tech Alternative and Augmentative Communication needs, those with complex feeding difficulties and those with complex movement difficulties requiring hands on therapy. Most children in a deaf special school, where deafness is the primary communication need will need specialist uni-disciplinary intervention from SLT to reach their communication & educational potential. This would include group work or individual work e.g. for newly cochlear implanted children, carried out jointly with school staff.

3.5 Please see Appendix A for more detail regarding what the therapists are doing between these levels during their time in schools.



Figure 2

4. Agreed service delivery key dates

Timing	Action	Who
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June	Headteachers to gather student needs information for new September cohort and share with Health team	Head teachers/Heads of specialist provisions
Early July	Health team evaluate children's profiles for the coming year and assess whether students are likely to require universal, targeted or specialist input from each therapy over the next year and identify whether this requires a change in resource to meet the needs	Professional Leads
July	Health Leads provide information to Head teachers regarding therapy input which will be provided in September	Professional Leads via partnership meeting
	If there is a gap in needs and resources due to increased need or vacancy/ leave, this is identified and a plan put in place and shared with school	Professional Leads via partnership meeting and special heads meetings
September/October	Partnership Meeting	School Head teacher and senior staff and Whittington professionals
Spring term	Partnership Meeting	School Head teacher and senior staff and Whittington professionals
Summer term	Partnership meeting	School Head teacher and senior staff and Whittington professionals

5.0 Roles and Responsibilities

Communication

Head of Haringey children and young people's service (Health)	Haringey Lead for Therapies and Specialist Nursing (Health)	Profession specific Lead (Health)	Special School Head/Delegated Manager
Attendance at Monthly Special Heads meetings	Attendance termly at Special Heads meetings		Attendance at Monthly Special Heads meetings
	Monthly report regarding staffing, incidents and complaints		
	Termly partnership meetings	Termly partnership meetings	Termly partnership meetings
		Regular attendance at MDT meetings in school	Regular attendance at MDT meetings in school
		Ensure attendance or report at Annual Reviews	Share information in advance regarding Annual Review dates

Staffing

Head of Haringey children and young people's service (Health)	Haringey Lead for Therapies and Specialist Nursing (Health)	Profession specific Lead (Health)	Special School Head/Delegated Manager
	Management of the MDT and Professional Therapy Leads	Professionally and operationally manage staff within discipline	
Recruitment of Haringey Lead for Therapies and Specialist Nursing	Recruitment of Operational and Professional Leads	Recruitment, selection and retention of appropriately trained staff	Involvement in interviews as appropriate
		Induction of new staff	Involvement in induction and orientation in the school

Head of Haringey children and young people's service (Health)	Haringey Lead for Therapies and Specialist Nursing (Health)	Professional Lead (Health)	Special School Head/Delegated Manager
		Recruitment of appropriately skilled locums when necessary	
	Management of competence and performance of Health staff	Professional management of competence and performance of Health staff	Feedback to Lead Therapists regarding competence and performance of Health staff
		CPD, Education and Training of Health staff	Access to school's professional development training as appropriate
	Annual appraisal of MDT lead and profession specific lead	Annual Appraisal	
	Opportunities for MDT supervision	Professional Supervision	
	Discuss vacancies and contingency plans with the Head/Deputy as soon as possible	Discuss vacancies and contingency plans with the Head/Deputy as soon as possible Report staffing changes to parents	Discuss therapy vacancies and support therapists to report contingency plans to parents
	Ensure good practice in MDT working and implementation of the protocol		

Clinical Governance

Head of Haringey children and young people's service (Health)	Haringey Lead for Therapies and Specialist Nursing (Health)	Professional Lead (Health)	Special School Head/Delegated Manager
	Overview of clinical governance activity	Joint service evaluation	
		Demand management and prioritisation	
	Setting and monitoring of activity and performance	Setting and monitoring of activity and performance	
		Risk management	
		Audit	
	Compile annual report data related to therapy services activity and outcomes	Produce annual report data related to therapy services activity and outcomes	

Complaints and Incidents

Head of Haringey children and young people's service (Health)	Haringey Lead for Therapies and Specialist Nursing (Health)MDT Lead (Health)	Professional Lead (Health)	Special School Head/Delegated Manager
Overview of any complaints and any serious incidents	Overall management as per Whittington Policies and Procedures in response to complaints regarding therapists or incidents. Coordinate any MDT complaints	Investigation of complaints	Pass any complaint related to a Therapist/Nurse directly to MDT Lead or Haringey Lead
Feedback to Special Heads meeting/individual Head as appropriate regarding incident/complaint and outcome	Feedback to Special Heads meeting/individual Head as appropriate regarding incident/complaint and outcome	Ensuring any recommended changes in practice are carried out	Support in registering and investigating complaints/incidents involving the school and changing practice as appropriate

5.0 Safeguarding

The needs of the child are paramount and there must be close liaison and information sharing as appropriate between Education and Health colleagues in regard to children and young people where there is a safeguarding concern or where they are subject to a plan.

If Health staff have a safeguarding concern this should be passed on to the relevant Safeguarding Officer within the school. The Health staff will also follow Health policies and procedures related to escalating any concerns.

The Health team should be informed of any safeguarding concerns relevant to children/young people on their caseloads.

6.0 Resources and room space

Schools will provide an appropriate base for Therapists to carry out their work during term time and school holidays. They will also provide appropriate equipment as stated in the attached equipment policy. (Appendix B)

7.0 Resolution of conflict

If there are issues raised regarding compliance with this protocol or any other issues these should be discussed with the staff involved and where possible resolved at a local level.

If, following local discussion, there continues to be conflict, this will be shared with the Haringey Lead and Head teacher to aid resolution.

8.0 Review

This document should be reviewed in 2 years by the Special Heads and Haringey Lead for Therapies and Specialist Nursing.

Liz Alsford
October 2017

APPENDIX A

The Therapists/Nurses provide:

- Assessment and intervention for children/young people, individual, paired, group or in class as necessary to meet the needs of the child/young person.
- Negotiation and close liaison with school staff on the type of intervention best suited to meet the children/young person's needs. This will include working with and on behalf on the child (direct and indirect intervention).
- Advice, guidance and training for parents, carers, families including domiciliary visiting.
- Placements for undergraduate and postgraduate Therapy students.
- Training for school staff as required.
- Reports on all students as necessary.
- Annual Review reports on the service and any research/audits undertaken, including outcome measures.
- Contribution to the formulation of the school's policies as appropriate (i.e: Language and Literacy).
- Availability as a consultative resource to school staff on issues related to area of expertise
- Attendance at relevant school meetings as agreed by the MDT Lead and Head Teacher.
- Attendance at prioritised Annual Reviews as agreed by the MDT Lead, and Head Teacher.
- Information, in an agreed format on target setting and progress against these targets.
- Updates on development of practice, evidence based practice, outcome measures and audit.
- Contributions to the School Development Plan.
- Support for relevant project development groups.
- Annual leave will be taken in holiday time except in exceptional circumstances, in discussion with Service Manager and MDT/Professional Lead. Leave arrangements will take into account the needs of the children and families, school and therapist.
- Information about when therapists are due in school will be available in discussion with the MDT lead.
- If the Therapist is unable to attend when expected (i.e. due to sickness), they should inform both the school and line manager using the Whittington Policies
- Therapists will continue to carry out administrative duties (including report writing, programme planning and resource making), as well as home visits, groups and individual therapy during their non-leave periods in school holidays. Where therapists have a mixed post (i.e. part time in Special School) this should be roughly proportional to time spent during school working hours.
- Therapists should follow the Whittington lone working protocol when carrying out home visits.
- Therapists will notify the Senior Leadership Team of all planned therapy student placements or visits from other professionals.

APPENDIX B - Equipment Policy

Background

Roles and responsibilities are clearly described in the 'Special Schools Protocol'. The following document aims to specifically state the responsibilities of the Whittington Health and individual schools in equipment provision for staff based on LA sites.

Resources

Accommodation

The accommodation should be of adequate size with appropriate lighting, heating and security. The medical room should have access to a sink, plinth and hoisting equipment. This is the responsibility of the school.

Furniture

Staff require appropriate tables and chairs provided by the school.

Staff who require specialist equipment should be assessed by Whittington Occupational Health department. The identified modifications will be provided by Whittington.

Medical notes are required by Law to be stored in lockable filing cabinet. Filing cabinets will be provided by Whittington Health and labelled as property of Whittington Health. Medical/therapy files of pupils will be stored onsite in these filing cabinets. Files of pupils who are no-longer at the school will be stored in these cabinets whilst waiting archiving.

Communications

The school is responsible for the following:

- A telephone where private or sensitive information can be shared.
- Reliable internet access
- Access to colour printers

Whittington Health will provide desktops and laptops for therapists as appropriate.

Software

Symbol software is required by all Special Schools and is provided by the schools

Equipment for creating or executing therapy plans

Therapists require access to a reliable photocopier and laminator

Consumables

The following are included under the heading of consumables and are considered to be for the sole benefit of the pupil's at each school:

- Pens, paper and envelopes
- Laminating pouches
- Glue/Velcro/blue tac

- Scissors/staplers

The following are consumables that become part of the pupil's medical file and will therefore be provided by the Whittington:

- Hanging files
- Document wallets and plastic sleeves
- File dividers

Therapy Equipment

The following are considered to be specific to the needs of the pupils and therefore should be provided and maintained by the school

- Switches for the use of specific pupils and classes
- Wedges/mats etc
- Hoists
- Plinths

Specialist Equipment

The following are considered to be specialist equipment and will be provided by Whittington:

- Assessments and generic assessment materials
- Therapy materials e.g. colour cards/games