

Therapeutic Curriculum: In order to support the individual needs of pupils they have access to a number of therapeutic activities:

| Therapeutic Activity | How are pupils identified/signposted | Desired outcomes | How will we measure impact? |
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| SALTA – Emotional literacy, social skills, speech or language difficulties | targets on EHCP, teacher or welfare team referral | To work towards targets on EHCP, develop social skills, ability to communicate and understanding of emotions. | Behavioural analysis SIS scores, (sleuth), tracking against EHCP targets, |
| Counselling | SIS scores and teacher recommendation | To improve self-esteem, the ability to work with different people and develop understanding of emotions Emotional regulation Support with early childhood trauma | SIS scores Entry/Exit data from counsellor |
| Nurture group | SIS scores and teacher recommendation | To develop different ways of communicating emotions, turn taking, working with a group | SIS scores and reduction of negative points on day sheets. |
| Dog Mentoring | Analysis of SIS scores And teacher or welfare team recommendation | To improve self-esteem so that pupils are able to try new tasks diminish fear of failure, to be able to manage their emotions and physiological responses better | SIS scores and reduction of negative points on day sheets. Exit data |