

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?
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, (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	Entry/Exit data from counsellor
Nurture group	Behaviour points, high number of incidents or sanctions, friendship issues teacher recommendation	To develop different ways of communicating emotions, turn taking, working with a group, offer strategies for self-harm, trust building with key adults to support with ACE's	reduction of negative points on day sheets, increase in positive points and less issues around social time (less social debits)
Dog Mentoring	Teacher or welfare team recommendation	To improve self-esteem so that pupils are able to try new tasks to diminish fear of failure, to be able to manage their emotions and physiological responses better	points on day sheets. Exit data (YP core)
Sensory Circuits	Staff recommendation, EHCP targets, those who struggle with transitions	To improve focus and core strength. Also joint compression work/heavy work can help with pupils with a range of needs including those with complex needs	reduction of negative points on day sheets, increase in positive points and less issues around social time (less social debits)

Lego Intervention	Teacher recommendation, high number of social issues	To improve relationships, turn-taking, confidence, speaking and listening skills and team-building	reduction of negative points on day sheets, increase in positive points and less issues around social time (less social debits)
Emotional regulation intervention	Behaviour points, high number of incidents or sanctions, friendship issues 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 To develop different ways of communicating emotions, turn taking, working with a group, offer strategies for self-harm	reduction of negative points on day sheets, increase in positive points and less issues around social time (less social debits)
Social skills		To improve relationships, turn-taking, confidence, speaking and listening skills and team-building, pupils learn to recognise what strategies they can use to help them self-regulate	Relationships with peers improve, less social debits and negative points are received,