

## THERAPY CONTRIBUTION TO ASSESSMENT FOR EDUCATION HEALTH AND CARE NEEDS

**Name:** Felicia Bailey

**DOB:** 01/01/2015

**Date of**

**Report:** 20/12/2022

**NHS Number:**

**GP:**

**School/Pre-School:**

**Name of parent/s or person/s with parental responsibility:**

**Relationship to child / young person:**

Children and Families Act: This report is a contribution to the Assessment for an Education Health and Care Plan. It is only valid if appended in full.

### Details of the Therapist writing the Report

<b>Therapist's Name:</b>	Lainey May
<b>Therapist's Title:</b>	SEND Nurse Specialist
<b>HCPC registration number:</b>	
<b>Email address:</b>	

### INTRODUCTION

Following a referral by the school SENCo, Felicia was accepted onto the Sensory Advisory service pathway. Parents were provided with information on sensory needs and how to support these via an online training presentation and were offered a follow-up telephone consultation with Catharine Tolbert, Paediatric Occupational Therapist to devise a sensory plan for Felicia. The telephone consultation was carried out on 14<sup>th</sup> September 2022.

An individual sensory plan was devised between parents and the therapist and parents have ownership of this. This plan should be shared with school if appropriate to support within setting.

During the call, the following areas of need were discussed, and advice given on strategies to try to manage this sensory difference. Additionally, Felicia's parents requested a follow-up consultation telephone appointment which took place on December 7<sup>th</sup>, 2022. This was a one-off follow-up appointment to discuss the strategies trialled and have been included in the sensory plan. Felicia, has now been discharged from the service.

### STRENGTHS AND NEEDS

#### Summary

Area of Need	Advice given
<b>Challenging mornings getting dressed</b>	Continue with limited choice of clothing. Have a sensory toolbox, bring out the different strategies when the usual methods are not working. Use Proprioceptive activities in the morning that could be used as morning exercises prior to dressing. Discussed use of distraction when getting dressed
<b>Difficulties toileting in unfamiliar environments</b>	Use ear defenders/headphones/ loop ear plugs when accessing the toilet for extra reassurance. Wear weighted backpack on walk to toilet. Use sensory fidgets. Trail a handkerchief with nice smells on. Discuss social stories about going to toilet in school to reassure and strategies that are in place. Incorporate regular movement and proprioception breaks throughout day.
<b>Masking behaviours at school</b>	Use regular movement and proprioceptive breaks throughout the lesson. Consider where Felicia sits in class – does this need to be at the back of class/group or on a table by herself. Consider noise in class and can Felicia have access to quiet space. Use of whole class movement breaks at the start of each lesson Use Felicia to do class jobs and send on messages to complete her movement breaks – this could be using her weighted backpack or carrying something to provide extra proprioception. Discussed the use of air cushion and theraband on chair legs. School to leave wobble cushion on her chair because it was reported that Felicia won't ask for it. School to use a visual timetable so that Felicia is aware of what is happening that day.
<b>Difficulties sitting down, especially at mealtimes.</b>	Continue with movement breaks, however if these involve running, going upside down etc ensure they are followed by some deep pressure or controlled movement such as gentle rocking/swinging. Use a weighted lap pad at table, sitting on air cushion, Ensure feet can reach floor or stabilise by resting feet on block or basket.
<b>Difficulties in the car</b>	The following could be tried with Felicia to reduce in car behaviours.

	<ul style="list-style-type: none"> <li>- Touchy feely books</li> <li>- Travel colouring</li> <li>- Screen with favourite programme</li> <li>- Calming sounds playing in the car.</li> <li>- Sun/ light through windows.</li> </ul>

## LONG TERM OUTCOMES

## SHORT TERM OUTCOMES AND RECOMMENDATIONS

Short Term Outcome / Goal	
N/A	

## GENERAL RECOMMENDATIONS

- School staff need to be familiar with sensory processing strategies that may help Felicia in school. The Sensory Processing Handbook is available on Somerset's Local Offer and is a good resource.
- School staff are welcome to access the sensory processing webinar from the Children and Young People's Therapy Service  
<https://www.youtube.com/playlist?list=PLwa9TeTbEo01298oVpVXH07PP14eVUGyr>
- Liaison needs to take place between parents, Felicia and school to share the difficulties they are experiencing with sensory processing within the school environment and what strategies may help to stop them being overwhelmed. Adaptations and strategies can then be put in place, monitored, and adjusted as required.

## EQUIPMENT REQUIREMENTS

Equipment needed	Home or school
N/A	

#### HEALTH-FUNDED THERAPY PROVISION

N/A

#### EDUCATION-FUNDED THERAPY PROVISION

Lainey May  
SEND Nurse Specialist