

Interventions at Carlton Digby

Interventions offered.

1. Water based learning
2. Music Therapy
3. Rebound
4. Art Therapy
5. Lego therapy
6. Sensory Diet
7. Sensory OT
8. Elsa
9. Nurture
10. Nature Wellbeing
11. Forest school
12. Fun Fit
13. Life Skills/independence
14. Pets As Therapy

Trained staff both externally and from across the school and in a variety of positions offer the above interventions on a regular basis in school.

The intervention lead will

- Evaluate and amend the intervention referral process so that pupils and their needs are considered holistically.
- Run a termly clinic/drop in session following pupil progress meetings for staff to come and discuss the needs of their class
- Provide termly and end of year summary reports to HT/Govs/SLT
- Write, monitor and amend when necessary the interventions timetable.
- Deploy staff appropriately and correctly to interventions
- Liaise with therapists (e.g. music, sensory OT) and in house staff to ensure provision is in place
- Liaise with staff to identify appropriate pupils to access therapy
- Review the impact of interventions via pupil progress meetings and staff reports on provision map
- Monitor the impact and costs of therapies
- Liaise with DHT regarding funding if required
- Support the implementation of sensory programmes within school
- Monitor and support staff delivering sensory interventions to ensure positive impact on pupils

Water-based Learning

One-to-one intervention, that enables pupils to achieve and make progress in a supported and personalised session.

Using phonics assessment tools and reading assessment levels, the session will be tailored to the level of the individual child and the intervention staff member will plan and deliver phonics and reading work with each pupil.

SLT members have time tabled sessions in which they will lead reading sessions either 1:1 or in small groups. This provides leaders with an overview of reading and phonics progression in school and an opportunity to see/hear readers and phonics teaching first hand.

Music Therapy

Music therapy for pupils with Special Educational Needs and Disabilities (SEND) is a therapeutic intervention that uses music to support their emotional, cognitive, physical, and social development. This therapy is tailored to the individual needs of each pupil and offers a non-verbal and creative way for children with diverse abilities to express themselves, communicate, and connect with others.

Key Benefits of Music Therapy for SEND Pupils:

1. Emotional Expression and Regulation:

- Pupils with SEND may struggle with verbal communication or emotional expression. Music provides an alternative means to express feelings, reducing anxiety and frustration.
- Playing or listening to music can help pupils identify and regulate their emotions, promoting emotional stability.

2. Communication and Social Skills:

- Many pupils with SEND face challenges in communication, especially those with autism or speech and language difficulties. Music therapy helps foster non-verbal communication, such as eye contact, turn-taking, and understanding body language.
- Group music therapy encourages social interaction and collaboration, helping to build relationships and a sense of community.

3. Cognitive and Academic Support:

- Music engages different parts of the brain, supporting memory, attention, and problem-solving. For pupils with learning difficulties, music therapy can reinforce concepts like patterns, sequences, and timing in a fun and engaging way.
- It may help with focus and concentration, creating a more conducive environment for learning other academic skills.

4. Physical Development:

- For children with physical disabilities, music therapy often involves movement, such as playing instruments or dancing, which supports motor skills development, coordination, and body awareness.

- Rhythmic activities can improve fine and gross motor skills.

5. **Sensory Stimulation:**

- Music therapy provides a controlled sensory experience, helping pupils with sensory processing difficulties (common in conditions like autism) explore sounds, textures, and vibrations in a safe and structured way.
- It can also help desensitize pupils who may have adverse reactions to certain sensory stimuli.

6. **Confidence and Self-Esteem:**

- Engaging in music activities, whether singing, playing instruments, or simply listening, can boost a pupil's confidence and sense of achievement. Music therapy creates opportunities for success and personal growth.
- It also fosters creativity and allows pupils to explore their identities in a safe, supportive environment.

Techniques Used in Music Therapy:

- **Improvisation:** Pupils are encouraged to express themselves freely using instruments or their voice.
- **Songwriting:** Creating songs allows for personal expression and can be used to explore specific topics or feelings.
- **Music Listening:** Pupils listen to music to explore emotions or relax.
- **Instrument Play:** Playing instruments can enhance motor skills and provide a sense of accomplishment.

Overall, music therapy offers a unique, flexible, and holistic approach to supporting pupils with SEND, fostering their development in a way that is enjoyable, motivating, and empowering.

Rebound Therapy

BRIEFLY, REBOUND THERAPY is the phrase that describes a specific model of trampoline therapy:- exercise therapy which uses a full-sized trampoline to provide opportunities for movement, therapeutic exercise and recreation for people across virtually the whole spectrum of special needs.

IT IS MORE than special needs trampolining or disability trampolining; Rebound Therapy can provide a huge number of potential benefits.

THE PHRASE 'REBOUND THERAPY', when correctly applied, describes a specific methodology, assessment and programme of use of trampolines to provide opportunities for enhanced movement patterns, therapeutic positioning, exercise and recreation for a wide range of users with additional needs.

REBOUND THERAPY IS used to facilitate movement, promote balance, promote an increase or decrease in muscle tone, promote relaxation, promote sensory integration, improve fitness and exercise tolerance, and to improve communication skills.

THE PHRASE 'REBOUND THERAPY' was coined by the founder, E.G. Anderson, in 1969 to describe the use of trampolines in providing therapeutic exercise and recreation for people with a wide range of special needs.

Participants range from mild to severe physical disabilities and from mild to profound and multiple learning disabilities, including dual sensory impairment and autistic spectrum.

STUDENTS' PROGRESS IS recorded using the [Winstrada development programme](#). Grades 1, 2 and 3 of this programme are based entirely on the original, accredited and approved 'Eddy Anderson model' training course as detailed on this website. When working with students with profound or complex needs, progress can be accurately measured and recorded using the [Huddersfield Functional Index](#) in conjunction with the Winstrada development programme.

Numeracy intervention

Catch up / Focus children (30 minutes per child) Weekly

The intent of this intervention is to allow support on specific learning gaps that need plugging and is fully personalised to the needs of the pupil. It will be implemented through a 30 minute session weekly on a one-to-one basis. Using the solar assessment tool, we will identify areas of need and specific mathematical difficulties that need to be addressed with this maths intervention. Teachers will identify a child they feel would benefit from this intervention and share this with the Maths intervention lead. The math intervention lead will plan, deliver and assess these sessions. These are recorded using an agreed format that identifies the area of need, activities completed and any assessment.

Therapeutic Art Intervention

Art Therapy or Art Psychotherapy uses art media and art making as its primary mode of communication. Working alongside a qualified art psychotherapist, individuals of all ages can be helped to express and make sense of their thoughts and feelings in the non-judgemental and confidential safety of the art therapy space.

Art Therapy differs from talking psychological therapies in that it is a 3-way relationship between the client, the therapist and the artwork. It provides the opportunity for expression and communication of thoughts and feelings when words can sometimes be so hard to find.

Wide ranges of art materials are available for your use in art therapy. These include paints, pencils, pastels, charcoal, clay and various papers. You may also choose to explore found objects, collage, photographs, 3D making or more unconventional and experimental uses of art materials.

There is no set way of working. Art making may be to a directed theme, in response to a conversation or a feeling for example, or may be spontaneous and non-directed.

Dani - Art therapist will work in school 1 day a week.

3 classes will access as a whole groups in the morning and then 3 individual pupils will access 1:1 sessions in the afternoon.

The pupils identified are those who have had or are currently going through trauma or disruption in their life. It is also great for exploring identity differences or maybe for those pupils that have a lot to say, but often overshadowed by stronger characters or those pupils that respond well in a 1:1 situation.

It is not essential for pupils to have good fine motor skills and it can be adapted to meet the needs of most.

LEGO Therapy

What are the benefits of LEGO-Based Therapy?

Playing with LEGO in a therapy setting promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills. By using a commonly adored tool like LEGO it capitalises on its existing motivation and supports self-esteem by allowing the participants to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop social skills that can then be used in other situations.

Children with autism sometimes find it challenging to understand what is expected of them in a social situation, particularly within unstructured play activities. LEGO-Based Therapy provides a highly structured environment where everyone plays a specific role within the group. This can help children with autism feel calm and relaxed as they are doing something that they enjoy and know precisely what to expect and what is expected of them.

What happens during a LEGO-Based Therapy session?

During a LEGO-Based Therapy session, three or four children of similar ages and abilities work together to build a LEGO model.

Each child takes on one of four specific roles to do this:

- The Engineer oversees reading and relaying the instructions. The Engineer must tell the Supplier what pieces to retrieve and tell the Builder how to build the model.
- The Supplier oversees finding the correct LEGO pieces. The Supplier must listen to the Engineer and figure out what piece to retrieve, and then give these pieces to the Builder.
- The Builder oversees physically building the model. The Builder must listen to instructions provided by the Engineer and receive the pieces that are retrieved by the Supplier.
- The Foreman makes sure everyone is doing what they need to do. They provide help to other roles when needed and look out for social challenges that may need problem-solving by the group.

Using this format provides each child with an opportunity to practice and develop a wide range of skills, including language skills (in both giving and receiving instructions) turn-taking, negotiating, sharing and collaborative social problem-solving. It also encourages children to reflect on their own actions and skills as well as give constructive feedback to their peers.

Sensory Diets & Sensory Circuits

What is a Sensory Circuit?

A sensory circuit is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to **alert**, **organise** and **calm** the child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning. The circuit should be an active, physical and fun activity that children enjoy doing.

Sensory circuits should ideally be completed at school, first thing in the morning (and after lunch too, where possible), but can be done at home too. Sensory circuits are a great way to both energise and settle children so they can focus and engage better in the classroom. Many children can benefit from attending a sensory circuit, even for a short period of time. The activities can also be utilised at different times of the day as part of a **sensory diet** to help the child regulate.

Sensory circuits are designed to start with **alerting** activities, move to an **organising** phase and then finally to a **calming** phase. Doing the activities in the recommended order is vital. The right order results in a well-regulated, happy child. The wrong order may well result in a dysregulated, upset or irritable child and have the opposite effect.

Sensory processing refers to an individual's response to a single sensation, sensory integration describes the synthesizing by the brain of all the sensory information it receives at one time.

Sensory integration is the normal neurological process of organizing sensation for use in everyday life. When there is incorrect or inefficient sensory processing then sensory integration dysfunction may occur, resulting in difficulties that may affect a child's development and availability to be present, regulated and to learn.

When we have poor sensory integration days we may feel generally uncomfortable and out of sorts, learning can be challenging, attention and focus are difficult to maintain and it is hard to cope with the demands made on you by people you come into contact with, or the environment you operate in.

- Alerting
- Organising
- Calming

This order is IMPORTANT

Activities will assist in developing the skill of self regulation and provide body feedback when carried out every day as part of a sensory circuits programme.

You can personalise the circuit – may need 2 activities from alerting, only one organising but several calming activities.

Sensory OT

Occupational therapists are health and social care professionals who help people of all ages, to carry out activities (or occupations) they need, want, or are expected to do, but are prevented from doing so, as a result of physical or mental illness, disability, or as a result of changes in their lives as they get older.

Occupational therapists can suggest alternative ways of doing activities, providing advice on learning new approaches and helping people to get the most from life.

The Sensory Occupational Therapist works with children whose sensory needs make day-to-day tasks more difficult. They work closely with education and health colleagues to make sure the adults working with children and young people have the skills they need to recognise their sensory needs. They work alongside

us in school and other professionals to adapt environments and put strategies in place to meet sensory needs. This helps to support a calm environment, encourage attention, participation and independence.

Sensory Processing

Sensory processing is a subconscious and automatic neurological process that occurs in every person at all stages of life. Our brains take in information through our senses and organise it so that we are able to respond appropriately to particular situations and environmental demands. Sensory experiences include touch, movement, body position, vision, smell, taste, sound and the pull of gravity.

For most people, sensory processing develops in the course of ordinary childhood activities. When a person has good sensory processing skills then they are able to integrate information automatically and efficiently. But for some people, sensory processing does not develop as efficiently as it should and can affect activities of daily living, academic achievement, behaviour or social participation.

Children can present with different types of sensory difficulties

These include:

Hyper (over) sensitive

- Fear of heights
- Dislike of touch experiences e.g. nail cutting, messy play, hair cutting
- Dislike of loud and sudden sounds
- Avoidance of playground equipment (swings and slides)
- Avoidance of certain foods and food textures, colours, temperature, etc.

Hypo (under) sensitive

- Appears to have no fear or doesn't feel pain
- Seeks movement or touch opportunities (fidgets, rocks, runs about, leans on peers)
- Mouths or chews things
- Poor attention to the environment or people around

Motor Planning (praxis)

- Appears clumsy
- Difficulty creating movement ideas
- Difficulty planning and executing new movements

Poor posture

- Slouches at desk
- Fidgets/difficulty sitting in one position for extended period of time

- Impact on fine motor coordination & ball skills
- Poor balance

Sensory integration provides occupational therapists with a framework for assessing and treating children who present with the difficulties outlined above.

The aim of therapy is to impact the development of how the body responds to the sensory messages it receives and how to produce meaningful responses.

Therapy also aims to educate parents, caregivers, families, childcare workers and teachers to provide a context, which is conducive to the child's sensory processing style.

Under the guidance of a therapist, the child actively takes in sensation through a playful context. The therapist will help to activate the neural pathways and provide organisation within the central nervous system to produce more regulated responses. It aims to provide a neural platform, which promotes the development of more complex skills by freeing up the higher cortical levels that are currently being used to process sensory information.

The child responds favourably to sensory integration treatment because the nervous system is pliable and changeable. Rather than addressing the symptoms we are addressing the underlying causes which are essential in sustaining change.

The specific goals of occupational therapy using a sensory integration framework are to improve the person's social participation, self-esteem, self-regulation, and sensory-motor abilities.

Emotional Literacy Support Assistants (ELSA)

The aim of ELSA is to support young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them. ELSA intervention is about increasing pupils' self-awareness and helping them develop more successful coping strategies, which is proactive rather than reactive work.

Some young people will access the intervention in a small group and have a specific focus such as developing friendships or self-esteem where others may benefit from accessing a 1:1 session to support with a specific goal or to allow them to express themselves in a safe space and develop coping strategies with a difficulty they are having.

Nurture

Nurture group at Carlton Digby may not look like a traditional one however it is tailored to our young people. We provide small group sessions which focus on relationships and mindfulness. Giving pupils a calm and safe place to express their feelings and develop relationships with staff and peers.

1. Holistic Focus on Wellbeing:

- The group places an emphasis on **emotional regulation**, self-awareness, and resilience. Rather than just focusing on academic or behavioural outcomes, it centres on the **mental, emotional, and social wellbeing** of the young people.
- Techniques such as **mindfulness, breathing exercises, or relaxation techniques** might be integrated to help participants manage stress, anxiety, or challenging emotions.

2. Emphasis on Relationships and Trust:

- Non-traditional nurture groups prioritize building **strong, trusting relationships** between participants and facilitators. The focus is on creating a safe and non-judgmental space where young people feel valued and listened to.
 - Sessions often include collaborative activities that encourage communication and empathy, fostering positive peer relationships and a sense of community within the group.
3. **Interest-Led and Strengths-Based:**
- A core principle of non-traditional nurture groups is to be **strengths-based**: focusing on what the young people enjoy and excel at, rather than on their challenges or difficulties.
 - Activities may be centred around the participants' interests—whether that's sports, technology, music, or animals—allowing young people to engage in ways that feel natural and motivating to them. This builds confidence and self-esteem by giving them a sense of achievement in areas they care about.
4. **Safe Space for Exploration of Identity:**
- The group provides a **safe environment** for young people to explore their identity, values, and beliefs. This might be particularly important for those struggling with issues related to **self-esteem, gender identity, or belonging**.
 - Facilitators encourage open discussions and self-reflection, helping young people navigate their sense of self in a supportive setting.
5. **Focus on Emotional Intelligence and Resilience:**
- Activities within the group aim to build **emotional intelligence**, teaching young people how to identify, express, and regulate their emotions. This can be done through **role-playing scenarios**, storytelling, or reflective conversations.
 - A key goal is to help participants develop **coping strategies** that they can use in their everyday lives, whether that's through creative expression, grounding techniques, or peer support.
6. **Trauma-Informed and Person-Centred Approach:**
- The group may adopt a **trauma-informed approach**, recognizing that many young people have experienced adverse events. The environment is created to feel emotionally and physically safe, avoiding triggers, and facilitating healing.
 - A **person-centred approach** ensures that the needs and experiences of each individual are at the heart of the group's design. Sessions might be tailored to individual goals, ensuring that each participant is supported in the way that works best for them.

Activities in a Non-Traditional Nurture Group:

- **Art and Craft Projects:** Creative activities like painting, drawing, sculpture, or even digital art allow participants to express emotions in non-verbal ways and process feelings.
- **Group Games and Team-Building Exercises:** Fun, cooperative tasks help to build trust and social skills, while reducing anxiety about group participation.
- **Music and Movement:** Sessions might include making music, drumming, or movement-based activities like dance or yoga, which support both physical and emotional wellbeing.
- **Mindfulness and Relaxation:** Breathing exercises, guided meditations, and mindfulness walks can help young people centre themselves, manage stress, and develop tools for emotional regulation.
- **Sensory Play:** Activities that incorporate different textures, sounds, or smells can help young people, especially those with sensory needs, to explore their senses in a safe and structured way.

Benefits for Young People:

- **Emotional Growth:** The non-traditional nurture group allows young people to develop better emotional regulation and resilience in a relaxed, supportive environment.
- **Improved Social Skills:** Group activities focus on fostering positive interactions, collaboration, and empathy, which helps young people develop stronger interpersonal relationships.
- **Increased Confidence and Self-Esteem:** By providing opportunities for success and creative expression, these groups boost self-esteem and allow young people to experience their strengths.

- **Holistic Wellbeing:** The combination of emotional support, physical activity, and creative expression ensures that participants' whole wellbeing is nurtured—mentally, emotionally, and physically.

Forest School and Wellbeing Forest Sessions

We are lucky to be able to provide two different Forest Schools this year. The first class session will be run by our outside provider, Lauren (Into the Wild Wood) for identified classes on a term by term basis. The second will be a session with a wellbeing focus and with targets linked to the SRT. This will be run by Amber George, who is currently undertaking a qualification in Forest Schools. A group for young people combines outdoor education with a focus on mental and emotional health, creating a nurturing environment where participants can engage with nature while developing skills that promote well-being. This approach emphasizes hands-on learning in a woodland or natural setting, encouraging personal growth, resilience, and a sense of community.

Key Elements of a Wellbeing Forest School Group:

- 1. Connection with Nature:**
 - The primary setting is the outdoors, often in forests or natural environments, which promotes a sense of calm, reduces stress, and fosters mindfulness.
 - Activities might include exploring the natural surroundings, building dens, foraging, identifying plants and animals, and understanding ecosystems, helping participants feel connected to the environment.
- 2. Emotional and Mental Wellbeing:**
 - Nature-based activities have been shown to reduce anxiety, boost mood, and enhance emotional regulation. The tranquil setting and sensory experiences help young people manage stress and anxiety.
 - The emphasis is on building emotional resilience, encouraging participants to work through challenges, setbacks, and frustrations in a supportive, low-pressure setting.
- 3. Social Interaction and Teamwork:**
 - Forest school promotes collaboration, where young people work together to solve problems, build shelters, create fires, or navigate the landscape. These activities foster teamwork, communication, and empathy.
 - The group setting helps participants develop social skills, build friendships, and enhance a sense of belonging, which is crucial for emotional well-being.
- 4. Physical Activity and Motor Skills:**
 - Activities are typically hands-on and physically engaging, whether it's climbing, crafting, hiking, or handling tools like saws and knives (under supervision). This encourages the development of fine and gross motor skills.
 - The physical aspect of the group also boosts physical health, which is intrinsically linked to mental well-being.
- 5. Mindfulness and Sensory Awareness:**
 - Activities often incorporate mindfulness, encouraging young people to slow down and observe their surroundings, such as listening to the sounds of the forest or focusing on breathing.
 - Nature's rich sensory experiences—like the feel of different materials (wood, leaves, water), the sounds of wildlife, or the sights of changing seasons—help participants practice being present and aware, which is known to alleviate stress.
- 6. Building Confidence and Independence:**

- Forest school encourages autonomy and decision-making. Participants might choose the tasks they work on, such as building a fire or crafting an object from natural materials, giving them a sense of control and accomplishment.
- The freedom to explore and experiment in a safe, natural setting helps young people build confidence and self-esteem. Over time, they learn to trust their abilities and take pride in their achievements.

7. **Creative and Reflective Activities:**

- Artistic or reflective activities such as journaling, storytelling, or making art from natural materials allow participants to express their thoughts and emotions creatively.
- These activities support mental well-being by providing a non-verbal outlet for emotions, helping young people reflect on their feelings and experiences in a positive, therapeutic way.

8. **Environmental Stewardship:**

- Young people are encouraged to respect and care for the environment, learning sustainable practices and developing a sense of responsibility for the natural world.
- This fosters a sense of purpose and connection to something larger than themselves, which can be empowering and grounding.

Common Activities in Wellbeing Forest Schools:

- **Bushcraft:** Learning survival skills like fire-building, cooking outdoors, or crafting tools from natural materials.
- **Nature Crafts:** Creating art using natural resources like leaves, sticks, or clay.
- **Group Games:** Fun, cooperative activities that build trust and teamwork.
- **Sensory Walks:** Encouraging mindfulness by focusing on the sights, sounds, and textures in the environment.
- **Storytelling Circles:** Sharing stories around a campfire, fostering community and reflection.
- **Wildlife Observation:** Learning to observe animals, insects, and plants, enhancing focus and a sense of wonder.

Impact on Wellbeing:

Wellbeing Forest School groups foster a deep connection with nature, which has proven benefits for mental health, such as reduced stress and anxiety, improved mood, and enhanced concentration. The activities are designed to be inclusive, allowing young people of all abilities and backgrounds to benefit from the emotional, social, and physical advantages of spending time in a natural environment. This holistic approach nurtures not just the body, but the mind and spirit, promoting long-term wellbeing and personal growth.

Fun Fit

A **FUN FIT intervention** is a physical activity program designed to support young people in developing key motor skills, coordination, balance, and overall fitness in a fun and engaging way. It is often used with children who have difficulties with physical coordination, motor skills, or posture, and can be particularly beneficial for those with special educational needs or disabilities (SEND). The intervention typically takes place in schools or community settings, focusing on helping young people improve their physical abilities and confidence in movement.

Key Features of FUN FIT Intervention:

1. **Focus on Fundamental Motor Skills:**

- The core of the program emphasizes the development of **fundamental motor skills** such as running, jumping, throwing, catching, balance, and coordination.
- These basic skills are essential for more complex physical activities and are often targeted through simple exercises that are easy for young people to follow.

2. **Structured, Yet Flexible:**

- FUN FIT sessions are structured around specific goals (such as improving balance or coordination), but the activities are designed to be adaptable to the needs and abilities of individual participants.
 - Sessions are typically short and may be repeated regularly, often on a daily basis for a few weeks, to ensure consistent practice and improvement.
3. **Engaging and Fun Activities:**
- The activities are designed to be **fun and interactive**, making physical activity enjoyable for participants. Games, challenges, and playful exercises are used to motivate young people and keep them engaged.
 - Exercises may include hopping, skipping, obstacle courses, balancing on one foot, or throwing and catching soft objects. These activities are presented in a way that feels more like play than formal exercise.
4. **Focus on Physical Development:**
- The intervention is tailored to improve **physical coordination, balance, fine and gross motor skills**, and spatial awareness. This is particularly important for children who may struggle with these aspects due to developmental delays or SEND.
 - Activities that target specific skills, such as posture and hand-eye coordination, are integrated to support overall physical development.
5. **Support for Learning and Concentration:**
- Physical activity through FUN FIT has a positive impact on a young person's **ability to concentrate and focus**. Regular movement helps stimulate brain function, improving attention span, memory, and readiness to learn.
 - By building motor skills and coordination, participants also develop better body awareness, which can enhance their ability to participate in classroom activities.
6. **Individualized and Inclusive:**
- FUN FIT can be easily adapted to meet the needs of different individuals, making it an **inclusive program** suitable for young people of various ability levels, including those with physical disabilities, coordination difficulties, or developmental disorders like dyspraxia.
 - The intervention is often personalized, allowing participants to work at their own pace and level, ensuring that they experience success and progress.
7. **Confidence and Self-Esteem:**
- Regular participation in FUN FIT activities helps boost **confidence** in physical abilities. As young people see improvement in their skills, they gain a sense of achievement, which positively impacts their overall self-esteem.
 - Success in physical tasks may also transfer to other areas of their life, encouraging them to try new things and take on challenges with more self-assurance.
8. **Social Interaction and Teamwork:**
- The group setting of FUN FIT fosters **social interaction**, allowing participants to work together, support each other, and build friendships. Many activities involve teamwork or cooperation, helping to develop social skills.
 - Group dynamics are often used to make the experience more enjoyable and to encourage peer support, which can enhance motivation and persistence in the program.

Life Skills

A **Life Skills and Independence Group Intervention** for young people with Special Educational Needs and Disabilities (SEND) is a structured, supportive program designed to develop essential skills that promote self-sufficiency, confidence, and independence. This intervention is tailored to the specific needs of young people with SEND, focusing on building practical, social, emotional, and cognitive skills to help them navigate everyday tasks and challenges. The group offers a safe and nurturing environment where

participants can practice these skills at their own pace, with guidance from facilitators experienced in working with SEND individuals.

Key Elements of a Life Skills and Independence Group for SEND:

1. Adapted Practical Life Skills:

- The intervention emphasizes **day-to-day tasks**, such as **cooking, cleaning, personal hygiene, and laundry**, but these activities are adapted to meet the individual capabilities of participants.
- Tasks are broken down into manageable steps, using visual aids, verbal prompts, or assistive technologies where needed. Participants practice skills such as preparing simple meals, following hygiene routines, and managing their personal space in ways that promote independence.

2. Supportive Financial Literacy:

- Financial skills are introduced in a **simplified, accessible** way, focusing on basic concepts like recognizing money, budgeting for small purchases, and understanding the difference between needs and wants.
- Participants engage in activities like **role-playing shopping experiences**, using visuals or hands-on exercises to make abstract financial concepts more concrete. The aim is to build confidence in handling small amounts of money or learning how to ask for help in financial matters.

3. Developing Communication and Social Skills:

- **Communication support** is a major focus, recognizing that young people with SEND may use alternative communication methods (e.g., picture exchange communication systems, Makaton, or speech devices).
- Group activities help participants develop social skills like **turn-taking, asking for help, making requests**, and managing social interactions. Facilitators use role-play and real-life scenarios to practice these skills in a safe and supportive environment, with adaptations made for different communication needs.

4. Structured Problem-Solving and Decision-Making:

- Participants are supported in **developing decision-making and problem-solving skills** through structured activities tailored to their cognitive abilities. They might practice making choices, such as selecting between two activities or deciding how to manage a daily task.
- Activities are designed to promote independence while ensuring that participants feel supported. Visual prompts, step-by-step guides, and small group discussions are often used to help participants explore solutions to common life challenges.

5. Focus on Self-Care and Emotional Regulation:

- **Self-care routines** are an integral part of the program, with a focus on developing skills like dressing, grooming, and understanding personal health. For participants with sensory sensitivities or physical disabilities, adjustments are made to accommodate their specific needs.
- The intervention also teaches **emotional regulation strategies**, helping participants recognize emotions and manage anxiety, frustration, or overstimulation. Techniques such as **sensory breaks, mindfulness, or relaxation exercises** are commonly used, and facilitators may introduce tools like visual emotion charts to support emotional expression.

6. Time Management and Organizational Support:

- Time management skills are taught using **visual schedules, timers, or task breakdowns** to help participants organize their day. Young people with SEND benefit from clear, structured routines, and the group teaches them how to follow routines with support from tools like picture schedules or step-by-step instructions.

- The intervention encourages participants to manage simple tasks such as **following a daily timetable, preparing for school, or completing personal projects**, fostering a sense of accomplishment and independence.
7. **Work Readiness with Accommodations:**
- For older participants with SEND, the intervention includes work readiness skills tailored to their abilities. This might involve practicing basic vocational tasks, such as **sorting, packaging, or assisting with simple office duties**.
 - The group may include job-specific training, with a focus on **building workplace skills like following instructions, interacting with colleagues, and maintaining focus**. Mock interviews, supported work experience, and training on workplace behavior are provided with appropriate accommodations.
8. **Safety and Personal Responsibility:**
- **Personal safety** is a critical aspect of the intervention, with a focus on teaching young people how to stay safe in everyday situations. This includes lessons on **road safety, online safety, and recognizing unsafe situations**.
 - Facilitators work closely with participants to ensure they understand concepts like asking for help when needed, recognizing potential risks, and practicing personal safety in both public and private settings.

Pets As Therapy

Pauline and Freya the dog visit school for an hour a week, reading stories to our young people in small groups supported by class staff. It has many benefits including:

- **Reduces Stress and Anxiety:** Interaction with therapy animals can lower cortisol levels and increase feelings of calm and relaxation.
- **Enhances Mood:** Pets provide companionship and unconditional affection, which can elevate mood and overall emotional wellbeing.
- **Improves Social Interaction:** Engaging with therapy pets can encourage socialization and improve communication skills, especially in group settings.
- **Boosts Self-Esteem:** Positive interactions with pets can enhance self-confidence and self-worth.
- **Provides Comfort and Companionship:** The presence of a therapy animal offers emotional support and reduces feelings of loneliness.
- **Encourages Physical Activity:** Activities with pets, such as walking or play, promote physical movement and exercise.
- **Supports Emotional Regulation:** The calming effect of pets helps individuals manage emotions and cope with stress more effectively.

Overall, pet therapy promotes mental and emotional health through the therapeutic bond between humans and animals.

Monitoring, Recording & Review

The delivering/trained staff record progress during interventions at the end of each session/block of sessions. This will be done with targets and reports from outside providers while school run interventions will use SRT targets and data to monitor progress.

An evaluation and impact review is carried out termly with the interventions lead (Samantha Marper) and the relevant member of staff delivering the intervention

Reports and individual reviews will be kept in the interventions folder and uploaded to Provision Map once the intervention has ended.

The results of these inform future planning, group/pupil selection and budget allocation.

Appendix 1 – referral form

Intervention Referral form											
Date of request:											
Pupil name:											
Self-Reliance Toolkit Targets (Phase and %)											
Attachment						Problem Solving					
Confidence						Self-Help					
Independence						Social and Interaction					
Intervention – please tick											
<i>Hydro/WBL</i>	<i>Sensory Diet</i>	<i>Pet Therapy</i>	<i>Rebound</i>	<i>Music</i>	<i>Sensory OT</i>	<i>Lego</i>	<i>Art</i>	<i>Forest school</i>	<i>Nurture</i>	<i>Elsa</i>	<i>Nature Wellbeing</i>
If you are referring for sensory OT, please ensure you have filled out the Sensory Grab sheet available on the system. If referring for ELSA or Nurture, please fill out the appropriate form on the system. Both forms can be found in the intervention folder.											
Reason For Referral:											
Desired outcomes:											
Please hand any referral forms to Sammy											

Referral request return, to be completed by SM			
Pupil Name:		Intervention:	
Referral decision – please tick			
Accepted	On waiting list	To be discussed further	Declined at this time
Signed (SM)			

Appendix 2 – Intervention Review form

Intervention <u>Review</u> Form											
Date of request:											
Pupil name:											
Self-Reliance Toolkit Targets Progress Data (Phase % and any added % from intervention)											
Attachment						Problem Solving					
Confidence						Self-Help					
Independence						Social and Interaction					
Intervention – please tick											
<i>Hydro /WBL</i>	<i>Sensory Diet</i>	<i>Pet Therapy</i>	<i>Rebound</i>	<i>Music</i>	<i>Sensory OT</i>	<i>Lego</i>	<i>Art</i>	<i>Forest school</i>	<i>Nurture</i>	<i>Elsa</i>	<i>Nature Wellbeing</i>
Please update the Sensory Grab Sheet and Nurture/Elsa forms where necessary.											
Targets:											

Outcomes from intervention:

Areas to celebrate:

Areas to consider for future intervention/input:

Date of
completion

Staff
member:

Please ensure a copy of this form is saved in the interventions folder and is shared with class staff. SM will upload it to Provision Map.