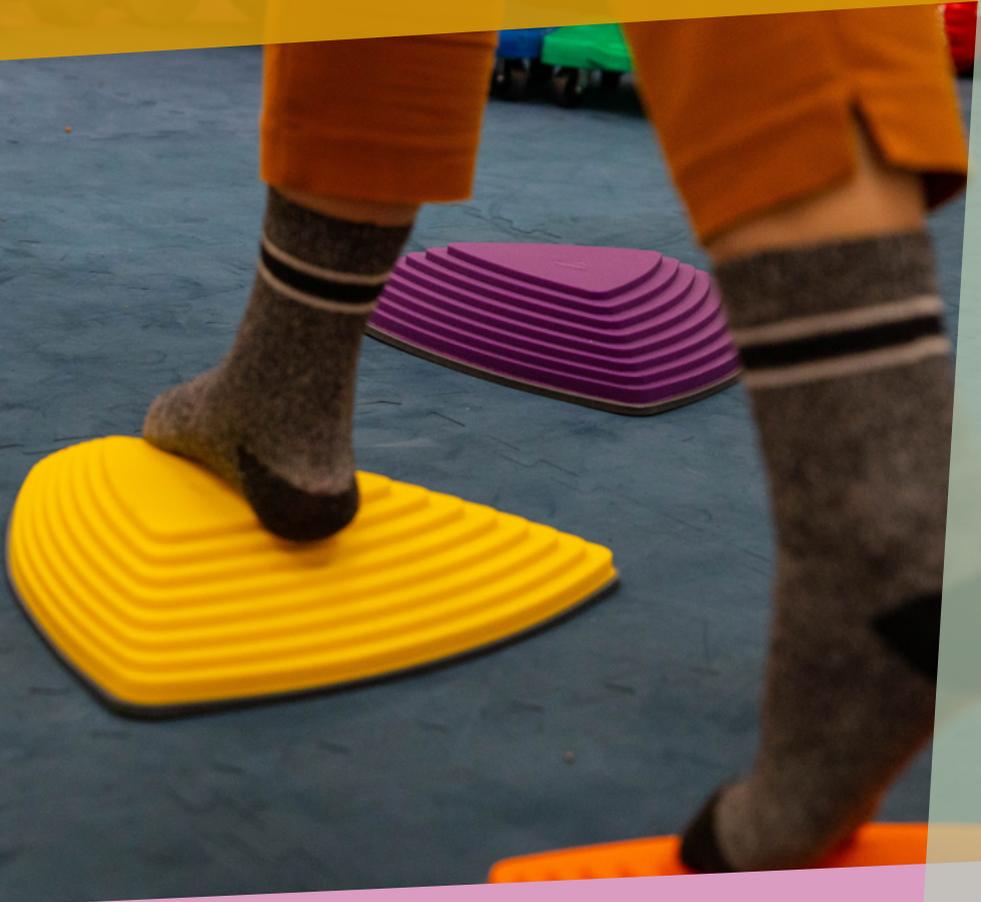


Cambian Lufton College

Clinical Team Handbook



Step Model

STEP Framework

- STEP is a model that puts every aspect of a young person's journey into focus.
- The environment is viewed alongside individualised interventions.
 - By environment we mean: the circumstances, objects, or conditions by which one is surrounded.
 - By interventions we mean: individualised and targeted interventions to progress the young person on a positive journey.

4 Pillars of Framework

- Underpinning environments
- Therapeutic care planning
- Three phased journey of engagement
- Personal positive progression

Core Values of Therapeutic Intervention

- Therapeutic Optimism
- Positive Risk Taking
- Integrate and Enable
- Every moment is an opportunity for Therapeutic Intervention

Describing STEP

Sensory Friendly:

Staff have an awareness of student's sensory needs and can use that to promote safe, positive environments for them.

Totally Inclusive:

Staff work together to create environments that can be accessed, participated in and contributed to by all: student and staff.

Enabling:

Staff create and maintain environments that support insight, confidence and independence through supervision, mentorship and reflective practice.

Positive Personal Progression:

Journey of the student through 3 distinct stages, measured by outcomes in consistent domains.

The 3-Phased Journey

- The young person follows a 3-phased journey within the STEP framework
- Each phase is individualised and shared with the student
- Each phase has a clear model of clinical focus and delivery
- As the student journeys through the phases, the levels of input will vary according to current need
- Outcomes for the student and service are measurable for each phase



1. Stabilisation

Young person is currently requiring support in order to stabilise. The team are currently providing input in order to support the student to become ready to receive interventions that can strengthen their skills.

The team are:

- Carrying out indirect or direct work in order to support the student to move to the strengthening phase of intervention.
- Building a rapport with the individual in order to develop a therapeutic relationship so they will feel comfortable to engage with the team.

2. Strengthening

Young person is currently able to access interventions that can help to strengthen their skills.

The team are implementing interventions either directly and / or indirectly that aim to help develop their skills.

3. Transition

Young person is currently receiving direct and / or indirect intervention in order to support the individual's transition out of the college placement.

Type of Input

Universal (Tier 1)

Young person is currently receiving therapeutic input via the environment.

- Working collaboratively with key staff across the environment
- Supporting the therapeutic environment across the waking curriculum through regular auditing of the totally inclusive communication environment, sensory SMART environment and emotionally enabling environment
- Informal/formal training to all staff
- Ongoing advice and consultation to staff
- Clinicians to attend Multi-disciplinary meetings such as MDT and Reflective Practice Meeting

Targeted (Tier 2)

Young person is currently receiving input via the environment. In addition to the input received through the environment, the individual also receives a targeted level of input e.g. programmes of work which can be carried out by experienced staff with Specialist consultation from the team.

E.g.

- Sensory diet/plan or a motor skill programme
- Communication profile and/or programme
- Specific training delivered to staff
- Review Positive Behaviour Support Plan.

Specialist (Tier 3)

Young person is currently receiving input via the environment. In addition to the input received through the environment, the individual also receives a Specialist level of input e.g. bespoke packages of intervention which are carried out by expert clinicians on site, this includes 1:1 Sessions with the clinicians.

Accessing Therapy

Clinician completes a 3 month assessment through observations, standardised questionnaires and liaison with parents, staff and external agencies

Student needs therapeutic assessment/input by the Clinical Service Team

Input provided at a universal level to support stabilisation phase.

The relevant clinician will deliver needs led interventions.

If there is a concerning change in behaviour or need there will be an MDT referral

Parents can contact clinicians at any time for advice but a full referral will need to go through MDT

Assessment carried out and intervention offered if required

MDT referral

Integrating Therapy Across Cambian Lufton College

MDT (Multi-Disciplinary Team) Meetings

The clinical team are involved in weekly MDT meetings. The MDT is a meeting that involves care, education and clinical to discuss the students' progress and support them through a multidisciplinary approach. The MDT meetings run on a carousel basis with all students being formally reviewed every eight weeks. As part of each weekly meeting students identified as a high level of concern, requiring clinical input are also reviewed/discussed and can then be referred to the clinical team for a reflective practice meeting.

Reflective Practice Meeting

This meeting can offer a clinical opinion to help understand a student's thoughts, moods and behaviours. It will be a considered discussion, having collated information known about the student and different therapy perspectives. MDT will assess the suitability of the referral to MDT considering whether it is a clinical opinion needed or whether there is another decision to be made e.g. safeguarding, consent or access. This meeting does not offer a rapid response. It feeds back into MDT for actions.

Therapy Focus

Each month, the therapy team will support allocated accommodations and classroom environments to ensure

- An inclusive communication environment
- A sensory smart environment
- An emotionally-healthy environment

This forms part of our Tier 1 (universal) offer across the therapy disciplines. Over the first part of the month, members of the therapy team visit the accommodation and classroom to observe students in their environments. The second half of the month will focus on providing interventions, training and resources as needed.



New applicants and admissions

The Clinical Team is involved in the pre-admission assessment of young people who have applied to enrol at Lufton. This work often includes:

- Paperwork review information and reports regarding prospective applicants such as EHCP, speech and language, psychology, psychiatric, behavioural reports and plans, sensory profiles and dietary needs etc.
- Providing feedback on potential suitability and our capacity to meet the needs of the applicant
- Availability for consultation and advice
- Attending pre-assessment of potential applicant meetings through teleconferencing or face to face

Transitions

The Clinical Team is actively involved in our students' transitions when their placement at Lufton comes to an end. The Clinical Team can provide therapeutic input to support students to understand and prepare for their next steps. We support education and care staff with the process of creating a journal for the students to remember their journey at Lufton and consider the positives moving forward - this is underpinned by attachment theory.

SMT (Senior Management Team) Meeting

The Clinical Team attend fortnightly SMT meetings. These meetings enable good communication with Education, Care, Support Services and the Senior Leadership Team to share new projects, any concerns and good practice.

The Therapeutic Environment at Cambian Lufton College

Inclusive Communication

- Support to help the student to communicate their feelings
- Use of visual information to support learning
 - Information about the student's communication needs available for staff
 - An environment where students have their wants and needs listened to e.g. student council
 - The student will be involved in target setting and care plans
- Opportunities will be created so the student will want to communicate

Skilled Team

- Clinically informed senior management structure
- Regular supervision of staff
 - Highly skilled staff

Sensory Smart

- Sensory plans
- Sensory strategies for de-escalation / sensory modulation
- Access to sensory equipment and rooms

THERAPY

Educational / Vocational

- Joint targets written between care, education and therapy
 - Flexible and individualised approach
 - Access to sensory equipment and rooms

Living Skills (towards independence)

- Consolidation and generalisation of skills into real-life situations
- Self-management of sensory strategies
- Support at points of transition

Emotionally Enabling (mental health and wellbeing)

- Equipment provided to support fitness
 - Healthy living information
- Safe environment to prevent risk
- Staff trained to listen and be supportive
 - Structure and routine
 - Promotion of self-identity