

Arun Court School: Policy Number 11C

(Progression & Learning suite- Policy Suite 11)

Arun Court School – Delivery of well-being interventions Policy – last updated May 2021

Ratified by EMAT sub-committee meeting on:.....

Signature (+ date) Chair of EMAT Curriculum & Achievement Committee

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Signature (+ date) Proprietor:Mrs Beverley-Sarah White

Signature (+ date) Principal of School Vicki Williams

Date of next review: May 2023 (Reviewed at least BI- Annually by COMMITTEE)

Please read all policy documents in the main policy file, in particular you should read the whole of suite 11 in conjunction with this policy. You should read 10D which is the monitoring and assessment of wellbeing approaches. It is also helpful to read Policy suite 10 which deals with the monitoring and assessment of student progress, specifically policy 10D which looks at the assessment of wellbeing approaches.

Context

Arun Court School as an Independent Specialist Setting (NMI – Non-maintained Independent) that operates with an ‘Ideal’s approach’ that is a non-profit driven approach, wants to use public funds effectively. Where possible it wants to bolster the mental health of students, and ensure rapid academic progress, so that they can transition to a cheaper setting that also has larger resource and opportunity. The school aims to support young people through their mental health need, then catch them up academically to where they would have been, had they not had a mental health break-down. The purpose of this policy is to ensure that the delivery of well-being interventions is done to a high standard and the selection of well-being intervention is done on an individualised manner. In turn, this should ensure the best possible growth and development for each individual, and fulfilment of EHCP outcomes, leading to improvements in pupil engagement and achievement.

1. Timetabled interventions- Process for deciding interventions for new students

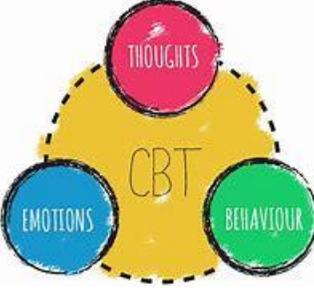
- 1.1 The SEND Lead will go through all available paperwork, including EHCP, any Annual review paperwork, OT or SALT reports (if available), when a new student starts at Arun Court school.
- 1.2 An A4 summary sheet will be created to outline the key needs and history of a given student to all staff. This will include approaches that need to be put in place or trailed when the student starts, for example, the use of specific visual cues or the need for specific language to be used with this student.
- 1.3 Any named intervention support in the EHCP, such as number of ELSA sessions, social skills groups, SALT or OT assessment or input will be noted by the SEND Lead. Named sessions or interventions that are running on the timetable at this time with an appropriate peer group, will be added to the student's individualised timetable, and if a practitioner has availability. However, this will be done on a case-by-case basis, as some students will be unable to engage with such sessions immediately. See section 1.4 and 1.8.
- 1.4 During the first 6 weeks of attendance at Arun Court school, a student will work with multiple members of the well-being team to start to build positive relationships. In order for interventions to be most effective, a positive relationship must be established.
- 1.5 During these sessions highlighted in section 1.4, staff will complete informal observations and assessments of the needs of the student, analysing the patterns of triggers, anxiety behaviours and methods of regulation that work for the individual. This will also be done during point of need Nurture Space sessions, assessing both natural and encouraged activities and the effect they have on a student's behaviours, as well as during social situations.
- 1.6 In addition, staff will take new students out of class for these assessment sessions to get to know the deeper mood and needs of the individual, which are not displayed in class or during periods of heightened emotion and dysregulation. This will be done in accordance with section 1.4.
- 1.7 The well-being team hold a meeting every 6 weeks. All assessments, notes and sessions from section 1.4-1.6 will be discussed for any new students to establish the approaches and interventions that are useful and productive for the student. Summaries of appropriate interventions to use for a new student will be given to all staff, to ensure that they are used and encouraged throughout the curriculum.
- 1.8 Following this meeting, a timetable will be put together for timetabled well-being interventions with an appropriate practitioner. Which well-being interventions and who delivers them, will be discussed by the well-being team at their 6-weekly meeting, using notes and assessments from section 1.4-1.6. Interventions on this timetable will be those that require regular input, such as social skills or coaching, because skills are built upon over a number of weeks. The timetable will also include any named sessions from the EHCP that the well-being team feel would be appropriate for the student after assessment, and would build towards SEMH progress. See section 1.3.

2. Timetabled interventions- Process of review and deciding on interventions for existing students

- 2.1 At the well-being teams 6-weekly meeting, staff will discuss each student in term and review the well-being interventions that they are currently receiving and progress they have made since starting the intervention. This will include progress against their learning pathways, EHCP outcomes, scores on the anxiety spence scale, self-esteem scale and tick sheets. See policy 10D.
- 2.2 Based on progress made, and the success of the current interventions, staff will discuss the continuation of well-being intervention, removal of intervention for processing time or swapping for an alternative well-being intervention. Student preference will be taken into account, especially for facilitated sessions, such as coaching or emotional support. Time capacity of individual practitioners will also be considered, to ensure that a regular timetable can be followed, and all students will be seen within the week they expect. For example, the Solution Focussed Coach, only has 4 slots available per week.
- 2.3 Every 12 months, the SEND Lead will review all EHCP's, and re-visit any interventions that are suggested in the EHCP, that may not have been appropriate previously. Based on the development and progress of each student, interventions previously suggested, or named in the EHCP may be re-discussed at the well-being team meeting. Any interventions that are discussed to be appropriate for that individual, and that the school can facilitate, will be added to the students individual timetable.
- 2.4 Every 6 weeks, the SEND Lead will meet with both the OT and SALT to discuss and review students that they are personally seeing 1:1 and in groups. Based upon the needs identified in the contractor's assessment and the progress made, whether the student continues to see the contractor, or moves to a programme delivered by support staff will be decided.
- 2.5 The SALT and OT will review any programmes being delivered by support staff every 6 weeks, to ensure that they are still targeting the needs of the student and allowing for best possible development and improvement, without stagnation. Any programmes that need updating, will be done so by the contractor within 2 weeks, and any relevant training will be delivered in a further 1 week.
- 2.6 A new timetable will be created from the discussions of this meeting (see 2.1 and 2.4). It will either be on a weekly basis, or for some interventions on a 3-week rotation basis, depending on demand that half term, and practitioner capacity. Where demand in a certain class group is high, the intervention may be delivered to the whole group at once, as part of their wider curriculum. For example, Fika having a social skills focus, or yoga and meditation fulfilling part of the group's physical activity curriculum.

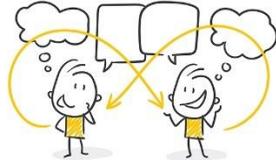
3. Well-being interventions offered

Well-being Intervention	How are they delivered?	Who delivers it?
<p>Holistic coaching</p> 	<p>Holistic coaching can be delivered 1:1 or in a group. It can be confidential, apart from need-to-know and safeguarding issues. The degree of confidentiality can be discussed between the coach and service user as sessions develop, as some topics and areas discussed, the service user may not want disclosed outside of the session. However, themes discussed and some specific areas, may be useful for the wider school staff team to know.</p> <p>Holistic coaching can be delivered in set sessions, e.g. a 30-50minuet timetabled session, or sometimes on a more ad-hoc, point of need basis. This is done as per the need of the student and the availability of the practitioner.</p> <p>This intervention can be delivered in a secure environment, in an open learning environment, or while other activities are being completed. For example, during a practical hands-on activity, or while going for a walk. Delivering this coaching while another activity is being completed can take focus off the coaching, and allow the process to be more formative.</p> <p>It Is a facilitative relationships between the coach and service user.</p> <p>Homework and reflection tasks may be set when it is delivered as a regular intervention.</p>	<p>Holistic Coach or Well-being Coach.</p> <p><i>In-house training can be provided for staff, however high- level certificates are required for greater depth of work.</i></p> <div data-bbox="1585 632 2024 911" style="border: 1px solid black; padding: 5px;"> <p>https://rawhorizons.com/ https://www.wellnessprofessionalsatwork.com/certificate-in-holistic-life-coaching/</p> </div>
<p>Solution Focussed Coaching</p> 	<p>Solution Focussed coaching can be delivered 1:1 or in a group. It can be confidential, apart from need-to-know and safeguarding issues. The degree of confidentiality can be discussed between the coach and service user as sessions develop, as some topics and areas discussed, the service user may not want disclosed outside of the session. However, themes discussed and some specific areas, may be useful for the wider school staff team to know.</p>	<p>Solution Focussed Coach</p> <p><i>In-house training can be provided for staff, however high- level certificates are required for greater depth of work.</i></p>

	<p>Solution Focused coaching can be delivered in set sessions, e.g. a 30-50minuet timetabled session, or sometimes on a more ad-hoc, point of need basis. This is done as per the need of the student and the availability of the practitioner.</p> <p>This intervention can be delivered in a secure environment, in an open learning environment, or while other activities are being completed. For example, during a practical hands-on activity, or while going for a walk. Delivering this coaching while another activity is being completed can take focus off the coaching, and allow the process to be more formative.</p> <p>It Is a facilitative relationships between the coach and service user.</p> <p>Homework and reflection tasks may be set when it is delivered as a regular intervention.</p>	
<p>Cognitive Behavioural Therapy</p> 	<p>Cognitive Behavioural Therapy is directive in approach. It Is delivered 1:1, in a secure environment and should be delivered on a regular timetabled basis, e.g. weekly for up to 12 weeks.</p> <p>It can be confidential, apart from need-to-know and safeguarding issues. The degree of confidentiality can be discussed between the coach and service user as sessions develop, as some topics and areas discussed, the service user may not want disclosed outside of the session. However, themes discussed and some specific areas, may be useful for the wider school staff team to know.</p> <p>Once the basic concepts of CBT are understood, concepts and techniques can be used in point-of-need interventions to remind the client of thinking and behaviour patterns. This can help the to re-frame their anxiety or mood, and move forward.</p>	<p>CBT practitioner</p> <p><i>CPD certificate in CBT</i> <i>MSc Cognitive Behavioural Therapy</i> <i>Level 2 BACP accredited diploma in CBT</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>https://www.apr.ac/cbt-cognitive-behavioural-therapy-training-courses.html</p> <p>https://babcp.com/Jobs-CPD-Training/Accredited-Courses/Level-2-Accredited-Course</p> </div>

	<p>Homework and reflection tasks may be set when it is delivered as a regular intervention.</p>	
<p>Mindfulness Based Cognitive Therapy (MBCT)</p> 	<p>Mindfulness Based Cognitive Therapy (MBCT) is directive in approach. It is delivered 1:1, in a secure environment and should be delivered on a regular timetabled basis, e.g. weekly for up to 12 weeks.</p> <p>It can be confidential, apart from need-to-know and safeguarding issues. The degree of confidentiality can be discussed between the coach and service user as sessions develop, as some topics and areas discussed, the service user may not want disclosed outside of the session. However, themes discussed and some specific areas, may be useful for the wider school staff team to know.</p> <p>Once the basic concepts of MBCT are understood, this can be delivered as appoint-of-need intervention, reflecting on the techniques, concepts and practices.</p> <p>Homework and reflection tasks may be set when it is delivered as a regular intervention.</p>	<p>Mindfulness based Cognitive Therapy Practitioner</p> <p><i>CPD in MBCT</i> <i>MSt in MBCT</i> <i>Advanced diploma in MBCT</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>https://mbct.co.uk/the-mbct-programme/</p> <p>https://www.onlineacademies.co.uk/details/530/mindfulness-based-cognitive-behavioural-therapy-advanced-diploma</p> </div>
<p>Emotional Freedom Technique (EFT)</p> 	<p>Emotional Freedom Technique (EFT) is a practice, which requires teaching, through regular, time-tabled sessions.</p> <p>Once the basic concepts are understood, it can be delivered as a point-of-need intervention.</p> <p>It should be delivered in a secure environment, with minimal disruptions and distractions.</p> <p>EFT uses the hands and body to create associations and focus on the meridian points by tapping.</p> <p>Homework and reflection tasks may be set when it is delivered as a regular intervention.</p>	<p>Emotional Freedom Technique practitioner</p> <p><i>Level 1, 2, 3 EFT diploma</i></p>

		<p>https://www.gatewayworkshops.co.uk/distant_learning_courses/emotional-freedom-technique-accredited-diploma-online-course/</p> <p>https://www.theenergytherapycentre.co.uk/eft-training-courses-in-london-uk/</p>
<p>Play Therapy/Therapeutic Play</p> 	<p>Play Therapy and therapeutic play can be delivered 1:1 or in a small group. This can be on a point-of-need or regular, timetabled basis. Some students may have this as An EHCP requirement.</p> <p>Sessions will be up to 40 mins, using a range of resources, including the dolls and figures in the purple box labelled play therapy figures.</p> <p>Sessions will include observation, as well-as guided play to help students to learn new coping mechanisms, or re-direct inappropriate behaviours.</p> <p>Sessions should be secure and uninterrupted to allow students to have free expression, without feeling judging or watched. They will be delivered in the Nurture space, or reading room.</p>	<p><i>MA in Play Therapy</i> <i>Therapeutic play certificate</i> <i>Play Therapy Diploma</i></p> <p>https://www.playtherapy.org.uk/Training/TrainCrseAPACCert#Dates</p> <p>https://www.artspsychotherapy.org/therapy-courses/therapeutic-play/</p>
<p>Lego Therapy</p>	<p>Lego therapy is primarily delivered in a group, of 2 or more, with a facilitator. It should be delivered in a secure environment, however leaving room for flexibility and discussion.</p> <p>Some Lego therapy activities can be completed 1:1.</p>	<p>This can be led by any member of staff that has an understanding of social skills. An understanding of ASD and how this effects social skills is also important.</p>

	<p>It can be confidential, apart from need-to-know and safeguarding issues. The degree of confidentiality can be discussed between the coach and service user as sessions develop, as some topics and areas discussed, the service user may not want disclosed outside of the session. However, themes discussed and some specific areas, may be useful for the wider school staff team to know.</p> <p>Staff delivering Lego therapy should prepare an activity in advance, however, this may need to be edited as a result of 'free play' time.</p>	<p><i>Lego therapy CPD certificate</i> <i>Bricks for autism</i> <i>Understanding ASD CPD</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>https://bluchildrensclub.co.uk/lego-therapy-training-online</p> <p>https://bricks-for-autism.co.uk/training-courses-in-lego-based-therapy/professionals-training/</p> </div>
<p>Social skills</p> 	<p>Social skills groups will run regularly, e.g. weekly. The same students core students will be part of the group each session, with flexibility for students to enter the group or miss sessions if needed.</p> <p>These groups may be run with a structure, and use resources. For example, conversation prompting cards, like 'The art of conversation' or using social stories. As the skills of the students develop, the sessions will become more flexible and open for students to explore and practice their personal social skills.</p> <p>However, social skills can also be run as part of an ad-hoc situational response. For example, support will be provided during a lunch time game, or while out on a walk. Prompters and guidance will be provided within these naturally social situations, to allow them to practice and build their social skills.</p> <p>They can run in a formatted, structured way, teaching students the basic guidelines for social interaction. E.g. modelling a conversation, and guiding a conversation.</p>	<p>This can be led by any member of staff that has an understanding of social skills. An understanding of ASD and how this effects social skills is also important.</p> <p>Understanding ASD CPD</p>

	<p>Alternatively, social skills groups can be more free-flow and focus on allowing students to practice skills with support and prompting.</p> <p>Social skills groups are not confidential and run in an open manner. They can be part of the wider school curriculum, such as Fika or Forrest school. They can also take place off school site, for example, in a local café.</p>	
<p>Occupational Therapy</p> 	<p>Occupational Therapy is delivered in 1:1 or small group environments. These can be very open, and occur in a range of situations, including: while out on walks, as part of starter activities in lessons, coming out of lessons, practice within lessons, as part of the sensory diet, during other interventions, such as sensory circuits.</p> <p>The occupational therapist (OT) will assess a student over 2-4 sessions. Then, either continue 1:1/small group with that student, or devise a programme that staff can deliver 1-5 times a week. The OT will then provide in-house training on specific techniques and exercises that will support individual students.</p> <p>These programmes and exercises will then form part of the students' sensory diets, and be integrated into their timetable. This will include coming out of lessons for up to 30mins, to complete the intervention.</p> <p>A witness may be needed for some exercises.</p> <p>Some OT intervention programmes will need to be done daily, other will be 1-3 times a week.</p> <p>Staff will have a tick sheet of students and their OT interventions, to ensure that they are completed the appropriate number of times in a given week.</p> <p>Physical resources and equipment may be needed, for example: putty, bosu ball, pegs, dip bar.</p> <p>OT interventions will need to be planned and prepped in advance.</p>	<p>We have a contracted OT that comes in for half a day, every week.</p> <p><i>They must have a BSc and MSc in Occupational Therapy</i></p> <p>The OT then provides training to staff, including specific training on programmes and techniques for individual students.</p>

		<p>This training can be provided to members of the well-being or academic team, including class teachers so that they can provide specific support in class or wider intervention.</p> <div style="border: 1px solid black; padding: 5px;"> <p>https://www.reed.co.uk/courses/occupational-therapy/235061#/courses/occupational-therapy/online</p> <p>https://www.reed.co.uk/courses/occupational-therapy/271697#/courses/occupational-therapy/online</p> </div>
<p>Speech and Language Therapy</p> 	<p>Speech and Language Therapy (SALT) is delivered in 1:1 or small group environments. These can be very open, or in a secure environment. They may occur in the following open environments: while out on walks, as part of starter activities in lessons, coming out of lessons, practice within lessons, as part of the sensory diet.</p> <p>The SALT will assess a student over 2-4 sessions. Then, either continue 1:1/small group with that student, or devise a programme that staff can deliver 1-5 times a week. The SALT will then provide in-house training on specific techniques and exercises that will support individual students. These programmes and activities will then be integrated into their timetable. This will include coming out of lessons for up to 30mins, to complete the intervention.</p>	<p>We have a contracted SALT who comes in for 1 morning every week.</p> <p><i>Contractor must have a BSc and PGDip or MSc in Speech and Language Therapy.</i></p> <p>The SALT then provides training to staff, including specific training on programmes and techniques for individual students.</p> <p>This training can be provided to members of the well-being or academic team, including class</p>

	<p>Some SALT intervention programmes will need to be done daily, other will be 1-3 times a week.</p> <p>Staff will have a tick sheet of students and their SALT interventions, to ensure that they are completed the appropriate number of times in a given week.</p> <p>SALT interventions will need to be planned and prepped in advance.</p>	<p>teachers so that they can provide specific support in class or wider intervention.</p> <p>CPD training in SALT is also available for staff.</p> <div data-bbox="1585 427 2018 647" style="border: 1px solid black; padding: 5px;"> <p>http://www.findcpd.com/search/Programme-Details.aspx?EID=2657</p> </div>
<p>Mindfulness and Meditation</p> 	<p>Meditation can be a 5-minute intervention in the Nurture Space, to help a student regulate their emotions and return to class.</p> <p>This can be a guided meditation from a staff member, or a from a meditation CD, listening to through the audio station.</p> <p>The meditations may use resources, such as meditation beads, meditation stones, or the singing tongue bowl.</p> <p>It can also be combined with other interventions, such as massage, therapeutic art, or mindful movement (see below).</p> <p>A range of mindfulness resources are available from the Nurture Space to aid this intervention, which allow for students to complete mindfulness activities independently. These include reflection activities, and those which require consideration throughout the day.</p> <p><i>For example, to notice and reflect, every time you say the word 'I', throughout the day.</i></p> <p>Resources also include class wide appropriate activities, such as a mindfulness scavenger hunt.</p>	<p>Mindfulness Teacher Meditation Teacher CPD in Mindfulness and Meditation</p> <div data-bbox="1585 847 2027 1067" style="border: 1px solid black; padding: 5px;"> <p>https://www.gatewayworkshops.co.uk/spiritual_courses/meditation-courses/</p> </div>

	<p>Mindfulness and meditation can be taught to a whole class, or small group. For example during Fredagsmys. This can be to aid a whole class to regulate their emotions, or clear information from the previous lesson and continue with a different subject. Meditation and mindfulness may be used as part of a structured break or lesson starter.</p> <p>This intervention can also be a longer-term regular session to teach a relaxation technique, either to a group or 1:1. It is a weekly focus, and gets taught to the whole school for a week, twice a year. Those that respond well, or are keen to learn more can have specific sessions to help them practice and build this skill. This will be short sessions, of up to 30mins, on a rotation. They will be with an experienced meditation teacher, and set home work tasks to reflect and practice techniques and ideas.</p>	
<p>Mindful movement</p> 	<p>Mindful movement can be either a timetabled- regular session for a group, or 1:1. Or, it can be used as a point-of-need intervention used in the Nurture Space 1:1, or for the whole class to regulate emotions and aid productive learning.</p> <p>This is a creative intervention, in which music is used, or a single emotion is expressed through movement. There should be no judgement from anybody taking part or observing the intervention. The creative expression is individual and very personal.</p> <p>It can be confidential, apart from need-to-know and safeguarding issues. The degree of confidentiality can be discussed between the coach and service user as sessions develop, as some topics and areas discussed, the service user may not want disclosed outside of the session. However, themes discussed and some specific areas, may be useful for the wider school staff team to know.</p>	<p>Any staff member with an understanding of mindfulness can lead this intervention.</p> <p>N-house training and CPD training is available, in addition to longer courses and diplomas.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>https://www.oxfordmindfulness.org/course/mindful-movement/</p> <p>https://www.chakradancing.co.uk/chakra-dancing-meditation-teaching-diploma/</p> </div>

	<p>A large space is required, without objects obstructing the space. This means in some areas, the room will need to be 'stack and packed'.</p>	
<p>Therapeutic art</p> 	<p>Therapeutic art can be either a timetabled- regular session for a group, or 1:1. Or, it can be used as a point-of-need intervention used in the Nurture Space 1:1, or for the whole class to regulate emotions and aid productive learning, including as part of a lesson starter.</p> <p>It will use a variety of artistic resources and techniques, allowing students to explore their emotions. It harvests a technique rooted in the idea that creative expression can foster healing and mental well-being.</p> <p>It can also help to allow students to verbally explore issues or concerns, because by practically being busy, it allows people to talk more openly.</p> <p>Sessions should be up to 90mins, and be in a secure environment with as few interruptions as possible.</p> <p>It can be confidential, apart from need-to-know and safeguarding issues. The degree of confidentiality can be discussed between the coach and service user as sessions develop, as some topics and areas discussed, the service user may not want disclosed outside of the session. However, themes discussed and some specific areas, may be useful for the wider school staff team to know.</p>	<p>All staff can facilitate sessions. However specific staff have training in the relevant area.</p> <p><i>Therapeutic Arts Practitioner</i> <i>Arts Counsellor</i> <i>Art therapist</i></p> <p>In-house training can be provided, in addition to CPD and higher- level diplomas.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>https://www.reed.co.uk/course/s/art-therapy/233917#/courses/art-therapy/online</p> <p>https://www.centreofexcellence.com/shop/art-therapy-course/?utm_voucher=GARET&gclid=Cj0KCQjw4cOEBhDMARIsAA3XDRizlNwaNXsZ5lLnIjwb6P0p1LeUcn6YhRG7KeI40-xG89MNZAGhY0aAtVtEALw_wcB</p> </div>

<p>Counselling</p> 	<p>Counselling is primarily delivered 1:1, however can be delivered to a group.</p> <p>It can be a regular timetabled sessions, over a period of 6- 16 weeks, 50 mins per session. Or, more ad-hoc, point of need, in order to explore issues and concerns on a students mind that may be affecting their ability to focus in class. This is done as per the need of the student and the availability of the practitioner.</p> <p>It can be confidential, apart from need-to-know and safeguarding issues. The degree of confidentiality must be discussed as the conversation develops. The service user may not want certain things disclosed outside of the session. However, themes discussed and some specific areas, may be useful for the wider school staff team to know.</p> <p>This intervention can be delivered in a secure environment, in an open learning environment, or while other activities are being completed. For example, during a practical hands-on activity, or while going for a walk. This intervention crosses over with therapeutic art, mindful movement, Lego therapy and play therapy.</p>	<p>All staff can facilitate sessions. However specific staff have training in the relevant area.</p> <p><i>Counsellor Psychotherapist Level 2, 3, 4, 5 in counselling skills</i></p> <p>In-house training can be provided, in addition to CPD and higher- level diplomas.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>https://www.learndirect.com/pages/counselling-courses?gclid=Cj0KCQjw4cOEBhDMARIsAA3XDRgxP_exlrjVhYnoKVFXrNFHXpE-aA0ZqmPtcQRSztguQ0PMxFe-QaAqFVEALw_wcB</p> <p>https://www.centreforexcellence.com/shop/counselling-skills-diploma-course/</p> </div>
<p>Yoga</p> 	<p>Yoga can be either a timetabled- regular session for a group, or 1:1. Or, it can be used as a point-of-need intervention used in the Nurture Space 1:1, or for the whole class to regulate emotions and aid productive learning, including as part of a lesson starter.</p> <p>It is also run as a regular lunch time club.</p>	<p>Yoga Teacher qualification, including insurance.</p>

	<p>Yoga matts are used to prevent injury from slipping or carpet burn.</p> <p>Sessions are led by an individual, usually staff, but for those more experienced students, they can lead sessions also. Form is closely monitored to prevent strain or injury.</p> <p>Yoga cards, or the yoga dice can be used to decide on a routine and to help students visualise the movement. Music may be playing to help regulate breathing and movement speed.</p>	<div style="border: 1px solid black; padding: 5px;"> <p>https://triyoga.co.uk/discover/become-a-yoga-teacher/</p> <p>https://www.csyogateachertraining.com/yoga-teacher-training-surrey/</p> </div>
<p>Sensory circuits</p> 	<p>Sensory circuits is part of the regular timetable.</p> <p>It is a group activity, that can be either a single class, up to the whole school. Different stations are laid out, and students have choice of stations that they want to work at, independently or with support. Staff will encourage students to access stations that help them practice relevant skills to them, such as fine motor skills, or will develop other areas, such as creative thinking. Students gradually make their way around the stations, experiencing the different skills and practices laid out on that given day.</p> <p>Indicators are given as to what each station is aimed and practicing, developing or exploring, e.g. core strength, language skills, positive sensory touch.</p>	<p>This can be led by any member of staff that has an understanding of emotional regulation and sensory processing needs.</p> <p>It is often led by a member of the well-being team, or a class teacher as part of their wider curriculum.</p>

		<p>https://www.centreofexcellence.com/shop/sensory-processing-disorder-awareness-course/?utm_voucher=GARET&gclid=Cj0KCQjw4cOEBhDMARIsAA3XDRhk5E5O5Lyf4k6oQla3cQJsQFgTj1vGRs6oLZe8uw4LC leTJbSWLcaAgODEALw_wcB</p> <p>https://www.sensoryintegration.org.uk/page-18307</p>
<p>Massage</p> 	<p>Hand massage, Indian Head Massage, Seated back massage.</p> <p>Massage can be delivered as part of a Nurture, point-of- need session, out of class. The massage chair in the Nurture space may be used. Music and aromatherapy can be used to create a calming atmosphere in the environment.</p> <p>Massage can also be delivered in class to aid concentration and development, as well-as to prevent students from becoming over-whelmed.</p> <p>Massage may be part of sensory circuits.</p> <p>When massage takes place, an adult witness must always be present and be in full-sight of the massage. The massage will be recorded in the massage log, and signed by the student, practitioner, and witness. Within the recording, it will state what the need for the massage was and the impact it had in the students’ mood and class engagement.</p> <p>Please see positive touch policy in conjunction with this.</p>	<p>Fully insured massage therapists</p> <p><i>Indian Head Massage Practitioner Seated Back massage practitioner Georgia- full qualification</i></p>

		<p>https://www.gatewayworkshops.co.uk/massage_courses/indian-head-massage-course/</p> <p>https://www.londonschoolofmassage.co.uk/</p> <p>https://www.gatewayworkshops.co.uk/massage_courses/chair-massage-courses/</p>
<p>Fredagsmys</p> 	<p>Fredagsmys is part of the weekly timetable and takes place last thing on a Friday afternoon.</p> <p>Sessions should be prepared in advance, with room for flexibility and alteration depending on the needs and desires of the students on that day. The students should be given agency to decide on an activity for the session within a set of choices.</p> <p>Activities may include, watching a film, reading a book, playing a game, doing art, meditation, massage.</p> <p>The environment should be calm and quiet. Music may be playing, hot drinks being consumed, maybe mood lighting and use of aromatherapy.</p> <p>The focus of the session should be quality 'down time' and relaxation before the weekend. Students and staff should reflect upon the week, and what they will aim to do differently next week, e.g. new habit to start, or technique to try and improve focus or reduce impulsive decisions. This reflection should also be time to consider the strengths of the week and what has been successful, including what activities you will continue the following week.</p>	<p>This can be led by any member of staff. It is often led by a member of the well-being team, or a class teacher as part of their wider curriculum.</p> <p>In house training is provided to wider knowledge and understanding of Nordic routes, traditions and philosophies.</p>

<p>Fika</p> 	<p>Fika is a dedicated space for quality ‘down time’ and building social relationships. It occurs once a week, for a 50- minute session, with 1-2 classes.</p> <p>During Fika, school work and the school environment should not be discussed- it is for conversation outside of this area, allowing both staff and students to share interest, hobbies and opinions unrelated to the school. See staff code of conduct.</p> <p>It may be combined with social skills.</p> <p>It may take place in the learning space, in the Nurture Space, or out in the community. For example, in a local green space, the café or pub.</p>	<p>This can be led by any member of staff. It is often led by a member of the well-being team, or a class teacher as part of their wider curriculum.</p> <p>In house training is provided to wider knowledge and understanding of Nordic routes, traditions and philosophies.</p>
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4. Point of need well-being interventions- Resources

- 4.1 Within the first week of attendance, a member of the wellbeing team will work with a new student to put together their own individual grab bag. The grab bag will be decorated, and the student will select resources and equipment to go into the grab bag, with suggestions from the staff member based on the summary sheet they received about the student, which explains their profile. See 1.2.
- 4.2 The sensory diet will also be created within the first week of attendance at Arun Court school. The student and parent will be shown a copy, and asked for any input of activities or skills that could be beneficial for their profile and specific needs. Once input from student, parent and well-being team has been collated, a finished copy will be put in the student's student folder, and in each of the 4 copies of sensory diets in the school.
- 4.3 During the 6-weekly well-being meeting, the new sensory diet will be reviewed by the team to ensure that all activities are appropriate for the student and aid progress towards their learning pathways, and EHCP outcomes.
- 4.4 Sensory diets will continue to be reviewed every term with the student, and every 12 months by the well-being team.
- 4.5 Grab bags will be reviewed, refreshed and updated every 6 weeks, with the student. It is important this is done with the student, as this promotes independent emotional regulation and gives them agency.
- 4.6 At the beginning of every lesson, students will be asked to identify what zone they are in, on the Zones of Regulation card on their desk (see appendix 2). They will use a counter, to indicate what zone they are. Those that feel able to do so, can verbally tell staff what zone they are in, so that it can be written on the board and recorded. Staff will ask students throughout the lesson what zone they are in and encourage them to move their counter accordingly.
- 4.7 When a student is distressed in class, staff will encourage them to use a technique from their sensory diet (see appendix 1) to remain in class and improve their engagement. Each sensory diet is individual and there is a copy in every learning space. To help students select an appropriate activity, they will refer to what zone they are, and can refer to the zones of regulation activity page (see appendix 3) in the sensory diet.
- 4.8 Activities on the sensory diet will also aid wider skills that the student needs to develop, for example fine motor skills practice. Well-being staff will work in rotation and ensure that students are using a practising their sensory diet on a bi-weekly basis. The aim, is for students to access their sensory diet independently.
- 4.9 Students should also use their personal grab bag in class which contains physical resources and reminders of techniques to use to stay focused in class and regulate emotions. Grab bags may include, exercise cards, putty, art resources or fiddle toys. Grab bags are designed so that they can be moved and used in any part of the school building, including when a student needs to come out of class to regulate their emotions.

5. Point of need well-being interventions- The Nurture Space

- 5.1 When a student is distressed in class or showing limited engagement, the staff member leading the group can give the student a Nurture Space referral form- see appendix 4. Alternatively, a student can request a Nurture Space referral form if they feel that can no longer cope in class, that they are not learning productively or are struggling to regulate their emotions in class (potentially without disturbing others, e.g. without bouncing around, or shouting).
- 5.2 The student will take this referral form and access the Nurture Space.
- 5.3 They will use their grab bag or sensory diet to identify an activity to help regulate their emotions. They may also use the Zones of Regulation, to identify, the category of activity to select, e.g. release energy by doing something physical, or bring energy levels down by doing something calming. This may be done independently, or with available staff to support. The long-term aim for each student, is that they can do this independently to understand and regulate their emotions.
- 5.4 This activity will be completed for up-to 20 minutes, using a sand-timer for visual aid. After 20 minutes, the student (with support from staff if available) will review the effectiveness of the activity, and whether they are ready to return to their timetabled session. The aim is that with this 20-minute point-of-need, personalised intervention, the student will be able to return to class and engage more meaningfully. However, sometimes, this period of time will need to be extended.
- 5.5 The Nurture Space form will then be filled in, and the student will take it back with them to class. At the end of the lesson, the staff member leading the group will fill in the final section to determine whether or not the intervention was successful in improving the students in class engagement.

Appendix 1- Sample sensory diet

Sample sensory diet

Appendix 2- ZOR sheet

Zones of regulation sheet

Appendix 3- ZOR activities

Sample Zones of regulation activities sheet

Appendix 4- NR form

Nurture Space referral form