

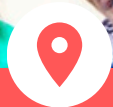
CONFIDENTIALITY

Therapy is confidential. However, we have a obligation to share with the Designated safeguarding leads regarding disclosures around serious crimes. We also have a duty of care to prevent harm to yourself or others. These limits to confidentiality are also be explained in full at your first appointment.

What can I do if I need help immediately?

If you live in *Waltham Forest, Redbridge, Barking and Dagenham or Havering*, you can call the NELFT Mental Health Direct telephone helpline service for help and advice, anytime of the day or night, on **0300 555 1000*** We have somebody on the other end of the line who can help.

MHS
24/7
MENTALHEALTHDIRECT
0300 555 1000



Email:

Admin@hopwellschool.co.uk

OR

jane.mbugua@hopwellschool.co.uk

(Occupational Therapist)

ASSESSMENT

OTs assess a child's functional abilities in relation to daily activities.

This is likely to include evaluation of the following areas:

- **Motor:** eg performance in gross and fine movement especially hand function.
- **Cognitive:** eg ability to plan and organise activity eg., in writing or dressing.
- **Play /Social:** eg engagement and interaction
- **Sensory based behaviours:** eg atypical response to noise, touch, and movement.
- **Equipment / Wheelchairs:** provision as appropriate.
- Adaptations /Access to school and home eg advice to Education



OCCUPATIONAL THERAPY

Here at Hopewell we offer a range of therapeutic services for our students who may require additional support.

Here is some insight on Occupational Therapy

HOPEWELLSCHOOL.CO.UK

WHAT IS IT?

Occupational Therapy is an allied health profession that involves therapeutic use of everyday activities, or 'occupations', to develop meaningful and functional skills for everyday life.

Occupational Therapists look at psychosocial, sensory, physical, and cognitive components of performance.

In school, OTs focus on helping to learn, play, leisure, social participation, self-care skills, and transition/work skills.

This is done through implementation of activity and environmental analysis and modification to reduce barriers to participation.



Occupational therapy enhances engagement and participation in school life

Children and young people learn, play and socialise in school. Whilst most children find participating in activities (or occupations) such as writing a story, playing in the playground or finding their way around the school manageable, these present challenges for some children and young people.

Why use an occupational therapist?

Occupational therapists are trained to understand the whole person, including physical, mental health, emotional and behavioral needs and their impact on school life. Occupational therapists have the expertise to work in both mainstream and specialist school settings.

When is occupational therapy needed?

Occupational therapy is needed when established school support is in place and the child or young person continues to experience issues with their school occupations.

In partnership with the school staff, child or young person and parents/carers, strategies for enhancing participation will be explored, for example:

- Changing the way the school task is done
- Outlining modifications to the environment
- Recommending or providing equipment
- Teaching the child, young person or staff new techniques
- Developing the child or young person's skills and abilities

How can occupational therapy services be provided?

A whole class or whole school (universal) approach

Collaborating with teachers and staff by providing relevant training and consultation for whole school or whole class approaches. Occupational therapists can advise on reasonable adjustments, support the school's handwriting policy development, suggest environmental adaptations to support the canteen routine, or ensure the playground is inclusive.

A targeted or group approach

Working with individuals or groups of children or young people on activities such as improving dressing or writing skills, keeping focused on a task, making friends or planning transitions.

A specialist approach

Including individualised services with focused support for a child or young person in the school. An occupational therapist can provide a specialist chair so the child or young person can access table-top activities, working with technology providers to support a child or young person's access to the curriculum or develop skills to play with peers during break times.

