

## Therapeutic Services at Coxlease School

At Coxlease School, we see therapy as an integral element of the learning package for our young people. Our highly experience therapy team work closely with our wider staff to ensure that their expert knowledge is integrated into practise in both our education and residential provisions.

Environmental audits are completed each term by the therapy team, alongside teachers, to ensure that we provide a therapeutic environment for all our students.

Through our therapeutic services, we support each young person to develop their social, emotional and independence skills enabling them to achieve.

Whilst we aim to incorporate therapy into our overall provision and approach, we are still able to offer both 1:1 and group therapy sessions. We have a number of therapy packages available which can be personalised to meet the needs of individuals. At Coxlease School, we do not advocate one single type of therapy; instead, we take a toolkit approach combining best practice from a number of different fields in order to provide a personalised package.

Our highly experienced on site therapy team includes:

- Occupational Therapy (OT)
- Speech and Language Therapy (SALT)
- Art Psychotherapy
- Emotional Literacy Support Assistant ( ELSA)
- Thrive Practitioners



# Therapeutic Provision

## Occupational Therapy

Occupational Therapy takes a whole person approach to improving the physical and mental wellbeing of our young people, which removes barriers which allows them to reach their full potential. This has a significantly positive impact upon them being able to achieve independence and success within their lives.



In general, an Occupational Therapist will consider and work to improve and support with all the young people's holistic needs including their social, psychological and physical environment. It develops skills and strategies to ensure everyday tasks can be carried out without the barriers that young people face, due to their specific needs..

With our young people, the need is quite often based upon sensory processing disorders. Many of our young people benefit hugely from sensory integration approaches to therapy and support. Sensory modulation barriers or lack of capacity for sensory integration within an individual occurs when the nervous system incorrectly stores, organises and uses sensory information from the body. This can be a very challenging barrier to overcome. Sensory processing in sensory systems such as: Somatosensory (tactile and proprioceptive), Vestibular and Auditory – (which leads to further challenges in emotional regulation), social performance and motor performance.

**Somatosensory** – Presents in challenges with food, variety of diet, irritated by unexpected touch or touch that is too light/heavy, dislike of crowds, sensitivities to clothing, etc.

**Vestibular** – Presents in nausea when moving, fearful of leaving the house or movement, disorientation or discomfort on things like escalators, difficulties with balance or walking on uneven surfaces, etc.

**Auditory** – Presents in challenges to loud sounds, irritation of specific sounds, etc.

Our in-house OT supports our young people through:

- Remedial intervention, using a wide range of motor treatment equipment
- Creating sensory diet programmes (shared with all staff to carry support into classrooms)
- Advises and arranges adaptations such as: wearing ear plugs/defenders, how to manage hypersensitivities, household and environmental factors
- Supports in environmental modification
- Informs and supports staff and parents/carers about the influence of sensory functions on occupational performance

## Speech and Language Therapy

Speech and Language Therapy (SaLT) provides assessment and support for children and young people who have difficulties with communication. It is important to recognise that many children and young people with SEMH needs also have speech, language and communication needs (SLCN). These often go unrecognised because behaviour can mask their difficulties.

At Coxlease, we aim to provide:

- Assessment and identification of language and communication needs
- Advice and support to achieve 'communication-friendly' environments
- Training in social skills, emotional regulation strategies and language development: vocabulary, working memory and narrative
- Specialist therapeutic interventions, varying between whole class, small group or 1:1
- To work towards achieving positive outcomes for students:
  - Unlocking potential and creating opportunities to thrive in all aspects of their lives
  - Developing positive relationships and friendships
  - Ensuring emotional stability
  - Promoting engaging learning opportunities
  - Enhancing resilience and personal growth
  - Increasing participation in education, work and wider society

## Social Skills

Social skills sessions are an established part of the school curriculum. They are timetabled each week within the tutor groups. Sessions follow 'Talkabout' (Alex Kelly) – a structured programme, including assessment for teaching and measuring social skills. This programme aims to develop social competence in the following areas:

- self-awareness and self-esteem
- body language
- conversation skills
- friendship skills
- assertiveness
- sex and relationships
- transition skills



This programme is overseen by the SaLT in school but sessions are run in class by the class teachers.

## Zones of Regulation

The Zones of Regulation programme is designed to help students learn how to self-regulate. It creates a system to raise awareness of emotions and how the body feels, categorising them into four coloured zones with which the students can easily identify. We work with all students to develop a toolkit of strategies to support them to move successfully through each zone, improving their self-regulation.

Coxlease school aims to make this a whole school approach by running a 12 week intervention with each class group, regular staff support and training to ensure it is carried across the curriculum.

## Lego-based Therapy



This is a social development programme for young people. The social interaction support comes from the problem solving element of building models and creating projects, with the bricks in a collaborative way with their peers.

In doing so the young people must share their ideas, take turns, give advice and of course work together.

The sessions are flexible and can be adapted depending on the need of the young people. For more structured intervention, children can be assigned specific roles to support the collaboration and social interaction.

## Art Therapy

Art Therapy is a type of psychotherapy that uses art as a form of communication, where the Art Therapist acts as a facilitator to reflect back and enable the child to make sense of their emotions and needs.

Art Therapy is not dependent on spoken language and therefore can be helpful to anyone who may find it difficult to verbally express their thoughts and feelings or who are averse to solely talking in therapy.

It is not essential to be 'good at art' to do art therapy as it is delivered in a non-judgmental space, where creativity comes in different forms.

Art Therapy can be delivered in groups or as individual sessions, in school, college and the residential homes.

In group Art Therapy themes are provided to:

- Enable members to form a bond learn how 'to be' and interact with each other
- To help members look at shared issues from different perspectives and to learn from feedback from the rest of the group
- To provide and nurture a sense of belonging and identity, and to enable a friendship group to develop

Groups are set up with themes to directly work on students' current concerns. Art Therapy class groups continue throughout term time to enable peers to bond and work together in a positive way.

Aims of individual sessions can be either planned for short term work or developed over time for longer term work.



General themes that are worked on in the sessions are:

- To help develop self-esteem, confidence and a sense of achievement
- To enable the student to express themselves verbally and non-verbally through the creative images
- To help students develop a positive attachment in a safe space to enable them to open up regarding current issues and emotional blocks
- To explore issues in the past and/or the 'here and now'

## Pastoral Support Team

Our Pastoral Support Team are a dedicated group of professionals who support our young people with a variety of social and emotional needs.

As full time staff they are available to pupils throughout the school day, beginning by welcoming the young people in at the morning. This is an essential time to pick up any messages from parents/carers/transport about any specific incident or challenge that may need addressing or supporting with during the day.

As a SEMH provision many of our young people find communicating their emotions a distinct challenge. Our Pastoral Team are tasked with learning about each child and their individual needs, not just anecdotally or from paperwork and reports, but also in building positive relationships with all of them. This enables them to pick up on the subtle non-verbal cues that they may need some support.

This is a highly effective way of pro-actively engaging with the children in order to remove any potential barriers to engagement that day.

In addition to providing ad-hoc support as and when required, our Pastoral Team are trained in the delivery of key interventions to support their social, emotional and personal development.

We also have members of our Pastoral Support Team who are qualified Mental Health First Aiders. As part of their role they are able to offer first aid and support for all young people in need. In doing so they can speed up a young person's recovery and minimise the risk of issues from developing into a crisis.



## Thrive Approach – Emotional Support for Young People and Support for Families

Thrive interventions are delivered by our Therapy Team. The aim of Thrive is to provide, to our young people, specialist trained interventions and support that optimises their social and personal development.

It develops young people into becoming more confident, happy and emotionally intelligent individuals. The 1:1 and small group interventions are targeted in supporting pupils who may have experienced interruptions in their development at an early stage. It has a basis in attachment and trauma theory which the practitioner delivering uses play, creativity and the arts, and a positive relational stance in order to effect positive change.

In addition to 1:1 interventions Thrive is a whole school approach centred around having a strongly positive and consistent relational interaction with the young people. This supports our Pastoral Team in being able to support the young people across the school whenever they are experiencing any form of emotional need, including loss and bereavement and relationship difficulties.

### ELSA

Our school ELSA's have been trained by Educational Psychologists. The aim is to deliver individualised or small group programmes of support on aspects of emotional literacy including emotional awareness, self-esteem, anger management, social and friendship skills and therapeutic approaches, e.g. mindfulness. ELSA supports positive changes in the wellbeing and behaviour of pupils with social, emotional and/or mental health difficulties. It can help pupils to build more positive relationships, both with peers and adults, leading to improved self-esteem and greater success in learning.

### Relaxation and Mindfulness

In addition to our specialist therapy from our therapy team, we also deliver mindfulness and relaxation sessions with individuals and groups.

Mindfulness means maintaining a 'moment-by-moment' awareness of our thoughts, feelings, bodily sensations and surrounding environment, through a gentle nurturing process.

It encourages the young people to pay attention to their feelings without judging or questioning if they are right or wrong and tuning their thoughts into what they are sensing in the present moment. In doing so it develops within our young people:

- Self-awareness
- Sense of calm and reduced stress
- Ability to cope with difficult or unhelpful thoughts
- Ability to be more positive about themselves
- Ability to choose the most effective ways to respond to thoughts and feelings



The relaxation we use in the therapy space is a relaxation of the mind and body. Using stories we are able to allow children a 'brain break'. Life can be busy and fast paced, full of stimulations, noise and distractions which can be overwhelming for our young people. Relaxation is a time to switch off from these outside influences and have some down time.

## Available Therapy Packages

We have a number of therapy packages available which can be personalised depending on identified need. We can also arrange for a variety of specialist therapeutic interventions to take place.

| Therapy Package              | Content   | Annual Cost                   |
|------------------------------|---|-------------------------------|
| Universal pack               | <ul style="list-style-type: none"> <li>• SaLT screening assessment on entry</li> <li>• Sensory profile completed by OT</li> <li>• Weekly Social Skills lessons (Talkabout)</li> <li>• Zones of Regulation intervention</li> </ul> <p>Access to the following if/when required:</p> <ul style="list-style-type: none"> <li>• ELSA</li> <li>• Thrive practitioner support 1:1/group</li> <li>• Anger management 1:1/group</li> <li>• Occupational Therapy group sessions</li> <li>• Art Therapy group sessions</li> <li>• SaLT group sessions</li> <li>• Educational Psychologist Overview</li> </ul> | £2,500                        |
| 1:1 Therapy pack             | <ul style="list-style-type: none"> <li>• 10 individual sessions with a therapist</li> <li>• 1 Zoom session at the beginning of term to set targets</li> <li>• Written report at the end of term</li> </ul>  | £2,000<br>(per 1:1 Therapist) |
| Assessment with Psychologist | <ul style="list-style-type: none"> <li>• Personalised assessment with Psychologist</li> </ul>   | £700                          |
| Equine Therapy               | <ul style="list-style-type: none"> <li>• Self-esteem assessment</li> <li>• 12 sessions</li> </ul>   | £2,000                        |

If you require further information regarding our Therapeutic/Pastoral services, please contact:

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