



Therapeutic Curriculum

Intent:

The intent of the therapeutic curriculum at ACE Tiverton is to provide an inclusive, individualized, and holistic learning experience that nurtures the emotional, social, and academic development of each student. Our approach integrates internal student support interventions alongside external therapeutic providers, ensuring that our students have access to a broad spectrum of therapeutic opportunities.

The curriculum is designed to provide a safe environment where our students are supported to develop strategies for self-regulation, social skills, and emotional resilience. By placing therapeutic interventions at the centre of our routine and regular practice, we aim to create a school wide curriculum in which every student is encouraged to thrive both academically and personally.

Implementation:

The implementation of our therapeutic curriculum is built on a strong foundation of both internal student support-led interventions and the expertise of external therapeutic providers, all working collaboratively to meet the diverse needs of our students.

This includes but is not limited to:

Internal Support Interventions:

- **Walk n Talk:** This intervention is designed to provide students with a quiet, informal space for reflection and social interaction. It allows students to engage in one-to-one conversations with staff while walking, which can help alleviate anxiety and foster a sense of connection; alongside offering opportunities for proprioceptive feedback.
- **Talk About Teenagers:** A specific program to help students understand the emotional and social changes that occur during adolescence, addressing topics such as friendships, relationships, and self-identity. This is a published programme that is then adapted as necessary by the member of staff delivering.
- **Girls on Board:** A tailored group support initiative designed to address the specific social and emotional needs of female students, supporting them in improving peer relationships.
- **FunFit:** A physical activity-based intervention that combines fitness with social interaction. Students participate in activities to improve physical health, motor skill development and core strength in a fun, low demand environment.
- **Sensory Circuits:** These are designed to help students self-regulate through movement, sensory stimulation, and motor planning exercises. Sensory circuits support emotional regulation, helping students to focus and engage more effectively in learning.

External Therapeutic Providers:

- **Music Therapy:** Delivered by a qualified music therapist, music therapy sessions are designed to engage students in non-verbal forms of communication and self-expression, while supporting emotional regulation and social interaction. These sessions can be 1:1 or small group.
- **Occupational Therapy:** Our occupational therapist provides tailored interventions that support sensory processing, fine and gross motor skills, and daily living skills. They also work with members of our staff – providing training, advice and professional reports to support the Annual Review process.
- **Counselling:** Individual counselling sessions offer a safe space for students to explore and process their emotions, manage stress, and develop coping strategies.
- **Emotion Coaching:** This intervention focuses on supporting students in recognizing, labelling, and regulating their emotions.
- **Music Lessons:** These lessons provide students with the opportunity to develop musical skills, express creativity, and build self-esteem through instrumental and vocal tuition.
- **Theraplay:** This therapeutic approach uses structured play to strengthen the adult-student relationship, supporting students in building trust and emotional regulation.

Impact:

The therapeutic curriculum has a positive impact on the social, emotional, and academic development of our students. The embedding of therapeutic support into the daily curriculum allows students to develop their emotional regulation, increase engagement in learning, and forge stronger social connections with peers and staff.

The impact of the therapeutic curriculum is monitored and evaluated through the **Evidence for Learning** online platform (internally led interventions) and professional reports / feedback (externally led interventions).

Evidence for Learning allows staff to track student progress against EHCP outcomes and allows for student feedback to be recorded in the moment. Regular quality assurance is carried out by the relevant extended leaders and the Senior Leadership Team (SLT) to ensure that the therapeutic curriculum is meeting the intended outcomes and continuously improving. Interventions are reviewed Termly to ensure that they remain relevant and effective.

Overall, the integrated approach to therapeutic support ensures that our students are equipped with the tools they need to thrive academically, socially, and emotionally, preparing them for a successful transition into adulthood – Learning for Lifelong Success.