



MULTI-DISCIPLINARY TEAM NEWSLETTER

Term 5 2024

Meet the Therapy Team

Our speech and language therapist (SaLT), occupational therapists (OT) and therapy assistants work alongside external professionals including physiotherapists, OTs, play therapists and an art therapist.

Therapy Provision at Five Acre Wood School

SaLT and OT are fully integrated into the curriculum and across the school day.

If a pupil is experiencing challenges that cannot be supported by their specialist classroom team, a referral can be made to the Therapy Team.

How to receive support:

- Contact us on therapy@five-acre.kent.sch.uk or 01622 743925 Ext. 1161 (SaLT) 1146 (OT) 1311 (Therapy Assistants)
- Attend one of our Parent Support Groups

**Occupational Therapist &
Multi-Disciplinary Team**

Gemma Byrne

Occupational Therapist

Charlotte Wenham

**Speech and Language
Therapist**

Maddie Simmons

School Social Worker

Francesca Newman

Therapy Assistants

Gemma Allen

Colette Parsons

Katherine Parfitt

School Counsellor

Jagdip Bhogal

Physiotherapy, Eating and Drinking (Dysphagia) and Occupational Therapy (postural seating) are supported by the local NHS team based at the Heathside Centre in Coxheath.

Phone number: 0300 123 7004 Email address: kentchft.ctwestkent@nhs.net



Therapy Provision At Five Acre Wood

Advice, training and support is available to all members of the school community, through our Universal Provision as described below.

If a pupil is experiencing challenges that cannot be supported by their specialist classroom team, a referral to the therapy team can be made, the pupil may then be placed on our indirect or direct provision levels.

Universal



Support received within the pupils' class by their specialist teaching team. The class team will receive relevant training and advice throughout the school year and the Therapy Team are contactable should there be any concerns they would like more support with.

Indirect



Should the need for further support be identified by the class team, a referral may be placed to the Therapy Team by the class teacher and they will then be observed and/or assessed by a therapist. If deemed the pupil would benefit from further support, a programme and targets will be written in collaboration with class staff, parents/carers and the therapist. Targets are worked on by class staff, with support from the Therapy Team as needed. These targets will be reviewed by the therapist at the end of a set period of time and next steps determined.

Direct

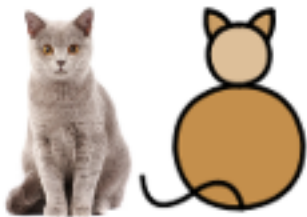


If it is identified that the support required following observation/assessment would be best received via the Therapy Team, a programme and targets will be written in collaboration with class staff, parents/carers and the therapist. The pupil will be placed on the direct provision level and they will then be seen on a regular basis with a member of the team, usually a therapy assistant, for a set period of time. These targets will be reviewed by the therapist at the end and next steps determined.

Visual supports

At Five Acre Wood we use lots of different visuals to help support our pupils.

Photos/symbols



Facial expression



Signing



Gestures



Timers



Objects of reference



Visual supports can help with -

- ▶ Support understanding of instructions
- ▶ Support independent transitions
- ▶ Provide structure and predictability
- ▶ Gives extra processing time
- ▶ They are permanent so easier to understand than spoken language
- ▶ Support initiation of interactions
- ▶ Develop vocabulary
- ▶ Encourage a range of language functions - requests, naming, commenting



FIVE ACRE WOOD SCHOOL

Growing and Learning Together

Hydrotherapy



The provision of hydrotherapy offered at our Loose site has changed as from this term. Unless specified otherwise on a pupils' individual EHCP, we have until now, been providing a block of sessions to pupils that have been referred for hydrotherapy, on a term on/term off basis.

Following advice from our NHS physiotherapy team, pupils will now have sessions continually throughout the school year but will have a session every other week instead. It is felt that this will provide a more consistent level of therapy which will be more beneficial to the pupils.

This therapy continues to provide so many opportunities for our pupils including social interactions, engagement and sensory fun.

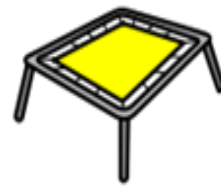




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Rebound Therapy



"So what on earth is Rebound Therapy?" By the founder - Eddy Anderson

In one sense that is a slightly inaccurate question, for the true value of Rebound Therapy lies in the fact that part of what occurs is not "on earth". The essential value of the process is that, for a brief moment, 'earth' is left behind, and a new freedom is found in controlled movement away from gravity's straitjacket, in a sort of relaxed 'poetry of motion' available to all, irrespective of any disability.

The provision of Rebound therapy offered at our Loose site has also changed as from this term. Unless specified otherwise on a pupils' individual EHCP, we will now offer sessions to our candidates on a week on/week off basis while they are working through their programme. This increases the number of pupils that can access this incredibly beneficial therapy.

Huge congratulations to Isabella, Jack and Lacey who have all now achieved their Grade 1 certificates which is a fantastic achievement. Well done to you all!



The 8 Sensory Systems



Gustatory (taste)

This sense helps detect and perceive taste. It is received through the mouth.



Olfactory (smell)

This sense helps to determine if a smell is strong or faint, or dangerous, and if we like it or not. It is received through the nose.



Tactile (touch)

This sense helps to detect touch, deep pressure, temperature, pain, and texture. It is received through contact with skin.



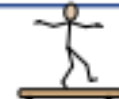
Visual (sight)

This sense helps to see and detect objects. It is received through the eyes.



Auditory (hearing)

This sense is responsible for hearing sounds. It is received through the ears.



Vestibular

This sense detects movement through receptors in the inner ears. It supports our sense of balance and spatial awareness.



Proprioception

This sense helps with body awareness, such as awareness of the body in space and knowing the strength needed for a task.



Interoception

The interoception sense is the awareness of internal body states such as hunger, pain, toileting needs, temperature and emotions.

Strategies and activities to support sensory input for the sensory systems

Gustatory (taste)



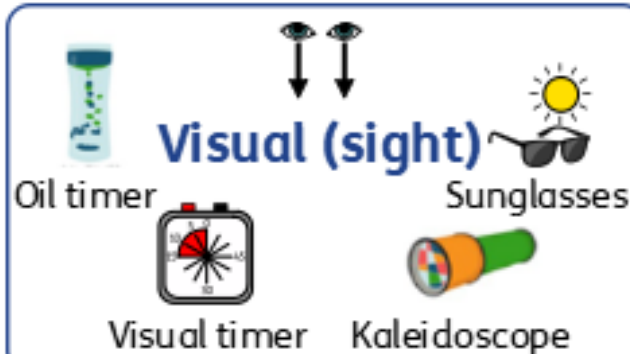
Olfactory (smell)



Tactile (touch)



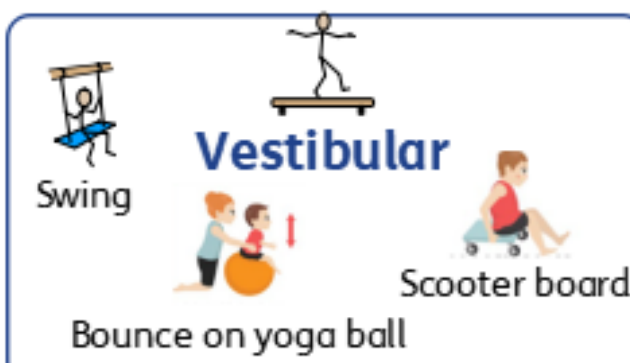
Visual (sight)



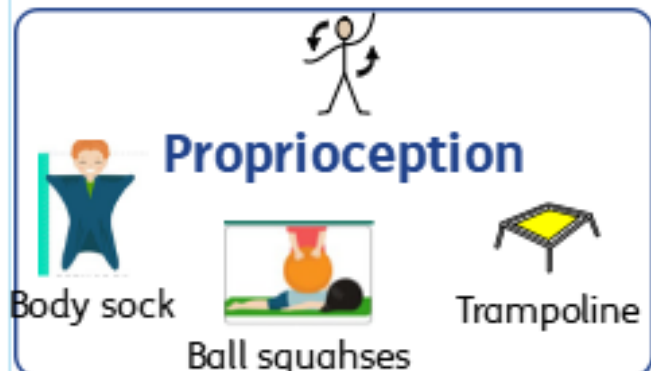
Auditory (hearing)



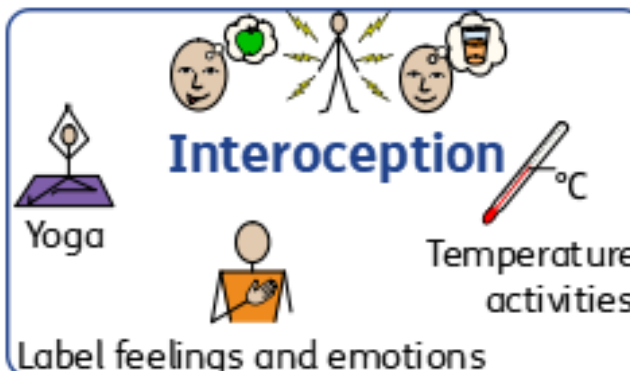
Vestibular



Proprioception



Interoception



New Team Members



Hello, my name is Francesca, and I am the school social worker. I have been qualified since 2016 and my past experience is working within the Local Authority in Safeguarding Children as well as Perinatal Mental Health. I am supporting the school and families, as well as liaising with outside organisations such as social services, including the safeguarding teams and disability teams.

I look forward to continuing to get to know the families within Five Acre Wood and offer my support when needed.



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PARENT SUPPORT GROUPS 2023 - 2024



Five Acre Wood will be offering 8 parent support groups this academic year, which are aimed at supporting parents and carers whose children have specific needs. All sessions will be held in person at Five Acre Wood School on the Loose site.

Please see below a list of dates and subjects.

Any updates or changes will be listed on the school website and sent via email.

Dates	Time	Subject
Thursday 9 th November 2023	9.45am – 10.45am	PECS – alternative communication system that uses visual symbols
Thursday 7 th December 2023	9.45am – 10.45am	Reluctant Eaters - we'll provide top tips to support your child to explore a wider range of foods.
Wednesday 10 th January 2024	9.45am – 10.45am	Introduction to AAC and Colourful Semantics - AAC describes ways to support a young person to communicate with you by using a range of visual supports. Colourful semantics is a visual system intended to develop reading, writing, speaking, and listening skills.
Thursday 22 nd February 2024	9.45am – 10.45am	Sensory Processing & Sensory Circuits – an opportunity to learn more about your child's sensory needs and how to support this at home.
Wednesday 20 th March 2024	2.00pm – 3.00pm	PECS – alternative communication system that uses visual symbols
Wednesday 24 th April 2024	2.00pm – 3.00pm	Reluctant Eaters - we'll provide top tips to support your child to explore a wider range of foods.
Wednesday 8 th May 2024	2.00pm – 3.00pm	Sensory Processing & Sensory Circuits – an opportunity to learn more about your child's sensory needs and how to support this at home.
Thursday 6 th June 2024	2.00pm – 3.00pm	Introduction to AAC and Colourful Semantics - AAC describes ways to support a young person to communicate with you by using a range of visual supports. Colourful semantics is a visual system intended to develop reading, writing, speaking, and listening skills.

FURTHER INFORMATION

- Please can you inform us of your attendance at least 1 week in advance of a Support Group and if there are less than 5 attendees for any one session then unfortunately it will not go ahead. Please confirm your attendance by emailing vgeylani@five-acre.kent.sch.uk or phoning us on 01622 743925.
- If a session must be cancelled due to unforeseen circumstances, or insufficient take up (less than 5 attendees) then we will endeavour to provide parents/carers with as much notice as possible.
- During a session, if there are other issues that you would like advice on, please feel free to raise them and we will do our best to address them at the time.

October 2023