



### **Therapy Policy**

Including Music/ Light/Sound/Rebound/Sensory Integration/ Hydro Therapies

#### **Rationale:**

Sunningdale School believes that sensory development through the promotion of learning by utilising the therapies is a key factor in individual pupil development and significantly impacts on pupil progress at all levels. Therapeutic input sits within the **Sensory & Physical** Area of whole school provision..

*“Learning comes first through our senses. As we explore and experience our material world initial sensory patterns are laid down on elaborate nerve networks. These initial sensory patterns become our reference points and give us the context for all learning, thought and creativity.”* (C. Hannaford).

Development of the pre-requisites for learning is achieved through using a sensory approach to the curriculum, which may incorporate periods of time devoted to a range of additional therapies relevant to the individual. This enables pupils to access the learning appropriate to their needs.

#### **Aims:**

- To promote and extend learning opportunities by utilising the child's senses.
- To provide pupils with a vehicle (sensory environment) with which to access learning.
- To provide opportunities for pupils to control their own environment.
- To promote individual choice making/communication opportunities
- To promote opportunities for pupils to develop their physical skills
- To offer a range of age appropriate experiences to the children, giving the opportunity to practise, use and extend their tools for learning.
- To promote a sense of enjoyment and fun.

## **Roles and Responsibilities:**

**LEAD:** Celia Wright

**Multi-professional Liaison:** Be More Together SIT Leader  
Zoe Richards  
Bethany Salkeld

**Light Therapy Lead:** Teresa Allen

**HTLA:** Claire Redman

**Curriculum Support Workers:** Jean Thurlbeck

**Sound Therapy Lead:** Emma Symmons

**Curriculum Support Workers:** Sophie Howe

**Music Therapy:** Clare Hunt (Supported by Emma Symmons)

**Rebound Therapy Lead:** Donna Richardson (Supported by Michelle Simpson)

**Curriculum Support Workers:** Carol Dunn, Danielle Gibson

Delivery by: Sophie Howe, Donna Richardson, Lynne Pringle, Carol Dunn,  
Serena Alderson, Danielle Gibson

**Hydro Therapy Lead:** Michelle Simpson

**Curriculum Support Worker:** Emma Haley, Leanne Watson

**Lifeguard Staff:** Claire Taggart

**Lifeguard:** Amy Franklin

**Occupational Therapy:**

**Occupational Therapist:** Liz Anne Davison

**Appliances:** Gill Parker

**Physiotherapy:**

**Physiotherapists:** Alana Bosanko, Alison Hall

**Method of Delivery:**

As far as possible the sensory curriculum and use of additional therapies are seen as an integral part of the curriculum and as such are delivered within the curriculum framework, and not in isolation. This gives the opportunity for pupils to access learning using different approaches and

environment, allowing for the development and embedding of skills between areas of learning.

Pupils access therapies either on an individual basis or as part of a small group. Provision Mapping (cross referenced with EHCP's where appropriate) identifies those who require intervention. This is undertaken by the class teacher.

### **Multi-Sensory Therapies:**

#### **Hydrotherapy:**

**Definition:** Hydrotherapy assists in the release of tension within muscles, alleviation of pain and calms the nervous system. It provides an environment that stimulates the senses combining warmth, music, relaxation within an interactive environment that provides additional learning opportunities for the individual pupil.

#### **Procedures:**

- Pupils who use the Hydro Therapy pool are identified by the Class Teacher and Physiotherapist.
- The pupils who currently use the pool for hydrotherapy have identified physical needs and are currently following a programme formulated by the school physiotherapist.
- Individual targets are compiled from the programmes by the child's identified Physiotherapist. These are reviewed on a termly basis.
- These pupils access regular hydro therapy sessions in school, overseen by the physiotherapist where physical exercises can be practised, alongside sensory stimulation and movement.
- The pool offers opportunities for pupils to access a multi-sensory environment including sound, light and movement experiences in which they can control the environment using a switch or a camera using an iPad.
- All pupils who access the Hydro Therapy pool must have parental permission and must not be medically prohibited by a GP or Consultant Paediatrician from accessing the therapy.
- Guidelines for the use of the Hydro therapy pool are available in school..

#### **Rebound Therapy:**

**Definition:** Rebound Therapy is used to facilitate movement, promote balance, promote an increase or decrease in muscle tone, promote relaxation, promote sensory integration, improve fitness and exercise tolerance and improve communication skills.

**Procedures:**

- A multi-disciplinary team consisting of the class teachers, Rebound trained staff, Paediatrician (where appropriate) and Physiotherapist identify pupils who will benefit from the therapy.
- An initial joint assessment is undertaken where future targets are set through joint discussion by the relevant professionals. These targets will be reviewed on a termly basis.
- All pupils who access Rebound Therapy must have parental permission and medical clearance (GP or Consultant Paediatrician).
- Individual pupil progress will be monitored by the Rebound therapy trained staff on a weekly basis through observations. Feedback on pupil progress will be discussed weekly with class teams.

**Sound Therapy:**

Delivered within the bespoke sound therapy room and where appropriate in other areas of the school

**Definition:** A focus on the inner world of the child through aesthetic resonance with sound that enables the child to interact and react with—and to all forms of sound. The therapy is provided within an environment that stimulates and enables pupils to develop a wide range of skills that support learning in all areas.

**Procedures:**

- Pupils are identified through joint consultation and discussion by the class teacher and the therapy lead.
- The class teacher will initially identify the reason for referral to sound therapy. This will be taken as the starting point for future work.
- The emphasis will be on following the child's lead with independent choice encouraged.
- Progress will be monitored through observation and a record kept in pupil's learning journey. Feedback to classroom staff will follow each session.
- Sound Therapy staff feedback following session to class team on impact of therapy.

**Light Therapy:**

Delivered within the bespoke light therapy room and where appropriate in other areas of the school.

**Definition:** The use of light and dark to stimulate within an environment that enables those pupils with multi sensory impairment and those with specific visual impairment to access learning, through opportunities to control their own environment.

**Procedures:**

- All pupils can access the light room.
- The light room is used to deliver curriculum targets from classroom planning or individual pupil targets.
- Light Therapy will be used to promote a range of cognitive skills including communication and social skills.
- Pupils will be encouraged to make independent choices.
- Pupil progress will be monitored through observation.
- Observation and evaluation notes will be stored in the individual pupil Learning Journey Files.

**Music Therapy:**

Delivered within the bespoke sound therapy room and where appropriate in other areas of the school

**Definition:** Music therapy is an expressive therapy, consisting of a process in which a music therapist uses music and all of its facets—physical, emotional, mental, social, aesthetic, and spiritual—to help pupils improve their physical and mental health. Music therapists primarily help clients improve their health in several domains, such as cognitive functioning, motor skills, emotional development, social skills, and quality of life.

**Procedures:**

- Pupils are identified through joint consultation and discussion by the class teacher and the therapy lead.
- The class teacher will initially identify the reason for referral to sound therapy.
- Progress will be monitored through observation. Feedback to classroom staff will follow each session.
- Music Therapist feeds back following session to class team on impact of therapy.

Occupational Therapy and Physio Therapy:

External health professionals set and evaluate targets relating to these disciplines of therapy.

Outcomes are assessed and relayed to classroom teachers who with support can implement strategies and advice from these professionals.

Where appropriate these professionals will also advise or have input in multi-sensory therapeutic input and may suggest relevant outcomes for these.

### **Massage:**

Although massage promotes the sensory awareness of body and naming of body parts it is also an important element in showing a child how to relate to themselves and to others through touch. It can enable the first steps of response in many areas including relationships.

The simplest of programmes, e.g. hand and foot massage, are carried out by both adults and children (under the close direct supervision of staff) to develop relationship skills. This is often linked to aromatherapy and is carried out both individually in the massage room and within the classroom environment.

Where there is a need, children with the most profound difficulties are given the opportunity for 1-1 massage in a distraction free environment to encourage the slightest response, aid circulation and develop sensory awareness. This is always carried out in an area where non-intrusive visual observation can take place. Staff are sensitive to the dignity of the child, and that child's acceptances / rejection of contact and act accordingly in line with child protection policy.

Signed parental agreements are always sought prior to 1-1 massage programmes.

### **Training and support**

Advice to staff is available from any of the leading practitioners of areas within school or a number of external expert professionals that work within school.

Individual staff are responsible in ensuring they have the skills to meet the daily needs of the children in their care. Identification of general training needs should be made should be made known to the lead practitioner.

Training will also be made available in line with the school improvement plan and individual performance management targets where appropriate.

