

How does the therapy team (Counselling, Dramatherapy, Emotional Support Literacy Assistant, Speech and Language Therapy, Music Therapy, Occupational Therapy) feed into the curriculum?

The therapy team supports the development of the **functional, foundational and fundamental** skills needed for students to be able to access the curriculum. We liaise with families, teachers and outside agencies to educate, share resources, plan and support the students as well as working with students at a direct level to support their social emotional functioning, communication, independence skills and language.

At a universal level

- Support for challenging behaviours: Behaviour Support Plans, communication, self-regulation, self-esteem. Supporting students to be able to access lessons and increase communication while reducing behaviour that challenges by identifying and addressing the unmet needs.
- Self-advocacy and problem solving skills groups that support problem solving and verbal reasoning.
- Social skills groups: turn taking, group discussions, awareness of others, working cooperatively.
- Support for attention and listening: to be able to focus and attend in the classroom e.g. Active Listening.
- Development of self-confidence = increase in participation, engagement and attainment.
- Literacy support: to be able to read, to read to learn, handwriting e.g. handwriting groups, Direct Instruction Groups.
- Preparing for adulthood: interview skills, life skills, personal hygiene, dressing>
- Support for sensory needs: self-regulation, body awareness, spatial awareness, minimising overload.
- Creative Expressive Dramatherapy groups: developing communication & social skills, building on positive peer- relationship skills, working on resolving conflict in constructive ways.
- Speech and Language Therapy and Occupational Therapy (SPOT) classes for year 7's and select classes: developing foundational academic, functional and life skills.

Training

- Whole school training: verbal reasoning (Blanks Levels), trauma related training, self-esteem and functioning, literacy, social stories, vocabulary (non-exhaustive list).
- Specific training for class/teachers for specific students and topics.
- Sharing information via email.
- Weekly contribution in Headteachers Communication Update.
- Sharing programmes and activities for use across the school.
- Sharing free CPD.
- Recommendations of books for the staff library.

How do we support the students to access the curriculum and education?

By providing the 3 Fs: functional, foundational and fundamental skills our students need to be able to access the curriculum. This is done through direct therapy, groups, advice to staff, staff and parent training, referral to other agencies, indirect therapy, consultative work.

How do we support the staff to deliver an effective and differentiated curriculum?

Training, email, phone calls, sharing information, EHCP/IEP input, reports, resources (providing, making, suggesting), open communication, interventions spreadsheet, providing targeted and direct therapy to support students, co teaching, open door policy in which staff can drop into the office at any time to discuss students and can observe sessions.

How do we support parents/carers?

Training: workshops, psychoeducational, coaching, information, education.

Liaising: phone letter, email, meeting, parents evening

Resources: signpost and create

Access: feedback, on site, advice, information

Sharing information (both ways) this helps to inform therapy

Support: practical and emotional