



Linden Lodge School

Provider of specialist education since 1903

Title:	Physiotherapy Policy		
Type:	POLICY		
Review Cycle Frequency:	1 year – Autumn Term		
Lead Staff:	Head of Therapy		
Support:	Lead Physiotherapist		
VERSION CONTROL:			
Version No	New document or reasons for revision	Agreed by	Date
1	Migration to new document version control system	Office	April 2021
2	Policy updates		Autumn 2021
3	Policy updates		Sept 2022
4	Policy review	Lead staff	Autumn 2023
5	Policy review	Lead staff	Autumn 2024
LINKED INTERNAL DOCUMENTS:			
Therapy Policy			
LINKED EXTERNAL DOCUMENTS:			

Equalities Statement:

We have carefully considered and analysed the impact of these policies on equality and the possible implications for people with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Requests for Paper Copies:

If you require this policy in a different format e.g. print or braille please contact Co-Headteachers@lindenlodge.org.uk

Wellbeing statement of commitment

We are committed to providing a healthy working environment and improving the quality of working lives for all staff and students. The wellbeing strategy aims to support our mission, core values and freedom of thought and expression, freedom from discrimination and the recognition that our community is our greatest asset. For further information on our school's commitment to wellbeing, please see the Mental Health and Wellbeing Policy and Strategy document, or visit our school website.

This policy has clear links to other policies in our school, in particular to the Therapy Policy which is an overarching policy. This Policy specifically identifies the roles of the Physiotherapy Department.

The Physiotherapy department provides a specialised service to meet the individual needs of students at Linden Lodge. Our Physiotherapy (PT) team is responsible for the assessment, treatment and management of our pupils' physical and gross motor development. We aim to optimise each pupil's individual physical potential.

Aims

- Enable children and young people to reach their optimum physical potential in order to access the curriculum
- Maximise function and independence
- Promote normal movement
- Reduce the risk of developing contractures and deformity
- Improve quality of life.
- To provide support and implementation in regards to physical management strategies in curricular classes such as swimming, PE and yoga to ensure a proactive approach to mobility and postural management.
- To assist with postural management to ensure students are able to participate in curricular activities to the best of their abilities.

Assessment

The Physiotherapist will assess pupils with physical and gross motor development, students who require specialist equipment to manage postural needs (e.g. standing frames, wedges, benches), and specialist hydrotherapy (aquatic) needs.

Assessment may be formal, where appropriate or informal in nature, including observations in different sessions, play-based sessions and discussions with teaching staff and families. In line with the NICE guidelines for spasticity, there should be a network of care including multiple health professionals to monitor children and young people at risk of hip displacement.

As Linden Lodge School has school employed therapists, the Physiotherapist will closely liaise with relevant professionals and review the students on regular intervals sharing relevant information. A baseline assessment will be performed on each child with physiotherapy provision and further reassessment on a yearly basis.

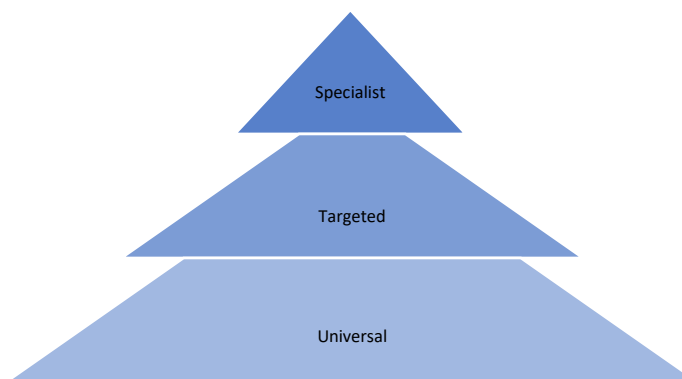
This will be aimed at doing in a multi-disciplinary assessment alongside Speech and Language and Occupational Therapy where appropriate.

Delivery

The Physiotherapy service at Linden Lodge is a highly collaborative integrated model dedicated to providing services to students who need to maintain or increase/restore the proper function of their bodies and in addition, the relief of pain and the prevention of further physical disability. Each PT has a designated caseload that covers each class in the school that has physical impairments.

The PT has the responsibility for the assessment of pupils in their class, as well as response to any referrals made by the Class team. Therapists are attached to class groups of 6-8 children and work intensively and collaboratively with the other members of the staff team. Working closely with a class team is part of the whole school philosophy and allows therapists to take a holistic approach. PT time is allocated to each class and priority is determined by the needs of the students. PT deployment in class will be in consultation with the Professional Lead. PT provision can be consultative in nature where implementation of programmes and advice need to be integrated throughout the day.

Therapy will be provided as per the WAVE model and PT involvement may take the form of the following interactions:



Universal: Support for quality teaching for all students

Universal support involves high quality teaching at a whole class/school level. At this level, the physiotherapist may be involved in building school capacity through:

- Training, education and supervision of other staff groups- physiotherapists work closely with school staff, other agencies and other professionals to give training and advice to assist the school in promoting physical development in children and young people.
- Assisting teachers to interpret data and to interpret professional reports in particular ensuring that recommendations are incorporated into the student's daily routine such as 24-hour postural care model.
- Providing support in the development of IEPs.

- Facilitate the teacher's capacity to generalise successful strategies and implement accommodations to support the student's access to education.

Targeted: Group or whole class therapy sessions

Layer 2 support is class based targeted intervention for students or groups of students who are felt to be at risk of physical deterioration. At this level, Physiotherapist may be involved in:

- Providing sessions that contribute to EHCP/Statement statutory requirements
- Working closely with the swimming pool and PE department to provide physical management strategies that ensure a proactive approach to mobility and postural management.
- Demonstrating and providing class-based therapy sessions for all students or small groups. All staff required to be present.
- Providing support to teachers and assistants to target specific goals and elicit target responses for individual students or groups of students.
- Advising teachers and assistants on appropriate resources to support intervention at this level
- Providing plans/programs that are integrated into daily routines at school, where deemed appropriate
- Providing advice for EHCP/AR reports

Specialist: Specialist 1:1 therapy

Specialist intervention would comprise of individual students identified as requiring specialist support to promote their independence. Students will receive Specialist 1:1 support if they:

- Predetermined by statutory guidelines
- Assessing and providing equipment for students who have significant limitations in their physical skills (e.g., standing frames, walking aids) through liaising with external agencies for supply and funding of the equipment in school (LEA). Where appropriate, referral will be made to SSOT for equipment at home.
- Provision of equipment to assist with standing, walking, seating (to enhance balance and function) and lying postures across the 24-hour curriculums as part of a pupil's postural management
- Individualised training will be provided on the use of equipment and advice recommended. PT will continue to monitor equipment as the child/young person grows.

- Provide individualised therapy which can include a wide range of techniques for example: exercise programmes, orthotics input and facilitation of movement patterns.
- Assess and create programme for hydrotherapy, where clinically indicated. For specific students this may involve therapist led sessions for a period.
- Refer and liaise with orthotics services as needed for the prescription of orthotics and orthopaedic management/alert orthotics where a review of orthoses is required
- Complete annual spasticity assessment in line with NICE guidelines where information is shared with the professional network.
- Assess and create programme for students who have non-acute respiratory needs.
- Postural Management clinics to measure postural changes annually and to review postural management equipment and/or sleep systems as required.
- Intensive input for pupils following surgery or botulinum toxin injections where appropriate and clinically indicated.
- Cerebral Palsy Integrated Pathway (CPIP) assessment will be performed on all Wandsworth children with a Cerebral Palsy diagnosis as per the CPIP pathway. Should an out of borough child not be able to access CPIP assessment via their local services the Linden Lodge team will may request this via the paediatrician or agree to complete the CPIPs depending on each individuals' circumstances.

Students will be assessed or reviewed, receive a set block of therapy and staff will be trained to carry-over the skills.