



UNLOCKING POTENTIAL

The Schools Programme

Osmani Primary School

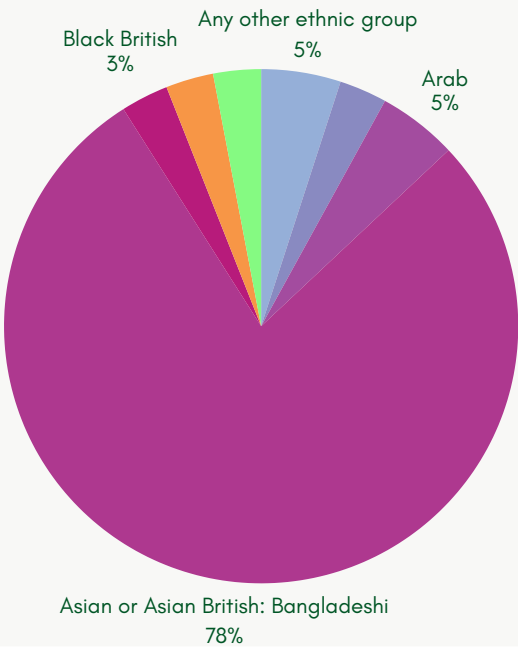
SEP 2024 - JULY 2025

BREAKDOWN BY NUMBERS

Children seen in 1:1 Therapy	18	Children seen for SaLT	6
Therapy sessions offered	402	SaLT sessions offered	43
Therapy sessions attended	317	SaLT sessions attended	30
Children seen for 6 x Talk Time	7	Children seen in check-ins (with consent)	5
6 x Talk Time sessions offered	40	Check-ins	29
6 x Talk Time sessions attended	36	Speak UPs	69
Children seen for OT	4	Children seen in Wellbeing/Transition groups	246
OT sessions offered	53	Number of professional meetings	20
OT sessions attended	52	Number of parent meetings offered	68

The annual report provides the total number of children seen and sessions offered/attended throughout the year. The termly reports offer a snapshot of the children seen and the work done during each term.

WHO WE SUPPORT



- Any other ethnic group
- Arab
- Mixed: White and Asian
- Any other Mixed background
- Asian or Asian British: Bangladeshi
- White: British
- Black or Black British: African

GENDER



22

59%



15

41%

YEAR GROUP

	Total	%
KS1	12	32%
KS2	25	68%

RISK FACTORS OF CHILDREN THAT ACCESSED UP SERVICES

Children who received pupil premium	16	43%
Children on a statutory service plan (CIN, CPP, LAC) or early help support	5	14%
Children with 3+ ACEs	10	30%

RISK LEVELS

High risk: Children on a CIN plan, Children on a CPP, Children with 3+ ACES, Children with an EHCP plan, refugee and asylum seekers, children who have experienced sexual abuse, children who have experienced domestic abuse, and looked after children

Medium risk: Children identified as vulnerable by the school, children with a history of behaviour problems in school, children living in high levels of poverty, 2+ ACES, parents divorcing/separating

Low risk: School identifies a need for short term support, depending on the child this could be a bereavement, additional needs around making and keeping friends, and/or struggles with emotional regulation in the classroom.

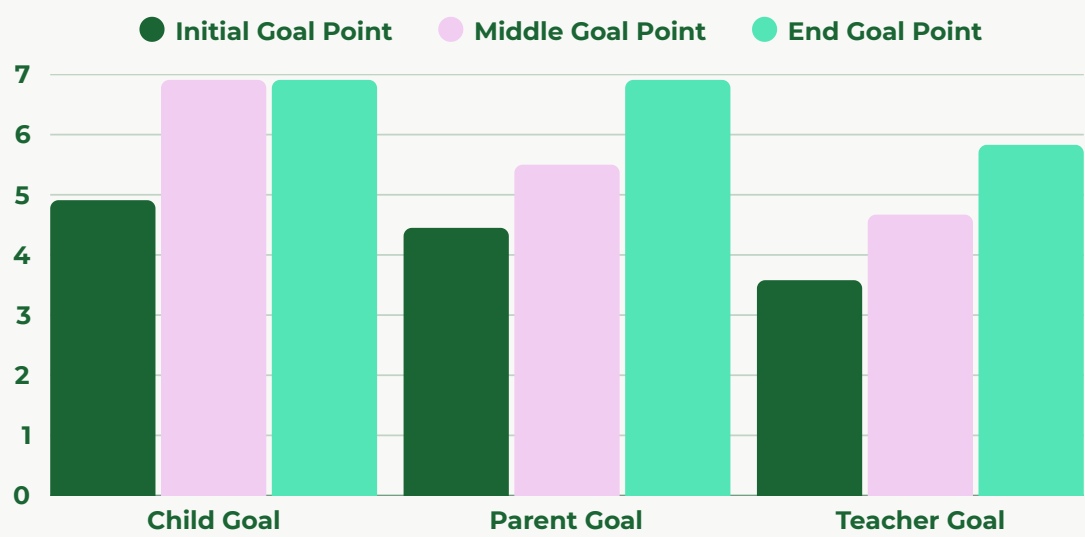
High Risk	7	19%
Medium Risk	8	22%
Low Risk	18	49%
Universal Risk	4	11%
Total	37	100%

THERAPEUTIC OUTCOMES

We use Goal Based Outcomes (GBOs) to measure the impact of our therapeutic work. GBOs are a tool devised in children and youth mental health services in the UK to evaluate the progress of clinical work and are used successfully internationally and across child and adult physical health settings. GBOs are a powerful tool to facilitate shared decision making and enable more personalized care for our children and young people’s wellbeing. A goal increase of 3 points or more shows clinically significant improvement.

1:1 THERAPY

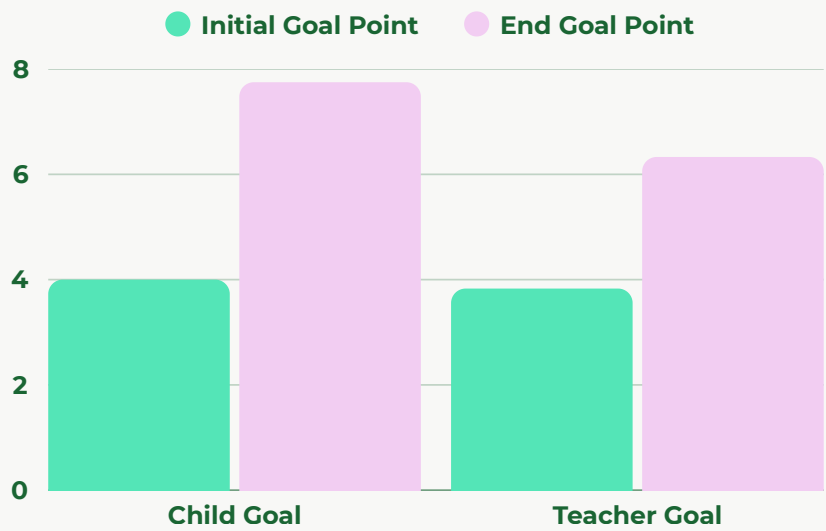
18 children accessed 1:1 Therapy this year and 14 completed therapy. Child goals increased by an average of 2 points, parent goals increased by an average of 2.46 points and teacher goals by an average of 2.25 points.



Ten of the fourteen children who completed 1:1 therapy showed progress on at least one of their goals and nine had at least one goal that saw a clinically significant improvement. Most 1:1 therapy goals focused on “self” (40 goals, 68%) including emotional regulation, feeling better about themselves, and reflecting on their behaviour. Around 15% of these goals reached clinically significant improvement. Seventeen “Relationship” goals were set including healthier relationships and communicating needs more effectively, 3 of these goals saw a clinically significant improvement. Two “Learning” goals were set including positive behaviour and attitude towards learning. One these goals saw a clinically significant improvement

6 X TALK TIME

Seven children accessed 6XTT this year. Child goals increased by an average of 3.8 points and teacher goals increased by an average of 2.5 points.



Six of the seven children who completed 6xTT in the year improved on at least one of their goals, and two children made a clinically significant improvement.

IMPACT

Over the year, 21 children completed an intervention where goal-based outcomes were recorded.

In 1:1 therapy, almost every child showed progress on at least one goal, and eleven children had at least one clinically significant improvement. Across all 59 goals, 31 goals improved, with an average shift of just over 2 points on a 0-10 scale. The strongest patterns of change were in “Learning” goals, where 50% reached clinically significant improvement. Although Learning goals represented a very small proportion of overall goals, they demonstrated the highest impact.

In 6xTT, six children improved on at least one of their two goals, and two children made a clinically significant improvement. Goals improved, typically by 3 points.

These numbers are very small and should be treated as indicative rather than definitive, but they provide early evidence that both our brief and long-term therapeutic interventions are associated with meaningful progress on the issues that children, parents and teacher identify as most important.

ALLIED HEALTH

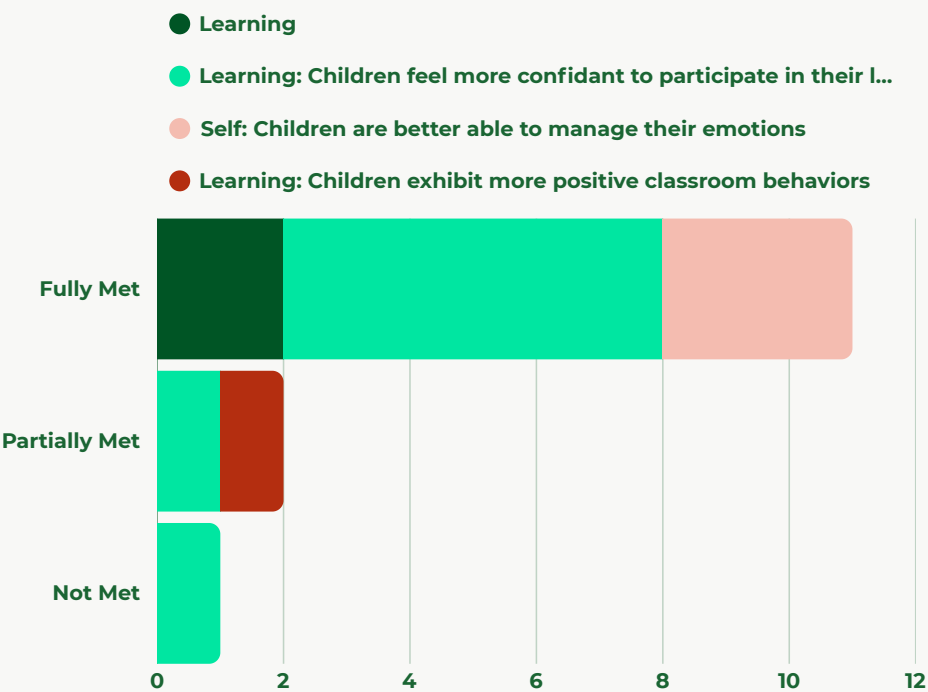
OCCUPATIONAL THERAPY

We use SMART goals to measure the impact of our Occupational Therapy (OT) and Speech and Language Therapy (SaLT) interventions using the same goal areas as we use in Goal Based Outcomes (GBOS) for Psychotherapy; Self, Learning and Relationships however OT and SaLT goals are scored differently, Met/Partially Met/Not Met instead of on a scale of 0-10.

93% of children completing OT this year either fully or partially met their goals.

All four children who accessed OT this year, completed OT.

The goals set with children completing OT this year were in the areas of Learning and Self: Children feel more confident to participate in their learning and Children exhibit more positive classroom behaviours. Children are better able to manage their emotions.



IMPACT

In OT this year, 93% of children who completed therapy either partially met or fully met their targets. Of the 14 goals set, eleven goals were fully met, two partially met and one was not met. The most prevalent goal area was “Learning” including (Children feel more confident to participate in their learning).

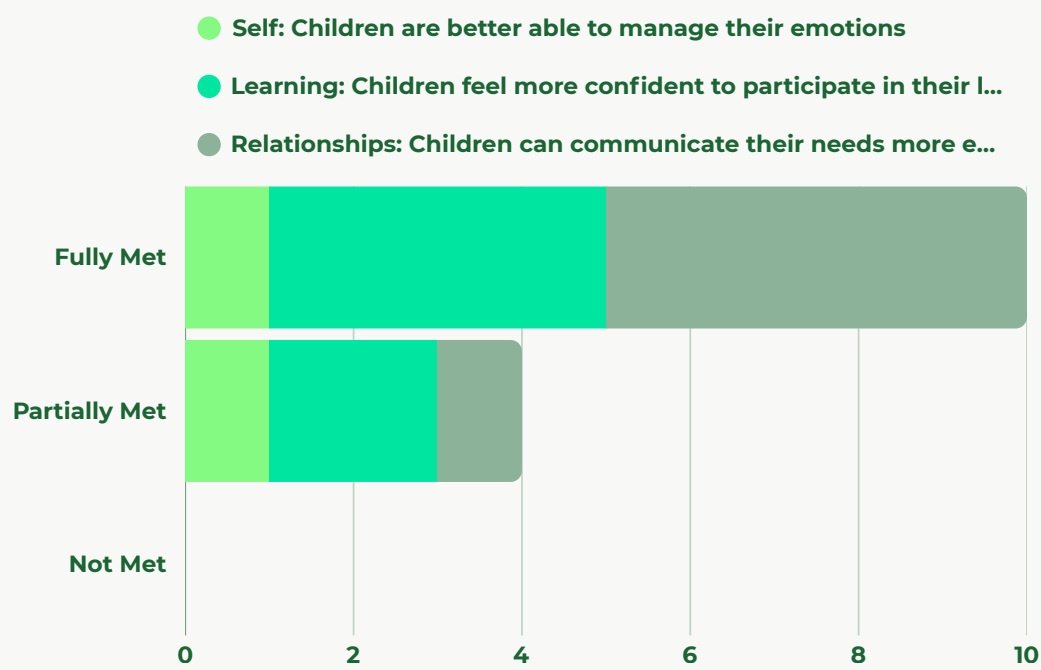
Although the sample size is small, the results indicate that OT is helping children overcome difficulties and everyday challenges in their lives.

SPEECH AND LANGUAGE THERAPY

100% children accessing SaLT this year either fully or partially met their goals.

Six children accessed SaLT this year, working towards 14 goals.

Goals were set in the areas of Learning: Children exhibit more positive classroom behaviours, Relationships: Children can communicate their needs more effectively and Self: Children are better able to manage their emotions.



IMPACT

In SALT this year, 100% of children with a set goal showed progress and fully or partially achieved their targets. Of the 14 goals established, 71% were fully met and 29% partially met. The most common goal areas were “Relationships,” and “Learning” particularly around communication and confidence in learning.

Although the sample size is small, the results indicate that SALT is effectively supporting children to overcome difficulties and everyday challenges related to communication.