

## **The Therapeutic and Personalised Curriculum at Sir Charles Parsons School**

Individual students have access to Personalised Learning at Sir Charles Parsons School. Students, at points across the school week are withdrawn from formal lessons to partake in the personalised curriculum. Within the PLP (Personalised Learning Programme), students may access several learning activities such as;

- rebound
- hydrotherapy
- sensory stories
- sensory massage
- tac pac
- switch cookery
- sensory circuits
- Forest School
- Soft play (at the Tim Lamb centre)
- SEAL
- Thrive
- Outdoor learning (held at the Shiremoor Centre)
- Powerchair football
- Early morning swim

Students engage in the personalised learning curriculum to address their individual needs which may be highlighted by therapists, teachers, parents and /or their need is identified in their Education and Health Care Plan.

Some students will need targeted interventions led by therapists, which can later be continued in class by pastoral staff. This is monitored by therapists, who oversee any programmes or treatment plans put in place.

### **Rebound Therapy:**

As part of a personalised learning programme, numerous students take part in rebound therapy sessions. Rebound therapy is the therapeutic use of the trampoline to develop and promote motor skills, body awareness, balance, co-ordination and communication.

It is a fun, accessible and fully inclusive activity that meets the needs of many individual students within school. The sessions can enable progress with communication, eye gaze and concentration which are all enhanced by the "focus effect". There are also physical benefits from the sessions, such as the effects of bouncing which helps stretch joints and reduce contractions. At the same time, those muscles, tendons and ligaments are being maintained. The vibrations through the trampoline bed also have the impact of increasing circulation, allowing the body to pump more oxygen and nutrients into tissue and vital organs.

Students work towards targets within the Winstrada Development and Award Programme, which includes teaching resources, badges and certificate award schemes for motivating and rewarding students' progress and effort. The development and proficiency award schemes for Rebound Therapy covers all levels of ability and are based on the Rebound Therapy training course completed by all teaching staff. Teaching resources support the development and measuring of students' progress and effort.

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## **Hydro Therapy:**

Hydro therapy involves carrying out exercises and specific physiotherapy techniques in warm water to help relieve pain, relax and strengthen muscles, increase circulation and, consequently, improve function. It allows those with mobility to maximise their mobility within the water. Warm water helps to relax muscles, reduce muscle spasms and enhance blood circulation. Water supports the body, which relieves stress on joints and makes exercise feel easier. Water also adds resistance and can be used to strengthen muscles. Additionally, particular activities focus on developing students' communication through looking, listening and responding.

The aim of Aquatic Therapy sessions is to use the water skills assessment tool. It is based around the Halliwick method of swim instruction. It allows every young person at Sir Charles Parsons School to make progress in the water. This is a step by step process, and each young person, regardless of swimming experience and ability, will benefit and show success.

## **Sensory Cookery:**

Students participate in a personalised learning programme as part of Independent Cookery Skills sessions. They are supported to adapt their methods of choosing, preparing and cooking foods in order to overcome the challenges that the techniques of cooking might normally present. For example, using a switch to operate a food processor when required to chop food. Through excellent planning and teamwork, students go on to successfully prepare a wide range of tasty dishes.

Using basic kitchen utensils and the use of a food processor, operated by a switch, students work as independently as possible. Students will make simple sweet and savoury snacks with their peers. Using cutting & peeling skills with the use of a food processor, students are helped to make a number of dishes including vegetable soups, simple lunches such as pasta dishes, curries, vegetable stir fry and puddings including, fruit crumble, fruit salad, cakes.

Students will explore a sample of ingredients used during the sensory cooking sessions; smelling, touching and exploring how textures change when ingredients are mixed.

Students follow recipes that emphasise methods which help overcome the challenges they experience in the kitchen. For example, students experience cause and effect ICT exploration, using a switch to control devices that have include blenders, mixers, talking measuring aids and the microwave.

## **The Tim Lamb Centre:**

Students participate in sessions using a specially adapted playgrounds. The sessions focus on using proprioception, which is the body's ability to sense its location, movements, and actions and the reason we're able to move freely without consciously thinking about our environment. Students use unconscious awareness of sensations from joints, muscles, tendons and ligaments as they explore their environment.

Using the Thrive approach, during these sessions staff help to guide students to recognise and notice their body sensations and then link these to their emotions and their thoughts. Students are helped to build their cognitive, relational and physiological regulation systems so that they can see cause

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and effect and begin to make real choices, with some understanding of their consequences and to engage with life and learning.

### **Early Morning Swim:**

The morning swimming session is a very positive aspect of the students' day. Students enjoy their time spent in the pool and benefit physically and socially from the time spent playing and moving around in the water. For those students who can swim, the sessions offer them an excellent opportunity to improve their strokes. For non-swimmers, their regular experiences in the pool gives them the opportunity to increase their levels of confidence. Students benefit from the positive impact that this form of exercise has on their physical health. Swimming is extremely beneficial as it works the whole body; improving cardiovascular conditioning, muscle strength, endurance, posture and flexibility. The sessions also supports students' social and emotional development as they interact in a positive manner with their peers.

### **Powerchair Football:**

Powerchair football is a unique sport that provides opportunities for students with a high level of impairment to access the game of football. It is one of the only active team participation sports for people who use electric wheelchairs.

The game is for anyone who uses a powered wheelchair or those who have limited movement in a manual wheelchair. The sport is fast-paced, dynamic and very enjoyable to watch. The unique nature of powerchair football allows all ages, disabilities and genders to compete together. Students really enjoy their participation in the game. Students work on four different aspects: control of the wheelchair; awareness of the field; understanding of specific laws of the game and basic tactics and working as part of a team. In addition to this, there are a range of games to play during the session, for example powerchair tennis or a relaxed kick-around.

### Forest schools

Forest School is an inspirational process that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.

Forest school is learner led and students are given the freedom to choose their own learning each session. This can include activities such as fire lighting, camp cooking, tree climbing, carving projects, wildlife study and games.

### Outdoor SEAL

Social and emotional aspects of learning (SEAL) is a comprehensive, whole-school approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance and emotional health and well-being.

Students work together with their peers in small groups where they will access specific activities to develop their social and emotional skills.

Where possible these activities are completed in a stimulating outdoor environment. Some of the activities completed this year have been self-representations drawn on the floor with

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chalks, working together to create bird feeders and small tasks aimed at developing communication and team work.

### Shiremoor adventure playground

As part of a personalised learning program some students have been attending outdoor play sessions on a weekly basis at Shiremoor adventure play.

The aims of the sessions are to promote friendships and shared play, build confidence and develop independence and resilience.

Shiremoor offers an ideal environment for our students to learn how to manage their own risk while being supervised by staff.

As well as outdoor play equipment the students have the opportunity to feed and groom the animals which include pigs, rabbits, chickens and guinea pigs.

### Sensory stories and music

As part of a personalised learning programme, numerous students take part in sensory stories and music sessions.

The sessions are designed to be fun and fully inclusive. They are designed to encourage communication and expression.

Students have the opportunity to listen to short stories. To support the students' learning and understanding, stories are supported with a range of sensory materials and activities to follow.

Sessions involve listening to nursery rhymes and songs which involve numbers, counting, prepositions and actions.

Sessions also involve listening to more 'popular music' and music of choice. Students are given the opportunity to explore a range of musical instruments and play alongside the music in the session.

### Tim Lamb activity centre

Students have participated in sessions using a specially adapted playground. The sessions have focused on using proprioception, which is the body's ability to sense its location, movements, and actions and the reason we're able to move freely without consciously thinking about our environment. Students have been using unconscious awareness of sensations from joints, muscles, tendons and ligaments as they have explored the environment.

Using the Thrive approach, during these sessions we have helped to guide students to recognise and notice their body sensations and then link these to their emotions and their thoughts. We have helped to build their cognitive, relational and physiological regulation systems so that they can see cause and effect and begin to make real choices, with some understanding of their consequences and to engage with life and learning.

### Morning Swim

The morning swimming session is a very positive aspect of the students' day. All students enjoy their time spent in the pool and have benefited physically and socially from the time spent playing and moving around in the water.

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For those students who can swim, the sessions offer them an excellent opportunity to improve their strokes. For non-swimmers, their regular experiences in the pool have resulted in their increased levels of confidence. Students have benefited from the positive impact that this form of exercise has on their physical health.

Swimming is extremely beneficial as it works the whole body; improving cardiovascular conditioning, muscle strength, endurance, posture and flexibility. The sessions have also supported students' social and emotional development as they interact in a positive manner with their peers.