

Supporting Therapies

Sensory Occupational Therapists

The Sensory Occupational Therapy team, TLC Space and ACE, work with students whose sensory needs make day-to-day tasks more difficult. They work closely with education and health to make sure the adults working with our students have the skills they need to recognise their sensory needs. They work alongside other professionals to adapt environments and put strategies in place to meet sensory needs. This helps to support a calm environment, encourage attention, participation self-regulation and independence.

Children and Adolescent Mental Health Service (CAMHS)

Hampshire Child and Adolescent Mental Health Service (CAMHS) are an NHS specialist service that aims to help young people aged 5 -18 years and their families who are finding it hard to manage their emotional and psychological health, and who are suffering with acute, chronic and severe mental health problems. MHST, the Mental Health Support Teams (MHST) is a Hampshire CAMHS early help service designed to improve access to psychological therapies for young people, while also assisting schools to develop a whole-school approach to positive mental health and wellbeing.

Orthotics

Orthotic services provide prescription insoles, braces, splints, footwear, and helmets which help people recover from or avoid injury, or live with lifelong conditions.

Hydrotherapy

Hydrotherapy is the use of water for therapeutic purposes, especially in the treatment of physical conditions and rehabilitation. It often involves exercises performed in a heated pool, either individually or in a group, under the guidance of a trained person. Hydrotherapy can support with pain relief, improved mobility and flexibility, improved circulation, improved strength and endurance and can support with mental health and well-being.

Emotional Literacy Support Assistants

ELSAs are Emotional Literacy Support Assistants. They are specialist Teaching Assistants with a wealth of experience working with children. ELSAs are trained and regularly supervised by Educational Psychologists.

An ELSA is a warm and caring person who wants to help your child feel happy in school and to reach their potential educationally.

Their aim is to build your child's emotional development and help them cope with life's challenges.

The ELSA will help your child to find solutions to any problems they may have. They can help with

- Loss and bereavement
- Emotional literacy
- Self esteem
- Social skills
- Friendship issues
- Relationships
- Managing strong feelings
- Anxiety
- Bullying
- Conflict
- Emotional regulation
- Growth mindset
- Social stories

Physiotherapy

NHS physiotherapists visit school to review pupils who have physiotherapy as part of their EHCP provision and train staff to deliver pupils' physiotherapy programmes. Physiotherapy is delivered both by LSAs within classrooms and by the physiotherapy team, in the physio room. Staff have experience in using standers, walker, putting on gaiters and splints and completing physio programmes. Some pupils also access hydrotherapy as part of their physiotherapy programme. We also have 3 Acheeva Learning Station beds, to assist with ensuring those pupils who are wheelchair users have changes of position during the day.

We currently have 3 classrooms which have ceiling track hoists in and have 3 bathrooms with ceiling track hoists. We also have a mobile hoist to use in other parts of the school.

Speech And Language Therapy

Speech and Language Therapy (SaLT) is delivered in school either by direct individual or small group interventions or throughout the curriculum depending on recommendations from the therapists.

We have visiting Speech and Language therapists from both NHS, who see pupils who have SaLT outlined in section G of their EHCP and Hampshire County Council, who both visit once a week. We also have a Speech and Language assistant in school to deliver individual programmes and ensure that pupils' communication resources are up to date.

NHS Speech and Language therapists are responsible for writing and reviewing any eating and drinking plans that a pupil may have and ensuring that staff are trained in these.

Sarah Gilling, Specialist Speech and Language therapist is available to all the pupils in the school when needed. Sarah's contact details are sent to carers at the beginning of each academic year and carers are welcome to contact her directly.

Occupational Therapy

NHS Occupational therapists visit school to review pupils who have OT as part of their EHCP provision. Occupational therapists are responsible for reviewing pupil's specialist seating in school and ensuring that needs are met in relation to developing motor skills so pupils can become as independent as possible.

Private therapist in school:

Some pupils may have therapists that are being funded privately. These therapists are welcome to visit pupils within school and liaise with staff. We ask that therapists make contact with the school prior to visiting so we can ensure that the pupil is available, we can check that carers are aware of visits and we can ensure that there is a room available. At the time of contact, school will ensure that a private therapist can meet our safeguarding requirements.

Referrals / Re-referrals:

Referrals or re-referrals to NHS therapy services can be made by carers or school in liaison with carers. Please contact the SENCO if you feel this needs to be done for your child.

MOVE Programme:

The MOVE programme is implemented for some pupils in school.

The MOVE Programme is an activity-based framework that enables disabled young people to gain independent sitting, standing, walking and transferring skills. The programme is underpinned by three key principles:

- Opportunities
- Motivation
- Progress

The 6 Steps of MOVE

The MOVE Programme champions a holistic approach that places the child and their family at the centre and encourages collaboration between education and therapy to work towards the same meaningful goals. To keep everyone on the same page, the programme is built around 6 steps:

1. **Assessment:** Where is the child now?
2. **Goal Setting:** Where do they want to get to?
3. **Task Analysis:** How can we break the goal down into bitesize chunks?
4. **Prompt Measurement:** What support is currently needed?

5. **Prompt Adjustment:** How can we adjust the support to reach their goal?
6. **Teaching the Skills:** How do we include skills practise into daily routines?

(MOVE Website, Accessed 22/08/2024)

Attention Autism

Attention Autism is an intervention model designed to support children with autism and other communication difficulties by developing their attention, communication, and social interaction skills. It was created by Gina Davies, a specialist speech and language therapist.

It is a structured, visually engaging programme that aims to:

- Capture and maintain a child's attention.
- Develop joint attention (the ability to focus on the same activity or object as another person).
- Build listening and turn-taking skills.
- Encourage spontaneous communication.
- Increase tolerance of group activities.

The approach is play-based and sensory-rich, using exciting and often messy or novel activities to spark curiosity and engagement.

How Does It Work?

Attention Autism is typically delivered in four progressive stages:

1. **Stage 1 – The Bucket**
A bucket filled with visually stimulating and interesting objects is used to **gain attention**. The adult presents each item in an exciting way to hook the children.
2. **Stage 2 – The Attention Builder**
The adult performs a visually engaging activity (e.g., making bubbles, mixing paint) while children watch. The goal is for the child to **maintain attention** on the activity.
3. **Stage 3 – Turn-Taking**
Children are invited to take turns participating in the activity. This supports **shared attention, patience, and communication**.
4. **Stage 4 – Shift and Re-engage Attention**
More complex activities are introduced that require children to **shift attention**, follow sequences, or problem-solve.

How Does It Support Pupils?

- **Improves Focus:** Helps children develop the ability to attend to adult-led tasks.

- **Builds Communication:** Encourages both verbal and non-verbal communication.
- **Enhances Social Interaction:** Fosters group participation, turn-taking, and watching peers.
- **Reduces Anxiety:** Predictable routines and visual cues provide structure and reassurance.
- **Promotes Enjoyment in Learning:** The fun and sensory-rich nature of activities make learning enjoyable and memorable.