

Therapy / intervention overview

*Therapies and interventions provided through the school's therapy referral system. All other therapies and 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.	<ul style="list-style-type: none"> • Well-being • Coping and self-management skills • Personal development & social interaction skills • Alternative form of communication to foster self-expression
*Drawing and talking (School home support)	Drawing and Talking enables children, through an unthreatening medium with a known and trusted adult, to explore their thoughts, feelings and anxieties. Drawing and Talking is a person-centred therapeutic play work approach focusing on prevention, early intervention and recovery and is intended to complement other specialist therapists. The purpose of the method is to draw with a person at the same time each week for 12 weeks. Sessions are held in a quiet room and will last 30 minutes. Often in a first session a child will produce a very neutral drawing, something in the room or the view from a window, however once they feel safe and have created a secure attachment, their imagination begins to unfold. The trusted person is to ask a number of non-intrusive questions about the drawing, and over time a symbolic resolution to old conflicts and trauma is healed.	<ul style="list-style-type: none"> • Supports pupils who are not realising their full potential either academically or socially • Better able to manage emotions • Access to their academic curriculum • Improves self-esteem.
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.	<ul style="list-style-type: none"> • Social communication (including language) skills • Emotional regulation skills • Independent participation (academic and social) • Wellbeing

<p><u>i) Attention Autism</u></p>	<p>Attention Autism is a learning approach that aims to develop natural and spontaneous communication skills in children with autism through the use of visually based and highly motivating activities. The approach was developed by speech and language therapist, Gina Davies.</p>	<ul style="list-style-type: none"> • Engage attention • Develop and improve joint attention through shared enjoyment in group activity • Increase attention in adult-led activities • Encourage spontaneous interaction in a group setting • Increase non-verbal and verbal communication through commenting • Develop vocabulary • Have fun
<p><u>ii) Lego Therapy</u></p>	<p>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.</p>	<ul style="list-style-type: none"> • 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
<p><u>iii) Language for thinking</u></p>	<p>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.</p>	<ul style="list-style-type: none"> • Verbal reasoning • Inferencing skills
<p><u>iv) Conversational skills</u></p>	<p>Conversational skills group models how pupils can engage with a communicative partner to help build their social and friendship skills.</p>	<ul style="list-style-type: none"> • 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

<u>vi)Narrative skills/ Colourful Semantics</u>	<p>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.</p>	<ul style="list-style-type: none"> • 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
<u>*vii)SCERTS</u>	<p>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.</p>	<ul style="list-style-type: none"> • Developing social communication through appropriate transactional supports
Occupational Therapy (OT)	<p>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.</p>	<ul style="list-style-type: none"> • Fine and Gross motor skills development • Skills required for daily living • Exercises to strengthen muscles • To improve body awareness and co-ordination
<u>i)Sensory integration</u>	<p>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 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.</p>	<ul style="list-style-type: none"> • Dressing • Eating • Socialising • Learning • Working
<u>ii)Clever Fingers</u>	<p>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.</p>	<ul style="list-style-type: none"> • Development of fine motor skills for dressing, using knife & fork, scissor use and handwriting

<u>iii)SHINE</u>	Supporting Handwriting IN Education. An integrated intervention approach to develop pre-requisite skills needed for pre-writing for children who have complex needs.	<ul style="list-style-type: none"> • Early movement development & hand skills for handwriting • Inner perception of movement for handwriting skills • Develop early writing skills
<u>iv)Handwriting programmes</u>	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.	<ul style="list-style-type: none"> • Improve self-confidence • Improve pencil grip • Develop body awareness and posture
<u>v)Self-care skills</u>	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.	<ul style="list-style-type: none"> • Developing skills for daily living
<u>*vi SCERTS</u>	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.	<ul style="list-style-type: none"> • Developing emotional regulation through appropriate transactional supports
<u>Touch typing (Nessy Fingers)</u>	Nessy Fingers is a typing and spelling program for ages 7+. Nessy gets children typing real words fast and introduces spelling practice immediately. Keys are introduced alphabetically which makes sense to children. This is different to most other typing programs, which mix up random letters. The program has been designed to be used by both beginners who have never typed before, or those with keyboard experience, who want to improve their typing speed. It is especially effective for children with dysgraphia, dyslexia and ADHD. Children can add their own words from school to practice spelling.	<ul style="list-style-type: none"> • Children work at their own pace • Follows a structured sequence of word lists • Introduces the keys alphabetically • Uses real words to improve spelling • Add your own word lists
<u>Speech Bubbles</u> (Drama sessions – drama practitioner)	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.	<ul style="list-style-type: none"> • Communication skills • Story telling • Confidence & well-being
<u>Moving Stories (2nd Year) x 2 classes</u>	A programme to support teachers to develop and embed drama and dance in their teaching across the curriculum in conjunction with Trinity Laban Conservatoire.	<ul style="list-style-type: none"> •
<u>MovementWorks</u>	MovementWorks Developmental Dance Movement is an innovative, unique whole body multi-sensory early intervention programme designed for young	<ul style="list-style-type: none"> • Physical and cognitive development

i)Developmental Dance	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.	
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.	<ul style="list-style-type: none"> • Stimulates brain and sensory functioning • Develops motor skills
*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 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.	<ul style="list-style-type: none"> • Social and emotional development • Resilience • Promotes self-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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Development of coping strategies • Increase motivation • Raise self-esteem • Engage with learning
iii) <u>Functional life skills</u>	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	<ul style="list-style-type: none"> • Preparation for life in the community, work and home • Acquiring independence in a range of skills

	in improving sensory processing, communication, safety, social relationships and ultimately, acquiring independence for our students.	
iv) <u>Girls group</u>	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.	<ul style="list-style-type: none"> • 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) <u>OT support</u>	Identified pupils carry out an individualised programme of OT activities in order to transfer skills across a range of environments.	<ul style="list-style-type: none"> • Practise skills recommended by occupational therapists
vi) <u>SalT support</u>	Speech and Language support for a variety of SaLT interventions.	<ul style="list-style-type: none"> • Practise skills recommended by speech and language therapists
Safeguarding and pastoral school home support lead (SPL)	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 the SPL provides a direct link between home and school, and offers advice and guidance for families on a whole range of issues including behaviour, housing, health and finance.	<ul style="list-style-type: none"> • Address underlying issues associated with barriers to learning • Support and guidance on a range of issues: behaviour, housing, health, finance
<u>Home school support worker (HSS)</u>	The Home School Support (HSS) Worker provides a direct link between home and school and provides advice and guidance for families on a range of issues including behaviour, housing, health and finance.	<ul style="list-style-type: none"> • Support and guidance on a range of issues including behaviour, housing, health, finance • Remove barriers to learning
<u>MHST</u>	Lewisham Mental Health Support Team (MHST) are an early intervention mental health service for young people aged four to eighteen. We support schools through improved identification of need and assessment, access to health and wellbeing services so that children and young people have easy access to the right support from the right service at the right time.	<ul style="list-style-type: none"> • Support mental health and wellbeing of the school community • Ensure the right services are accessed.