

# Guide to our Therapies



An enriching way to help support our pupils

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# An Introduction to our Therapies

## The Purpose of this Guide?

Welcome to our therapy guide, this guide was created as a resource to allow staff within the academy, the fellowship and parents / carers to understand our therapies and what to expect during their therapy sessions.

We hope that reading this will give you a better understanding of the therapies we offer, why we provide them, and make clear how valuable these can be to our pupils. If you have any questions relating to this guide, then please do not hesitate to speak to one of our team.



We at Grantham Additional Needs Fellowship (GANF) want to provide our pupils with the very best care and support, and believe that by providing these therapies, we can achieve what we have set out to do, which is to provide them with a Valued, Inspiring and Personalised enriching experience.

Each therapy within the folder has;

- A mission statement explaining why we provide the therapy
- An outline of the potential benefits that the therapy can provide to the pupil
- How the particular therapy fits into the national curriculum
- An outline of what can be expected within the individual therapy session



# Counselling

## Benefits of counselling

Counselling (talking therapy) helps children explore their feelings and express themselves by using various techniques in order for them to make sense of themselves & their life experiences. In the counselling process, these techniques could include play therapy, art therapy, drama therapy (role play), and others. These help the children and young people to feel calmer and happier. The therapeutic approach taken is determined on a case by case basis, dependent upon what is appropriate for the age, abilities and development of the child or young person (pupil), and according to what the pupils respond to best. It cannot change what has happened but it can promote resilience within each child to enable him or her to discover a more hopeful view of the world.



The learner, while taking part in this therapy, would have developed a number of different types of skills.

These are:

- Cognitive skills
- Confidence - (psychological well-being & self-discovery)
- Problem solving - (coping strategies)
- Relaxation
- Social interaction - (trust / communication with therapist)

What will this cover within the National Curriculum & Key Skills?

National Curriculum



English  
Art & Design

Key Skills



Problem solving  
Improving own learning  
Communication  
Working with others

## How the sessions are structured

Each session will vary according to the needs and abilities of the pupil. The one aspect which is always consistent, however, is that the counsellor will be sure to make it clear to the pupil that the work they do together is confidential (explained as 'private', but never 'secret'). The child or young person may discuss their sessions, but the counsellor may not. The safe counselling space is one where the pupil can trust that whatever is said to the counsellor will not be discussed with school staff, parents or carers, but is kept absolutely confidential. It is also explained that the only exception to this would be if there was a safeguarding or child protection issue raised.

The counsellors work with children and young people using a combination of talking therapy and creative therapies. Exactly which therapy will work best, for which pupil is allowed to develop quite naturally throughout the course of the weekly counselling sessions – usually a full 12 week school term. This may depend, for example, on the age, developmental stage or ability of the pupil – or based on what the client enjoys! Some pupils prefer to engage purely with talking therapy and may not want to access the more creative aspects of therapy. The time spent in therapy with a counsellor works at both a conscious and unconscious level. However, it is helpful for the pupil to have an opportunity away from parents or carers where the pupil can process what they need to without fear of offending or upsetting the people who look after them.



# Horse Riding

## Benefits of horse riding

Through the interaction with horses and ponies, our pupils' will naturally evolve as they undertake challenges like caring for their horses, riding them on 'handy pony' tasks. The bond between rider and horse is one that is very powerful. Pupils will acquire a multitude of different skills and have the opportunity to absorb all these skills while riding. Individuals will also learn about working at different levels within; a team, their own abilities and managing their individual risk on and around a horse.



The learner, while taking part in this therapy, would have developed a number of different types of skills.

These are:

- Confidence
- Environmental / risk awareness
- Motor skills (fine & gross)
- Problem solving
- Physical ability - (balance / coordination / core stability)
- Social interaction - (trust / communication)

What will this cover within the National Curriculum / Key Skills?

National Curriculum



Geography  
PSHE  
Science  
English  
Citizenship  
Physical Education

Key Skills



Problem solving  
Improving own learning  
Numeracy  
Communication  
Working with others

## How the sessions are structured

Riders (pupils) help the Riding for the Disabled Association (RDA) staff by checking the ponies' tack and the riders' clothing. All riders are then greeted, hats chosen, ponies are then allocated to riders'. The warm up is an assessment of horse and rider, where each rider is to mount from the block with the required assistance. Once on board (riders start warm up without reins), they work in 'open order' in walk to get settled, perform exercises and undertake the activities set out to develop balance and coordination. Adjustments to tack/ rider position/pony are continually made as required.

The main activity is an assessment where the rider carries out basic exercises & stretches, which follows to further develop towards the rider and horse combination. This will vary according to riders' goals.

They may work on:

- Handling of reins (keeping balanced during changes of direction and pace)
- Completing 'handy pony' tasks such as posting letters
- Dropping dinosaurs in buckets, opening gates & trot work

Where possible the leaders encourage riders to begin to start/stop/steer with less help. To finish they will perform a related game or have a team race. Once riders have dismounted they are encouraged to pat and brush their ponies.



# Hydro

## Benefits of hydro

The hydro pool is a fun and unique opportunity for our pupils to engage in new learning opportunities. Hydro is a fantastic multisensory resource that enables GANF pupils to encounter, interact, learn and develop with endless new experiences extending their topic work and enhancing their curriculum. The pool is set at a temperature of 32 - 35 degrees °C and for this reason pupils who have high blood pressure need permission from their doctor to attend.



The learner, while taking part in this therapy, would have developed a number of different types of skills.

These are:

- Cognitive skills
- Confidence - (psychological well-being)
- Motor skills
- Problem solving
- Physical ability - (improved mobility / vestibular / proprioception)
- Relaxation
- Sensory awareness - (visual / hearing / tactile / smell)
- Social interaction - (trust / communication)

What will this cover within the National Curriculum / Key Skills?

National Curriculum



- Science
- English
- Music
- Physical Education

Key Skills



- Problem solving
- Improving own learning
- Numeracy
- Communication
- Working with others

## How the sessions are structured

Pupils are taken to Grath School where the pool is based. If the pupil has never been into the pool before then the leader will assess their level. This includes an array of different factors, which will help properly assess the needs of that pupil. As hydro is bespoke to the individual needs of each pupil, the ratios between staff and pupil are assessed and continually monitored. When the pupil is in the pool the process starts with challenges below. Success criteria is designed to help the pupil and once this has been done it is recorded. This could take 5 to 15 minutes depending on that particular individual. The pupils, once challenged, will then carry on with their relaxation until it is time to exit the pool.



They will be working on challenges known as:

- Tadpole 1-4
- Frog 1-4
- Duck 1-4
- Penguin 1-4
- Dolphin 1-4
- Shark



“The body achieves what the mind believes”

# Music Therapy

## Benefits of music therapy

Music therapy is a form of process by using music and / or musical elements (sound, rhythm, melody and harmony) to help develop holistically, whether that is emotionally or physically. This therapy helps with their health promoting therapeutic effects on their mind and body. One helpful element to music therapy is that music can have a positive effect on any pupil, whether they are verbal or non-verbal. It is a multisensory resource that enables GANF pupils to encounter, interact, learn and develop with endless new experiences extending their topic work and enhancing their curriculum. For more information: [www.bamt.org](http://www.bamt.org)



The learner, while taking part in this therapy, would have developed a number of different types of skills.

These are:

- Co-ordination skill
- Cognitive skills
- Confidence - (psychological well-being)
- Motor skills
- Problem solving
- Physical ability - (improved mobility / vestibular / proprioception)
- Relaxation
- Sensory awareness - (visual / hearing / tactile)
- Social interaction - (trust / communication with therapist)

What will this cover within the National Curriculum / Key Skills?

National Curriculum



Science  
English  
Music  
Mathematics

Key Skills



Problem solving  
Improving own learning  
Numeracy  
Communication  
Working with others

## How the sessions are structured

A typical session will begin with an invitation to use a wide variety of instruments, anything from a piano or guitar to a range of tuned and untuned percussion. There will be time and space to explore the instruments. No musical skills are required and there is no expectation to play the instruments in a particular way. Sessions can operate on an individual or small group basis as appropriate. Over a series of sessions the therapist will begin to build a trusting relationship with the client through shared music and sounds rather than words. Sometimes recorded music is used for listening. As music therapy is a state profession, the therapist is obliged to produce a written report about the pupils on a term by term basis.



Finally, music can change our mood, calm us, excite us, or make us want to dance! It can touch our feelings and in a unique way communicate without words. In a session, the types of musical instruments that could be used might be big or small, soft or loud instruments.

These could be instruments like;

- Drums
- Xylophones
- Guitars
- Shakers
- Even every day objects



# Pets As Therapy

## Benefits of Pets As Therapy

Pets As Therapy (PAT) helps people of all ages to explore their feelings, express themselves and make sense of their life experiences through the connection with animals around them. PAT helps people who struggle with communicating with others (humans) by providing them with a dog / cat. Due to animals looking at the world in a raw way, they naturally help to heal people around them. Recovery from difficult life experiences can be facilitated by having a PAT dog there, this allows anyone the freedom of expression in a safe and trusting environment. 'Read2Dogs' is part of PAT, which adds another avenue to help people with their literacy skills while in a relaxed environment. This is due to the dog acting as a non-judgmental listener, offering comfort to them when they may appear anxious or stressed.



The learner, while taking part in this therapy, would have developed a number of different types of skills.

These are:

- Cognitive skills
- Confidence - (psychological & emotional well-being & self-discovery)
- Problem solving - (coping strategies)
- Relaxation
- Literacy skills
- Social interaction - (trust / communication with therapist / dog)

What will this cover within the National Curriculum / Key Skills?

National Curriculum



English

Key Skills



Problem solving  
Improving own learning  
Communication  
Working with others

## How the sessions are structured

A PAT dog (pets as therapy) can help in a variety of ways. They can calm, when an individual is agitated, stressed or upset, and can help build confidence and well-being. By sitting and stroking a PAT dog it can benefit communication and confidence, within a small group or to an individual.

Sessions usually last about fifteen minutes, and can work in two ways. As a 'Read 2 Dogs', on an individual basis, or in a small group. It can build the pupils' confidence when reading out loud, and away from the classroom scene. The other way would be within a classroom where the pet can bring pleasure within a group environment, by discussing their own pets therefore helping communication.



Our future doctor, teacher or prime minister?



Our future hearing dog, guide dog or pets as therapy dog?

# Physiotherapy

## Benefits of physiotherapy

Physiotherapy is a process by using certain methods to aid recovery. It helps pupils restore movement and function when they have been affected by injury, illness or disability. A number of approaches the therapists use include; movement and exercise / manual therapy techniques / aquatic therapy / heat and cold techniques and acupuncture, which help ease pain. This therapy helps keep pupils in a better state to encounter, interact, learn and develop with endless new experiences.



The learner, while taking part in this therapy, would have developed a number of different types of skills.

These are:

- Cognitive skills
- Confidence - (psychological well-being)
- Motor skills - (task to improve the range of movement in hands)
- Problem solving - (having to push pass painful movement)
- Physical ability - (improved mobility / vestibular)
- Relaxation
- Sensory awareness - (visual / hearing / tactile)
- Social interaction - (trust / communication with therapist)

What will this cover within the National Curriculum / Key Skills?

National Curriculum



Science

English

Key Skills



Problem solving

Improving own learning

Communication

Working with others

## How the sessions are structured

Our physiotherapist will assess the nature and extent of a pupil's problems; this may involve examination and observation. The pupil may be asked to walk around and perform some exercises so that the physiotherapist can identify the issues and work out a suitable treatment plan. During the session they will also ask questions relating to the pupil's general health in order to identify any pre-existing conditions. The physiotherapist will also want to know details of any allergies or phobias which may alter the treatment methods they offer.

Once the physiotherapist has made the pupil's treatment plan, they show the GANF staff how to deliver the exercises, and also provide pictures to help them keep to the correct techniques.



For further up to date details on the workings of how the therapists conduct their procedures, please see the link:

<http://lincolnshirehealthyfamilies.nhs.uk/childrenstherapyservices/>

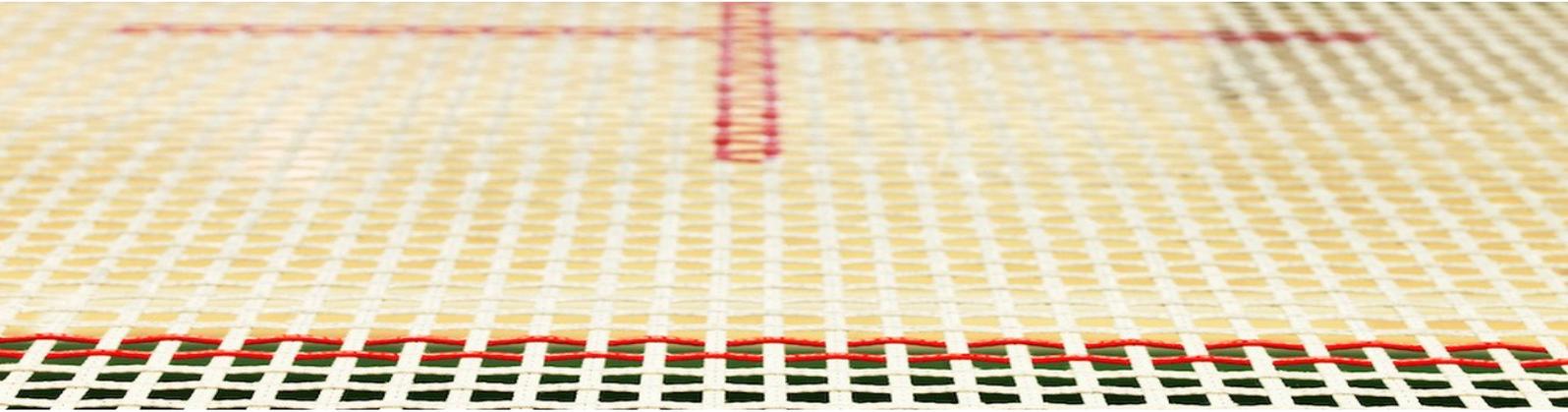


Nothing is impossible.  
The word itself says **I'm Possible!**

# Rebound Therapy

## Benefits of rebound therapy

Rebound therapy is a unique opportunity for our pupils to engage in new physical & learning opportunities. It is a fantastic tool to help with the health promoting therapeutic effects it has on the body. A multisensory resource that enables GANF pupils to encounter, interact, learn and develop with endless new experiences extending their topic work and enhancing their curriculum.



The learner, while taking part in this therapy, would have developed a number of different types of skills.

These are:

- Co-ordination skill - (balance)
- Cognitive skills
- Confidence - (psychological well-being)
- Motor skills
- Problem solving
- Physical ability - (improved mobility / vestibular / proprioception)
- Relaxation
- Sensory awareness - (visual / hearing / tactile / smell)
- Social interaction - (trust / communication)

What will this cover within the National Curriculum / Key Skills?

National Curriculum



Science  
English  
Physical Education  
Music

Key Skills



Problem solving  
Improving own learning  
Numeracy  
Communication  
Working with others

## How the sessions are structured

Before pupils arrive, the therapist checks the particular pupil's records to see what level they are at, and report any changes in their behaviours, medical needs or responses after previous session. Pupils get onto the trampoline, however they can, whether it is by using the side steps or assisted hoist. Each session should ideally last 30 minutes per pupil. It is structured with gentle warm ups at the start, familiar exercises & new exercises in the middle and a "calming" session of more gentle, familiar exercises at the end.

The activities undertaken in a session vary greatly from each pupil. Someone who is very able will participate in a more gymnastic style of movement (learning seat drops, front drops, swivel-hips and other foundation gymnastic movements). The less able may experience supported standing/high-kneeling, and bouncing using physiotherapeutic aids for stretching (e.g. peanuts/swiss balls). Someone who is completely non-ambulant will probably experience 'rebound' through lying down with gentle bouncing created by the therapist. The therapist may also use a colourful parachute for safe stretching with heightened sensory input of colour and "swooshing" sounds. The therapy is progressive so new activities are attempted within the sessions, which lead on from the previous sessions.



# Reflexology

## Benefits of reflexology

Reflexology and massage are non-invasive treatments that induce a sense of well-being and so can release muscular tension. This can help to improve sleep patterns and induce a greater sense of calm and relaxation. There are natural energy pathways, which run through the body; energy pathways which correspond to all major organs, glands and systems of the body. By stimulating reflexes on the feet and sometimes the hands, it will encourage the body to work naturally to restore its own healthy balance.

Reflexology helps the body to return to a natural state of homeostasis (a state of balance). Reflexology is a very relaxing therapy which restores balance to the receiver on a physical, emotional and spiritual level.



The learner, while taking part in this therapy, would have developed a number of different types of skills.

These are:

- Confidence - (psychological well-being)
- Physical ability - (improved mobility)
- Relaxation
- Sensory awareness - (visual / hearing / tactile)
- Social interaction - (trust / communication with therapist)

What will this cover within the National Curriculum / Key Skills?

National Curriculum



Science  
English

Key Skills



Working with others

## How the sessions are structured

A typical session will begin with soft music being played and the smell of essential oils permeating the airwaves. Soft music is essential in creating a calm and trusting environment.

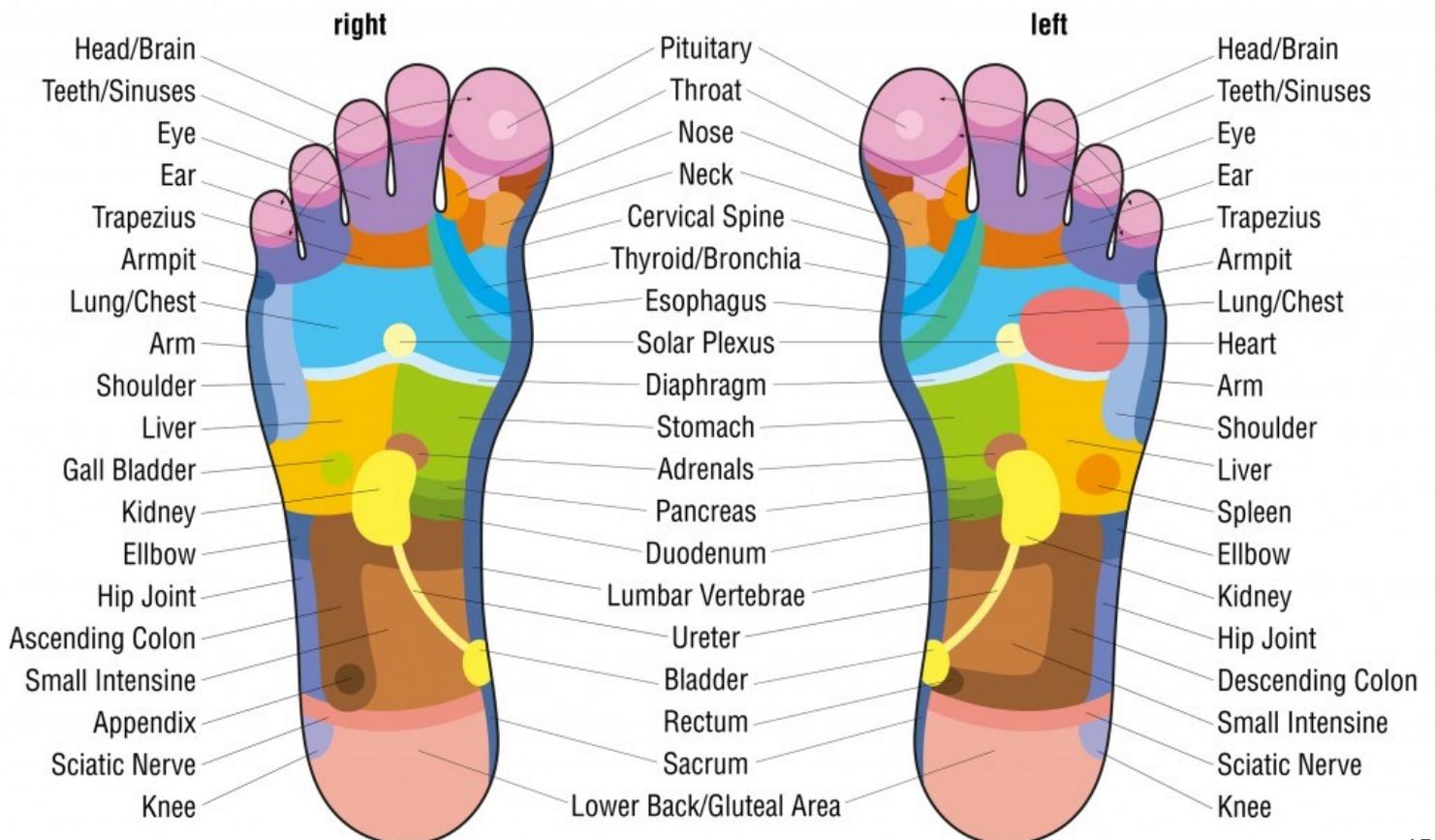
The student is seated and asked to remove his/her footwear. The feet are gently cleansed before the therapy begins and a health check of both feet is carried out. Any health concerns will be appropriately reported but this does not necessarily mean the student cannot receive the therapy as gloves may be worn.

A suitable medium (cream) is applied to the feet to help the reflexologist massage over the skin and stimulate the reflex points.



The student is encouraged to take part during the therapy to discuss how the therapy is having an effect and how they are feeling throughout the session. They in turn gain an understanding of what reflexology is all about and how it can benefit them. Notes are recorded from each session per student and provided to the school at the end of term.

## Foot Reflexology Chart



# Speech & Language Therapy

## Benefits of Speech & Language Therapy

Speech And Language Therapy (SALT) is an intervention service for our pupils that provides life-changing treatment, support and care for them who have communication difficulties (and also eating and drinking difficulties). The aim of therapy is to enable our pupils to reach their fullest potential in terms of their speech, language and communication development, which in turn will enable them to function and participate more fully in all aspects of daily life. SALT can help develop skills and strategies for effective communication in social and learning environments.



The learner, while taking part in this therapy, would have developed a number of different types of skills.

These are:

- Cognitive skills
- Confidence - (psychological well-being)
- Problem solving
- Physical ability - (improved mobility & strength (mouth & neck))
- Sensory awareness - (visual / hearing)
- Social interaction - (trust / communication with therapist)

What will this cover within the National Curriculum / Key Skills?

National Curriculum



Science  
English

Key Skills



Problem solving  
Improving own learning  
Communication  
Working with others

## How the sessions are structured

Our Speech And Language Therapist (SALT) will assess the nature and extent of what the underlying difficulty is for the pupil.

Assessments come in the form of standardised assessment and informal assessment. A standardised assessment is a published 'test' which compares a child to other children of the same age using standardised scores.

Informal assessment is used either where a standardised test does not exist, or will not work well for the pupil. It takes the form of activities planned by the speech therapist to prompt certain language structures or simply consists of observation of the child during play or other day to day activities.

Once the initial assessment is done, the therapist will analyse the results and use these to guide what our GANF staff will work on in subsequent therapy sessions. For further up to date details on the workings of how the therapists conduct their procedures, please see the link:

<http://lincolnshirehealthyfamilies.nhs.uk/childrenstherapyservices/>



# Yoga

## Benefits of yoga

Yoga promotes a sense of fulfilment that make you feel better. By practicing the postures, breathing exercises and meditation in the yoga sessions, it gives you a feeling of being healthier in body, mind and spirit. Yoga lets you tune in, chill out, shape up all at the same time. Whether you pursue yoga as a spiritual path or for its psycho-physiological benefits, yoga looks at the methodical development for having a deeper experience of yourself and the world.



The learner, while taking part in this therapy, would have developed a number of different types of skills.

These are:

- Co-ordination skill
- Cognitive skills
- Confidence - (psychological & emotional well-being & self-discovery)
- Motor skills
- Problem solving - (movements)
- Physical ability - (improved mobility / vestibular / proprioception)
- Relaxation
- Sensory awareness - (visual / hearing / tactile)
- Social interaction - (trust / communication with therapist)

What will this cover within the National Curriculum / Key Skills?

National Curriculum



Science  
English  
Mathematics  
Music

Key Skills



Problem solving  
Improving own learning  
Numeracy  
Communication  
Working with others

## How the sessions are structured

Pupils are given a yoga mat and a health & safety briefing. The feet 'stick' to the mat better when in balancing postures, which ensures that their feet are working freely and correctly during the class. We begin seated and pupils are encouraged into a moment of silence, concentrating on breathing through their nose. This quiets the mind and calms the 'energy' in the room. We then 'tune in'. This is done at the beginning of each class and is usually the sound mantra 'Om'. This gives the pupils a point of reference for each class and reminds them that they are to prepare for yoga.

Breathing practices then follow. Different exercises are used to teach the pupils the tools to relax, calm, de-stress, uplift, energize or any other quality they may need. The therapist uses their judgement to what the class requires during the tuning in. Sometimes a couple of breathing exercises are used.

We then warm up the body in preparation for yoga posture work. These postures strengthen, mobilise, manipulate and stretch the body and mind. During a yoga session, tension knots are released from the body, the nervous system is calmed and the internal organs are massaged. The posture work then leads into the relaxation (often the pupil's favourite part). They lie down and soft music is played or they are taken on a visualisation to encourage the mind and body to relax. The work during the class is benefited by the body relaxing and healing in a quiet, peaceful state. When the pupils are in a relaxed state, the therapist may repeat confidence building stories or uplifting quotes to encourage a positive mind-set.

The pupils are brought out of relaxation slowly and calmly, even if they have drifted off to sleep, and we sit and do a meditation. The meditation is often to music with co-ordinated hand movements. This encourages focus, concentration and a sense of community. It brings the class back together as a whole and is always joyful. A moment of silence is enjoyed before the class is closed with another 'Om'.



# Contact Information

Our chosen therapies enrich, help and support our pupils. We are always open to new ideas in helping our pupils gain the skills in order to progress to the next level. It would be beneficial if you have any ideas or suggestions relating to specific areas of this guide, you should contact a member of our GANF team below.

Executive Headteacher

Responsible for GANF (Ambergate Sports College & Sandon School)



Stela Plamenova

Safeguarding Lead

Responsible for Safeguarding across GANF & CIT Academies



Seriena Hodder

Ambergate Sports College, Dysart Road, Grantham, NG31 7LP  
Telephone: 01476 564957

Sandon School, Sandon Close, Grantham, NG31 9AX  
Telephone: 01476 564994

Email: [enquiries@ganf-cit.co.uk](mailto:enquiries@ganf-cit.co.uk)



# Contacting the Author

Joe Bogumsky is Outdoor Education Coordinator at Grantham Additional Needs Fellowship. If you have any further questions on the information provide within this booklet, or will like to contact Joe for any other reason, please see the contact details below, and mark the correspondence FAO Joe Bogumsky.

Ambergate Sports College, Dysart Road, Grantham, NG31 7LP  
Telephone: 01476 564957

Sandon School, Sandon Close, Grantham, NG31 9AX  
Telephone: 01476 564994

Email: [enquiries@ganf-cit.co.uk](mailto:enquiries@ganf-cit.co.uk)



Joe Bogumsky

