

Ferndale Te Ahu

Integrated Therapy

Model

All Ferndale staff work collaboratively to integrate education and therapy programs within teaching and learning programs for students.



Vision Statement:

Ferndale students will be empowered with the confidence

to fulfil their potential by **being actively involved** in learning

with a **relevant, challenging, enjoyable curriculum** to

prepare them for the future and **encourage lifelong learning.**

Ka whakapakaritia ngā ākonga o Ferndale kia tū kaha rātou i te ao, i ā rātou mahi i te marautanga o te kura e aklaki nei i a rātou, ā, kia whai tonu rātou i te mātauranga.

Key Priority Areas	How the team will work to achieve this key priority
<p>Therapist's work will predominantly come from Individual Education Plan (IEP) / Individual Transition Plan (ITP) goals that are established each year as a school/whānau team. The referral and consent documentation will be embedded within this process.</p>	<ul style="list-style-type: none"> ● In-class work - each therapist will work within class as a collaborative team member on a minimum number of learning sessions each term ● Student assessment ● Working collaboratively with family/whānau/caregivers ● Training for staff and if relevant parents/caregivers/whānau ● Group work - for IEP or ITP goals grouped around a learning area ● Resourcing programs collaboratively with teachers ● May include applications to external agencies ● Working with agencies as needed ● IEP/ITP documentation includes parental consent. Any ongoing consent will be done as required.
<p>Priority referral for health and safety</p>	<ul style="list-style-type: none"> ● Health and safety issues, e.g. transport, safe eating and drinking ● Critical period of development ● Behaviour - through behaviour referral ● Principal directed ● External agencies ● Any other individual based therapy input ● Initial and ongoing consent will be obtained during the year as required.
<p>Some flexibility to address classroom/student needs when in class</p>	<ul style="list-style-type: none"> ● During in-class time. Generally this will be more possible once IEP/ITP goals are up and working. ● Additional therapy needs (such as hydrotherapy) may be identified at the IEP/ITP process. This can also be noted on the consent form at the IEP/ITP. ● Initial and ongoing consent will be obtained during the year as required.
<p>Regular class meetings once per term</p>	<ul style="list-style-type: none"> ● Teachers and therapists meet once per term. ● Meetings are pre-booked for the year and added to the Ferndale School calendar during weeks 4 and 5 during Terms 2, 3 and 4. ● Staff meetings and collaborative practice meetings during weeks 4 and 5 will not be scheduled to allow for these meetings to be prioritised. ● By request, therapists may be available to meet with teachers during their Classroom Release Time (CRT) to support class planning.
<p>Reporting on student progress to parents</p>	<ul style="list-style-type: none"> ● Therapists take notes during the teacher/therapy meeting to record progress towards IEP/ITP's. ● Collaborative reporting to parents including student reports, with the teacher responsible for writing the reports, utilising meeting notes as needed.

Map of the Year

	Term 1			Term 2
Weeks	Weeks 1-3	Weeks 4-7	Weeks 8-10	Weeks 1- 10
In class time	Minimum five times per term assigned to class setting.			Minimum five times per term assigned to class setting.
Key focus	Update/finalise any new/additional assessment data to support the IEP/ITP process. Minimum half day visit in each assigned class prior to IEP/ITP.	IEP/ITP meetings	Refining and supporting the writing up of IEP/ITP goals	Support with setting up IEP/ITP programme with teaching staff
Other focus	Relationship development staff/students	Connecting with whānau & agencies		Connecting with whānau & agencies as required
Meeting schedules		Therapists allocated to class groups attend IEP/ITP meetings on behalf of the team. Therapist present requests parental consent.		Class Meeting - scheduled during Weeks 4 and 5 to review progress towards IEP/ITP goals

	Term 3	Term 4	
Weeks	Weeks 1-4	Weeks 1-4	Weeks 5-9
In class time	Minimum five times per term assigned to class setting.	Minimum three times per term assigned to class setting.	
Key focus	Support with maintaining/adapting IEP/ITP programme with teaching staff. Check if goals have been changed.	Ongoing support of goals.	Summative/Diagnostic Assessments
Other focus	Connecting with whānau & agencies as required		Connecting with whānau & agencies as required
Meeting schedules	Class Meeting - scheduled during Weeks 4 and 5 to review progress towards IEP/ITP goals. Record any changes in goals.		Class Meeting - scheduled during Weeks 4 and 5 Gather data for report writing and discuss assessments.