BRENT KNOLL SCHOOL

BE THE BEST THAT WE CAN BE

*Therapies/interventions provided through the school's therapy referral system. All other therapies/interventions are delivered on a rotational or selection process.

Therapy/intervention	Description	Benefits
*Art therapy	Art Therapy is designed to enable pupils to creatively explore issues and address anxieties in a safe and caring environment where personal well-being and growth are encouraged. Interventions are pupil-centred and underpinned by an inter-cultural therapeutic approach. Art Therapy consists of a partnership between the Art Therapist and the pupil, which seeks to empower pupils in identifying areas of difficulty and change primarily through art and play as a medium of expression. The Art Therapist seeks to support pupils in gaining insight and understanding, with a view to addressing underlying struggles where possible.	- Well-being - Coping and self-management skills - Personal development & social interaction skills - Alternative form of communication to foster self-expression
Speech and Language Therapy (SaLT) Service	Speech and Language Therapists support children's Speech, Language and Communication Needs (SLCN) in order to facilitate children's social participation and wellbeing. A primary goal is to support the everyday communication partners of the child to provide an environment, opportunities and interactions that support each child to communicate and to be calm and ready for learning.	- Social communication (including language) skills - Emotional regulation skills - Independent participation (academic and social) - Wellbeing
i)Lego Therapy	Lego-based therapy is an evidence-based approach that aims to develop social communication skills in children, such as sharing, turn-taking, following rules, using names, positional language and problem-solving.	- Listening to instructions - Taking turns - Directing an instruction to the right person - Requesting clarification - Being able to give instructions containing all the relevant information - Understanding and using complex positional language - Understanding and using appropriate adjectives

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ii)Language for thinking	A structured programme that aims to support children's understanding of questions, their ability to make inferences and their verbal reasoning skills. It comes with worksheets with set questions and an easy to follow structure. Questions move from very concrete (who, what, where) to more abstract (how do you know/why). This programme is suited to children who have difficulty making inferences from pictures and basic text. It is beneficial for the child to have some understanding of concrete questions as a starting point.	• Verbal reasoning • Inferencing skills
iii)Conversational skills	Conversational skills group models how pupils can engage with a communitive partner to help build their social and friendship skills.	• Understanding social rules • Topic maintenance • Active listening • Non-verbal communication • Starting conversations • Turn-taking in conversation • Politely interrupting others • Joining conversations • Keeping conversations going (generating and answering questions) • Ending conversations
iv)Picture Exchange Communication System (PECS)	PECS is a unique alternative/augmentative communication system. The primary goal of PECS is to teach functional communication. Research has shown that some learners using PECS also develop speech. Others may transition to a speech generating device (SGD). PECS consists of six phases and begins by teaching an individual to give a single picture of a desired item or action to a "communicative partner" who immediately honours the exchange as a request. The system goes on to teach discrimination of pictures and how to put them together in sentences. In the more advanced phases, individuals are taught to use modifiers, answer questions and comment.	• Develop functional communication • Making requests • Communicating in different environments • Communicating with different communication partners • Constructing simple sentences • Language expansion • Answer questions • Develop commenting

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v)Narrative skills/ Colourful Semantics	Using colourful semantics pupils make short sentences using 'when, who, doing what' with symbols/pictures and then progress onto a story board using pictures with words to narrate 'when, who, where, problem, solution and in the end'. Story boards are differentiated to the learner using e pictures whereas others could use words. They are encouraged to make their own stories where possible by the last session.	• Being aware of the parts of a story (i.e. when, who, where, what happened) • Answering a range of 'wh' questions • Listening to others • Generating a basic narrative about a specialist subject • Being able to re-tell a sequence of events with visual supports
*vi)SCERTS	SCERTS is an approach to autism education and the critical elements are: Social Communication, Emotional Regulation, and Transactional Supports. SCERTS provides specific guidelines for helping children become competent and confident social communicators while preventing behaviours that interfere with learning and the development of relationships.	• Developing social communication through appropriate transactional supports
Occupational Therapy (OT)	Children's Occupational therapist or OT's help children achieve skills needed for home and school independence and also skills needed to play and enjoy interests. We call these young peoples' occupations and they would include becoming more independent in the activities they need to do at home and school such as dressing, feeding, writing, using scissors and toileting.	• Fine and Gross motor skills development • Skills required for daily living • Exercises to strengthen muscles • To improve body awareness and co-ordination
i)Sensory integration	Sensory integration is about how our brain receives and processes sensory information so that we can do the things we need to do in our everyday life. Different parts of our body that receive sensory information from our	• Dressing • Eating • Socialising

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	environment (sight, hearing, smell, touch, taste, proprioception, vestibular, interoception) send this information up to our brain. Our brain interprets the information it receives, compares it to other information coming in as well as the information stored in our memory and then the brain uses all of this information to help us respond to our environment.	• Learning • Working
ii)Clever Fingers	Clever Fingers is a programme used to develop fine motor skills through a range of fun, motivating and creative tasks prior to the introduction of developing handwriting skills.	• Development of fine motor skills for dressing, using knife & fork, scissor use and handwriting
iii)SHINE		•
iv)Handwriting programmes	Handwriting Without Tears® strives to make legible and fluent handwriting a natural and automatic skill for all children. The programme uses multisensory techniques and research-based methods to help students develop skills and form letters from prewriting to printing to cursive.	• Improve self-confidence • Improve pencil grip • Develop body awareness and posture
v)Self-care skills	Self-care skills are the everyday tasks undertaken so children are ready to participate in life activities such as dressing, eating, keeping clean often referred to as the activities of daily living.	• Developing skills for daily living
*vi)SCERTS	SCERTS is an approach to autism education and the critical elements are: Social Communication, Emotional Regulation, and Transactional Supports. SCERTS provides specific guidelines for helping children become competent and confident social communicators while preventing behaviours that interfere with learning and the development of relationships.	• Developing emotional regulation through appropriate transactional supports
*Counselling Services i) Counselling	Counselling offers a safe and confidential space for children and young people to explore any issues that are causing concern. Sessions are tailored to suit individual need and provide support, encourage expression verbally and non-verbally through talking, creative work, artwork and play. Play is a natural form of child expression and is vital to a child's social, emotional, cognitive, physical, creative and language development. Children use play to communicate	• Emotional and mental well-being • Resilience and autonomy • Personal and academic achievement

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	without feeling interrogated or threatened. Integrating play and drama into counselling allows younger children to access therapy as well those with communication difficulties or whose first language may not be English. The therapist endeavours to create a trusting environment and non-judgemental relationship with each child and young person. This can take time and we work at the pace and ability of the individual.	
ii)Massage in Schools' Programme	The Massage in Schools Programme involves a fun daily, 10-15 minute adult-led peer massage routine.	• Promotes empathy, respect, concentration and well-being
iii)Peaceful Space 'Drop in'	Having a quiet space where we are supported to be calm and peaceful, even for a few moments, is vital to our well-being. The counselling room (G60, East Wing) is available as a peaceful space on Tuesday, Wednesday and Thursday during secondary break and lunch time. Drop in, all welcome!	• Experience peace • Mindful breathing • Helps to reduce stress and anxiety. • Aids self-regulation • Kindness and compassion are modelled • Peace, joy and non-violence are cultivated
*Meditation	The meditation experience involves relaxing deeply physically while the mind is quiet and focused. Medical evidence shows increasingly that when a person meditates regularly our bodies increase secretions of mood-altering chemicals such as serotonin which produces feelings of well-being, happiness and contentment. Each child has, and develops their own conscious/unconscious strategy to achieve this. As this strategy becomes known to me I can then, uniquely for each child use words to create the pictures and feelings which for them result in calm, relaxing and resourceful feelings. Each week the feelings of calmness, stillness and quietness grow and are then further developed as a means to feel calm and resourceful in stressful situations elsewhere in school or their everyday lives and particularly in times where there is anger, inciting words or aggression occurring in their presence.	• Mental and physical relaxation • Improve concentration and creativity • Relief for anxiety and stress • Feel calm and stable

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Speech Bubbles (Drama sessions)	In Speech Bubbles sessions drama practitioners and school staff create a safe and playful space for children to develop their communication skills. Drama sessions are designed to give young children an opportunity to have fun telling stories and acting them out. The programme has a particular emphasis on supporting children to gain confidence and develop their physical and verbal communication skills.	• Communication skills • Story telling • Confidence & well-being
MovementWorks i)Developmental Dance	MovementWorks Developmental Dance Movement is an innovative, unique whole body multi-sensory early intervention programme designed for young children to facilitate optimal physical and cognitive development in a fun imaginative and engaging way made relevant to the curriculum. Through incorporating movement and music in collaboration with Positive Behaviour Support strategies, MovementWorks assists pupils in meeting and achieving their speech and language, social and academic goals.	• Physical and cognitive development
ii)Autism Movement Therapy (AMT)	Autism Movement Therapy® is a movement and music method which allows complementary progression from the MovementWorks Developmental Dance Movement™ Programme. It is an innovative, energetic and structured approach that stimulates the brain, aids sensory processing, develops motor skills and addresses behaviours associated with autism, with emphasis on the body-brain connection, all while having fun! Through incorporating movement and music in collaboration with Positive Behaviour Support strategies, both programmes assist pupils in meeting and achieving their speech and language, social and academic goals.	• Stimulates brain and sensory functioning • Develops motor skills
iii)Yotism	Yotism® is an autism specific specialised sensory Yoga method. Deeply calming, this method provides a complementary approach to MovementWorks' evidenced based dance therapies.	• beneficial effects on the brain, emotions and neuro system • enhanced sensory integration, self-regulation and awareness
*Emotional Literacy Support Assistant (ELSA) Programme	The Emotional Literacy Support Assistant (ELSA) programme aims to equip teaching assistants (or teachers) with the skills and resources to provide direct individual and small group support to students with social, emotional or mental	• Social and emotional development • Resilience

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	health difficulties. It covers support in emotional literacy/raising emotional awareness, building resilience and self-esteem, active listening and communication skills, self-regulation and anger management, social skills and friendships skills. Benefits to pupils include development of greater self-awareness and coping strategies, improved Interaction with others, feel better about themselves and manage better in school.	• Promotes elf-esteem • Active listening and communication skills • Self-regulation & anger management • Self-awareness & coping strategies
*Educational Psychologist (EP)	The EP service is aimed at promoting inclusion, psychological well-being and raising standards across the full range of age and abilities following a plan-do-review cycle. The focus of the work may be at any or all of the following levels: individual pupil level; group and class level; strategic systems and organisational level. It may include assessments, observations, consultations, intervention, problem-solving, attendance at meetings, support and training.	• Inclusive practices • Psychological well-being • Problem-solving
Mentoring	The Learning Mentor works with students and staff to help them address barriers or potential barriers to learning, through supportive one-to-one relationships or small group work. The Learning mentor will jointly develop plans of action to help the pupil overcome barriers to achieving their full potential.	• Development of coping strategies • Increase motivation • Raise self-esteem • Engage with learning
i)<u>Autism Awareness group</u>	The Autism Awareness Group provides secondary aged students with the opportunity to express their feelings and thoughts on what autism means to them. Different aspects of autism are discussed and encourages students to recognise and celebrate their strengths and differences. It is intended to improve their relationship with others and increase their overall happiness and wellbeing.	• Express feelings • Raise/increase awareness of autism • Acceptance of and celebration of themselves as autistic learners • Well-being
ii)<u>Care group (Children looked after)</u>	The Care Group is an informal group for secondary aged children who are looked after (CLA), where they come together socially and share their thoughts and feelings about being a 'child looked after' if they so wish. They meet once	• Well-being • Social interaction skills

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	per half term for one lesson/session and play social games and have snacks. They also have opportunities to go out on Care group trips in the summer and at Christmas.	
iii)Functional life skills	In addition to the academic curriculum at Brent Knoll students have opportunities to develop life skills to prepare them to function appropriately in the community, workplace and home. Our Functional Life Skills Programme plays an essential role in improving sensory processing, communication, safety, social relationships and ultimately, acquiring independence for our students.	• Preparation for life in the community, work and home • Acquiring independence in a range of skills
iv)Girls group	Girls have the opportunity to learn how to stay safe online and in public, to learn the importance of a healthy lifestyle and mental well-being. Girls learn to express themselves in a supportive environment and will be encouraged to make new friendships.	• To develop an awareness of a safe and healthy lifestyle • An opportunity to make new friends • To feel comfortable to express themselves in a variety of ways
v)OT support	Identified pupils carry out an individualised programme of OT activities in order to transfer skills across a range of environments.	• Practise skills recommended by occupational therapists
vi)SaLT support	Speech and Language support for a variety of SaLT interventions.	• Practise skills recommended by speech and language therapists
Safeguarding and pastoral school home support lead	Pastoral support is provided through the School Home Support practitioner Emma Moore. She works with families to tackle barriers to learning. Engaging parents with their child's education Emma provides a direct link between home and school, and provides advice and guidance for families on a whole range of issues including behaviour, housing, health and finance.	• Addressing underlying issues associated with barriers to learning • Support and guidance on a range of issues: behaviour, housing, health, finance