



## *Beormund Primary school's Therapeutic Offer*

At Beormund we are a small, trauma informed setting with a high adult:pupil ratio where **every interaction is an intervention.**

The majority of our children have had significant or multiple Adverse Childhood Experiences (ACEs). All have social, emotional and mental health needs (SEMH) which manifest in difficulties regulating their emotions. Therefore, alongside the academic learning it is essential that we provide therapeutic support to meet the complex needs of our children.

Our therapeutic offer is revised annually and takes into account:

- The nature of our school community and the complex Social Emotional and Mental Health needs of the children and our families
- The contents of children's Education and Health Care Plans
- The collective experience and expertise of both teaching and support staff
- Educational research, knowledge and understanding about children's learning and development
- Trauma Informed research around brain development and emotional responses to threat.
- A parent programme – accessible to all parents and carers

Beormund School offers therapy via class referrals or through the safeguarding & SEND team. Requests will be considered from families or recommendations or consultation with outside agencies. Where it is thought that a child would benefit from therapeutic support, then the school will endeavour to help facilitate this.

The focus of any therapeutic support is to help the children to reach their potential and give them every opportunity to develop their self-awareness, self-esteem as well as providing them with strategies and skills in which to learn and respond to the world.

Our therapy team is diverse, each with a different philosophy, expertise and outcomes.

- [Art Psychotherapy](#)
- [Music Therapy](#)
- [Speech and Language \(SLCN\)](#)
- [Emotional Literacy Support \(ELSA\)](#)

To ensure that therapeutic approaches are embedded into the everyday interactions with the children, the school is very proactive in addressing training needs and our staff receive appropriate training, supervision and support. All of our therapists are involved in training and developing new ideas and ways of working so that we can support the children. Our therapy team is line managed by the SENDco.

## *Tier 4*

### *External Intensive Intervention identified*

Short or long-term

- Art Psychotherapy
- CAMHs

## *Tier 3*

### *External Therapeutic Intervention Identified*

Specific time frame and therapeutic focus

- Music Therapy
- Direct Speech and Language intervention – delivered by the Speech and Language Therapist (SaLT)
- Music tutoring
- Kazzum Arts – Drama Stars (SLCN), Art Stars
- Mentoring programmes

## *Tier 2*

### *Interventions according to need*

#### **Additional interventions identified in a child's EHCP**

This can include:

- Indirect Speech, Language and Communication support – delivered by the class team and overseen by the SaLT
- Emotional Literacy Support – ELSA sessions
- Trauma Informed Practitioners – Attachment Time, sand tray, Big Draw interventions
- iReadiWriteiStories – therapeutic Story writing intervention
- Safety Plan – in accordance with behaviours and risk factors

## *Tier 1*

### *Universal offer at Beormund*

#### **Whole School**

- Trauma Informed Practice: structure, routines, boundaries, Emotionally Available Adults (EAA), Attachment Time, Meet & Greet, P.A.C.E (Playfulness, Acceptance, Curiosity, Empathy)
- Positive behaviour policy which seeks to identify the triggers, antecedents and will effectively support children
- Team Teach – 95% distraction and diversion with 5% physical interventions (in accordance to risk)
- Additional PE & Sports (3 hours per week) acknowledging the link between physical health and mental health
- Weekly Lego Therapy sessions in all classes to develop children's social and communication skills
- Zones of Regulation, personalised toolkits
- Sense of belonging: smaller classes, higher adult:child ratios, house system, lunchtime eating

#### **Class based**

- Visual timetables, visual cues and resources
- Individual work stations in Basics. Personalised learning.
- 1:1 and small group teaching, individual adult support for specific stages in learning,
- VAK styles of learning. Child's interests and motivations factored into teaching activities
- Use of assistive technology/other writing aids to support completion of written work.
- Safe spaces, breakout spaces, movement breaks - change of space, change of face
- PSHE/circle time, Morning Munch whilst developing SLCN,