

WHICH CHILDREN CAN BE REFERRED FOR SPECIALIST SUPPORT?

The team will consider referrals for children who meet all of the following 3 criteria:

- 1) They are not achieving their potential due to difficulties in **two** of the following areas:
 - Sensory / Visual perceptual skills
 - Motor Skills
 - Social/Emotional/Behavioural
 - Speech, Language and Communication
- 2) They **have not responded positively to strategies** already used in school to support these areas therefore more specialist assessment is needed.
- 3) They are likely to benefit from **short term intervention** and are not receiving appropriate therapy through other services.

HOW DO I MAKE A REFERRAL?

- 1) Teachers discuss concerns with parent and obtain consent for referral.
- 2) Referrals must be made using the appropriate form and must be fully completed.

WHAT HAPPENS WHEN A REFERRAL IS MADE?

Referrals are reviewed on a weekly basis. The child may be:

- 1) accepted for assessment by the CIDS Team.

Or
- 2) the referrer may be advised that the team feels they are not the best service for the child. In this case the team may recommend another service.

WHAT HAPPENS IF THE CHILD IS ACCEPTED FOR ASSESSMENT?

The team will allocate a key worker who will coordinate a comprehensive assessment including:

- Parent interview
- School observations
- Individual assessments
- Teacher interview
- Liaison with other educational and health professionals

Any professional within the team may be involved in this process.

The assessment may indicate:

- 1) No intervention is required. This will be fully discussed with the teacher and parent and the child will be discharged.
- 2) The child would benefit from intervention. A meeting with the school and parents will be arranged to agree the aims of a time limited intervention with planned discharge.

Intervention will involve focused support, usually in small groups, and the integration of classroom strategies to facilitate the child's access to the curriculum.

For general questions about the service please contact:

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CHILDREN'S INTERDISCIPLINARY SCHOOLS TEAM (CIDS TEAM)



Working together today for tomorrow

WHAT IS THE AIM OF THE CIDS TEAM?

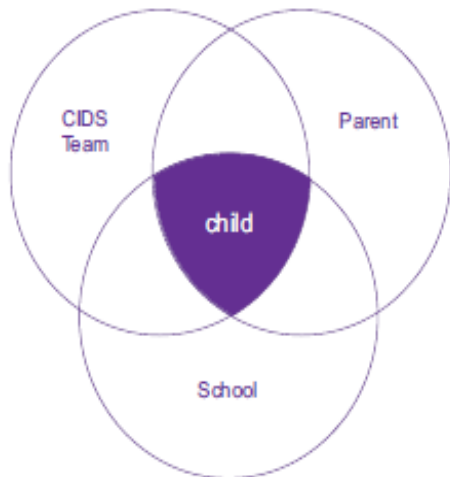
The CIDS team works in partnership with schools to support children's learning across all areas of the curriculum. This includes the social and academic skills required to give the children the best chance to succeed in the future.

The team is based in the Belfast Trust and works with all mainstream primary and nursery schools within the Trust area.

In order to learn and have positive relationships children need a range of skills. Most children develop these skills and can access the curriculum without any difficulty. Some children need additional support and more focused strategies in school to support their learning.

In a small number of cases children will continue to have difficulty achieving their potential. These children may benefit from assessment by the CIDS team in order to understand why they are experiencing difficulties in school.

The team offers a child-centred collaborative approach that requires close working with schools, teachers and parents.



WHO IS IN THE CIDS TEAM?

The CIDS team is made up of a range of professionals who are trained to understand areas of child development. This includes;

- social, emotional and behaviour development
- speech, language and communication skills
- gross and fine motor skills
- sensory and visual perceptual skills

The team is made up of professionals who can help in different ways:

Behaviour Specialists

Help children develop and enhance positive ways to express their needs.

Clinical Psychologists

Help children develop and enhance their social, emotional and psychological well-being.

Occupational Therapists

Help children develop writing, fine motor, self-care, attention, co-ordination and organisational skills.

Physiotherapists

Help children develop gross motor, movement, balance and co-ordination skills.

Social Workers

Help parents and children by giving them support, advice and information in order to access services.

Speech and Language Therapists

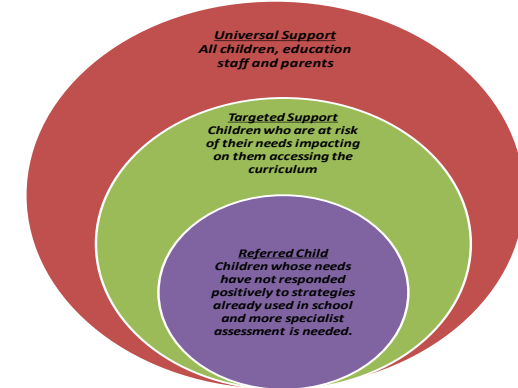
Help children develop their listening, understanding and spoken language

Therapy Assistants

Help therapists carry out programmes with children.

HOW IS SUPPORT PROVIDED?

The team supports schools at 3 levels.



UNIVERSAL support is available to all children, teachers and parents. The team acknowledges the high level of experience and expertise already present in the classroom and aims to enhance this by providing more specific advice and training including whole class support.

TARGETED support is for children who may have specific needs or are felt to be vulnerable to developing particular needs in the future. They make up the majority of children supported by the team through advice, small group or whole class programmes. Children do not have to be referred to the team to access this support though parental consent must be obtained.

REFERRED CHILDREN

For children whose needs have not responded positively to strategies or support already used in school. These children can be referred to the team for direct assessment of their needs.