**Therapies at Dryden School**

At Dryden School we are proud that we can offer a therapeutic approach to learning and embed therapies within our curriculum and school day. We believe that by integrating therapies into the curriculum allows us to provide an optimum learning environment that enables our students to reach their full potential. At Dryden we base our therapeutic approach on professional advice and develop individualised plans for pupils which links to their EHCP’s. Currently pupils have access to:

**Rebound Therapy** - *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.*

**Hydrotherapy** – a *therapeutic use of the pool to promote motor skills, body awareness, coordination and communication as well as building tolerance to new environments and experiences.*

**’Coloured Tent’ Therapy** – *A therapeutic intervention which supports pupils with Cerebral Visual Impairment (CVI) using a coloured tent to support engagement.*

**Attention Autism** - *an intervention approach by Speech and Language Therapist Gina Davies which aims to work on the early fundamentals of language including awareness of others, attention, listening, shared attention, switching attention and turn-taking.*

**Bounce Therapy/Sensory Circuits** - *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.*

**TAC/PAC** - *TACPAC draws together touch and music to create a structured half hour of sensory communication between two people. TACPAC creates sensory alignment and helps people of any age who have sensory impairment, for example, visual impairment, developmental delay, complex learning difficulties, Sensory Processing Disorder (SPD) or limited or pre-verbal levels of communication.*

**THRIVE** - *Thrive offers a trauma-informed, whole school approach to supporting pupils mental health and well-being. Thrive is delivered by a qualified Thrive Practitioner who assess a pupils needs using an online system and then creates a bespoke learning plan to support the pupil and they deliver weekly sessions.*

**Therapeutic Art** – *The opportunity for pupils to work 1:1 or in groups using creative art practices to communicate their thoughts, feelings and experiences, when they may struggle to communicate verbally.*

**Therapeutic Outdoors Therapy** – *The opportunity to work and learn outside has been shown to improve a child’s development, supports mental health and wellbeing, deepens nature connection and promotes more inclusive and engaging learning*

We also work collaboratively with other professionals who deliver:

Speech and Language Therapy (SALT)

Occupational Therapy (OT)

Visual Impairment Team

Physiotherapy

Kalmer Counselling

Music Therapy

**Therapies and the links to Educational Health Care Plans and**

**Preparing for Adult Outcomes**

