

EVE HUTTON

Biography

Eve Hutton is a Reader in Children Health and Wellbeing at Canterbury Christ Church University. She qualified as an occupational therapist in 1987 and has worked in the National Health Service as a children's occupational therapist and therapy manager. Her research interests arise from her clinical interests and practice and includes therapy provision in schools and the therapy support needs of parents of children with complex needs. She was principle investigator for a National Institute of Health Research (NIHR) study that evaluated an education programme designed for parents and teachers who manage the needs of children with postural care issues at school. She is currently a co-investigator for a NIHR study about continence management for children with neurodisability. Eve is a school governor at a special school for children with profound and complex disabilities. She is a member of one of the prioritisation panels for NIHR. Eve likes to play the violin, read and walk. She is learning French! with a view to retiring to France.

Eve is currently working on a book with her colleague Dr Sue Soan, an education specialist who has published widely in the field of special needs education. ***'Making the links to support children's learning and participation in nursery and school: universal strategies for physical and cognitive development'*** aims to make accessible the underpinning theory supporting whole class/school strategies as one element in a tiered approach to educational provision. The content will be based on a collaborative approach to developing professional practice. Drawing on case studies and current occupational therapy and special education perspectives to support those working in early year's and key stage 1 settings, with pupils with increasingly diverse and challenging needs.

Abstract

Poverty and disadvantage together with growing numbers of children diagnosed with neurodevelopmental disabilities mean many start school lacking basic skills. Occupational therapy has an important role in facilitating children's participation, but long waiting times and high referral thresholds for specialist paediatric services has meant many children never benefit from this support. Tiered services (Universal, Targeted & Specialist) are believed to offer a cost effective and efficient means of utilising limited specialist therapy resources but depend on therapists adopting knowledge sharing and capacity building approaches in their work.

This presentation will refer to research projects developed in collaboration with parents, teachers, early years practitioners and therapists focused on therapy provision and resource development in schools and early years settings in the context of tiered provision. It will consider issues and challenges arising and consider the diversity of educational settings, the human processes and outcomes on the environment and the professionals and parents involved before summarising key pointers to inform future research and enquiry.