



Overstone Park School



Therapeutic Strategies



Strategies for Therapeutic Interventions

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Introduction

We use approaches to support pupils' mental health, wellbeing, and positive behaviour. We foster social-emotional development, resilience, and academic success. We create a nurturing environment where pupils can thrive and reach their potential. Discover the range of therapeutic interventions our Pastoral Support Team can offer.



TEACCH method

TEACCH method

The TEACCH method looks at the skills and strengths children already have, and it aims to build on these to promote development.

Organization of physical environment. This focuses on making the surroundings conducive to taking in knowledge.

The sequence of activities and scheduling.

Visual arrangements.

Routines and Flexibility.

Structure work and activity systems.

Visually structured tasks.

The TEACCH method provides the pupils with structure and organisation. This method relies on five basic principles; a brief description of each is provided below.

Physical structure

Physical structure refers to the actual layout or surroundings of a person's environment, such as a classroom, home, or group home. The physical boundaries are clearly defined and usually include activities like: work, play, snack, music, and transitioning.

Scheduling

A schedule or planner is set up which indicates what the person is supposed to do and when it is supposed to

happen. The person's entire day, week, and possibly month, are clearly shown to the person through words, photographs, drawings, or whatever medium is easiest for the person to comprehend.

Work system

The work system tells the pupil what is expected of him/her during an activity, how much is supposed to be accomplished, and what happens after the activity is completed. The goal is to teach the person to work independently. The work system is also organized in such a way that the person has little or no difficulty figuring out what to do. For example, the activity or task should be performed from top to bottom and from left to right.

Routine

According to the TEACCH method, the most functional skill for autistic individuals is a routine that involves checking one's schedule and following the established work system. This routine can then be used throughout the person's lifetime and in multiple situations.

Visual structure

Visual structure refers to visually-based cues regarding organization, clarification, and instructions to assist the person in understanding what is expected of him/her.

For example, a visual structure may involve using colored containers to assist the person in sorting-colored materials into various groups or displaying an example of a stamped envelope when the person is asked to place stamps on envelopes.

The Talkabout Programme

Talkabout is a series of social communication programmes. It is a practical resource which is aimed at improving Social Communication Skills such as;

Listening

Conversational Skills

Body Language

Awareness

Assertiveness

We have worked at building confidence to help him/her to:-

Feel equipped to deal with a range of emotions that may arise day to day will help him/her boost his confidence.

To develop better relationships: by practicing flexibility, tolerance, understanding and acceptance to help relationships to grow and flourish.

Respect from Others.

Acting with thoughtfulness.

The TEACCH Programme is used to support pupils in achieving the above outcome.



Programmes used to achieve outcome

Programmes used to achieve outcome

Emotion Coaching

Step 1 – Be aware of emotions and tune in to the child's emotions and your own.

- Pay attention to your own emotions, from happiness to sadness to anger.
- Understand that emotions are a natural and valuable part of life.
- Observe, listen, and learn how your child expresses different emotions.
- Watch for changes in facial expressions, body language, posture, and tone of voice.

Step 2 – Connect with the child. Use emotional moments as opportunities to connect.

- Pay close attention to the child's emotions.
- Try not to dismiss or avoid them.
- See emotional moments as opportunities for teaching.
- Recognise feelings and encourage the child to talk about his or her emotions.
- Provide guidance before emotions escalate into misbehaviour.

Step 3 – Listen to the child. Respect the child's feelings by taking time to listen carefully

- Take the child's emotions seriously.
- Show the child that you understand what he or she is feeling.
- Avoid judging or criticising the child's emotions.

Step 4 – Name emotions. Help the child identify and name emotions and identify the emotions the child is experiencing instead of telling the child how he or she should feel naming emotions helps soothe a child.

- Set a good example by naming your own emotions and talking about them.
- Help the child to build a vocabulary for different feelings.

Step 5 - Find good solutions. Explore solutions to problems together.

- Redirect misbehaving children for what they do, not what they feel.
- When children misbehave, help them to identify their feelings and explain why their behaviour was inappropriate encourage emotional expression but set clear limits on behaviour.
- Help children think through possible solutions.

- Don't expect too much too soon be aware of potentially difficult settings and be prepared to help the child through them create situations where the child can explore without hearing lots of 'don't's
- Catch the child doing lots of things right and praise them.
- Make tasks as fun as possible e.g. with a young child, tidying up together.

CBT Special Friends Programme is used

Feelings (try to be aware of feelings and regulate negative feelings).

Relax (do "relaxation" breathing, meditation, and have some quiet time).

Try to think helpful (positive thinking).

Explore solutions (step plans and problem-solving techniques)

Now Reward Yourself (quality time together doing fun activities)

Don't forget – be brave! (Practice skills everyday with friends /family)

Stay happy and talk to support networks.

**Strategies used is Mindfulness**

Breathe slowly.

Relax his/her body; focusing on each part of your body in turn to tense and then relax your muscles.

Mindfulness techniques – mindfulness can help you to be aware of when you're getting angry and can help calm your body and mind down.

Exercise to work off your anger through exercise. Sports like running, football, and boxing are used. This can be really helpful for releasing pent-up energy.

Use up your energy safely in other ways – this can help relieve some of your angry feelings in a way that doesn't hurt yourself or others.

Do something to distract yourself mentally or physically – anything that completely changes your situation, thoughts or patterns can help stop your anger escalating. For example, listening to music.

Special FRIENDS is a CBT-based resilience program also designed for children and young people with autism and learning difficulties, proven to reduce symptoms of anxiety and depression.

Interactive English support

Programme :-

- Identify and understand the main points, ideas, and details in texts.
- Compare information, ideas, and opinions in different texts.
- Identify meanings in texts and distinguish between fact and opinion.
- Recognise that language and other textual features can be varied to suit different audiences and purposes.
- Use reference materials and appropriate strategies (eg using knowledge of different word types) for a range of purposes, including finding the meaning of words.
- Understand organisational and structural features and use them to locate relevant information (eg index, menus, subheadings, paragraphs) in a range of straightforward texts.
- Infer from images meanings not explicit in the accompanying text.
- Recognise vocabulary typically associated with specific types and purposes of texts (eg formal, informal, instructional, descriptive, explanatory, and persuasive).
- Read and understand a range of specialist words in context.
- Use knowledge of punctuation to aid understanding of straightforward texts.

Mangha High interactive maths support

- Read, write, order and compare large numbers (up to one million).
- Recognise and use positive and negative numbers.
- Multiply and divide whole numbers and decimals by 10, 100, 1000.
- Use multiplication facts and make connections with division facts.
- Use simple formulae expressed in words for one or two-step operations
- Calculate the squares of one-digit and two-digit numbers.
- Follow the order of precedence of operators
- Read, write, order and compare common fractions and mixed numbers.
- Find fractions of whole number quantities or measurements.
- Read, write, order and compare decimals up to three decimal places.
- Add, subtract, multiply and divide decimals up to two decimal places.
- Approximate by rounding to a whole number or to one or two decimal places.
- Read, write, order and compare percentages in whole numbers.
- Calculate percentages of quantities, including simple percentage increases and decreases by 5% and multiples thereof.
- Estimate answers to calculations using fractions and decimals.

- Recognise and calculate equivalences between common fractions, percentages and decimals
- Work with simple ratio and direct proportions.

All the teaching approaches outlined in the curriculum are flexible, so that the content being taught is digestible and refreshingly challenging for each individual child.

Mangha High interactive maths support

- Feelings (try to be aware of feelings and regulate negative feelings).
- Relax (do "relaxation" breathing, meditation and have some quiet time).
- Try to think helpful (positive thinking).
- Explore solutions (step plans and problem-solving techniques).
- Now Reward Yourself (quality time together doing fun activities).
- Don't forget – be brave! (Practice skills every day with friends /family).
- Stay happy and talk to support networks.
- Effective Coping Strategies for Tolerating Strong Emotions

Writing: Other than therapists, few people know that the only way to effectively manage and work through emotion is to allow yourself to feel it. In saying that, I'm fully aware that I

have delivered you some bad news. However, writing is an amazing way to help yourself sit with a feeling. If you find yourself eaten up by anger or some other strong emotion, grab some paper and a pen — you can type on your laptop but I think there is a more powerful connection between your feelings and your pen than your feelings and computer keys — and write whatever comes to mind. Spew it, cry it, or slop it onto the paper as long or as much as you need. Then put it away and distract yourself by doing something else.

Sharing: There is something almost magical about sharing a strong emotion with another person. Possessing this magic is one of the great advantages of having a strong emotional bond with a trusted someone in your life, like your spouse or friend. This magic is one of the reasons that therapy and support groups work. Saying, "I'm really sad today," and, if possible, talking about why you feel it with another person requires you to name what you're feeling and drag it from your inside to the outside. It works.

Meditating: Intense feelings have a way of driving your brain. It can almost feel like someone else is in charge of it. It may make your thoughts race or become very negative or disjointed. The beauty of meditation is that it is the exact opposite of all of this. Meditation is essentially the process of taking charge of your brain.

If, when you are feeling powerfully bad, instead of trying to escape that feeling you sit down and focus inward, you can take over the driver's seat and find stillness and peace.

Processing: This is important to all emotional skills. It consists of all of the steps above, combined. It involves sitting with the feeling while sorting out what the feeling is, why you are having it, and what the feeling is telling you. When you write, share, and meditate, you are doing the exact process that your intense feeling needs. When you do this, you not only listen to it, you take charge of it. This is, by far, the best way to take its power over you away.

Teaching approaches

- **Provide Structure.**
- **Teach With Enthusiasm and Passion.**
- **Have a Positive Attitude.**
- **Incorporate Humor into Lessons.**
- **Make Learning Fun.**
- **Use Student Interests to Your Advantage.**
- **Incorporate Story Telling into Lessons.**
- **Show an Interest in Their Lives Outside of School.**
- **Treat Them with Respect.**
- **Go the extra mile.**



**Strategies:**

- Provide choice within structure, specific rules and limits.
- Provide a rationale for tasks and limits.
- Acknowledge negative feelings.
- Provide opportunities to take initiatives and works independently.
- Provide non-controlling competence feedback.
- Use non-controlling language, avoid controlling behaviours, and use competition and rewards wisely.
- Promote a mastery rather than ego involvement (promote achievement).

A positive behavior support plan is in place which provides sufficient detail so all team members have a clear understanding of what to do to prevent problem behavior from occurring, to teach new skills, and how to respond when the behaviour occurs.

Positive behavioral support is works with classroom management strategies designed to help teachers understand why challenging behavior occurs, address the motivation behind the behaviour, and alter the learning environment to provide positive support and encouragement for the desired behaviour.

Staff are trained in Team Teach de-escalation techniques. A time out card is used by all teachers.

Strategies:

- Teacher to be encourage positive behaviour in your children.
- Teacher to be a positive role model.
- Have an innovative environment.
- Have realistic expectations. Acknowledge that pupils have their own individuality.
- Appreciate and encourage pupils.
- Set clear priorities.
- Keep your promises to pupils.
- Give responsibilities to pupils.
- Communicate effectively with him/her.

1. Having the opportunity to speak to each other in English. This maximizes their talking time and minimizes the teacher's talking.
2. Interacting socially using the language so that the stronger student can help the weaker.
3. Brainstorming more ideas and practicing more language.
4. Building up their rapport and independence
5. Focusing more when learning the language while the teacher is just monitoring their performance.
6. Sharing opinions and experiences with each other.
7. Personalizing the lesson and adapting its content to their needs.
8. Feeling safer when participating in discussion especially shy students.

Teachers are aware of pupils' interests. They: -

- Get to know the pupil.
- Use examples freely.
- Use a variety of student-active teaching activities.
- Set realistic performance goals and help students achieve them by encouraging them to set their own reasonable goals.

Strategies to stimulate non-verbal visual reasoning and learning: -

- Text and/or pictures on paper, posters, models, projection screens, computers or flash cards.
- Use of colour for highlighting, organizing information or imagery.
- Graphic organizers, outlining passages.
- Student created art, images, text, pictures and video.
- The above-mentioned techniques often include visual teaching methods and strategies.
- Auditory techniques
- Books on tape, peer-assisted reading, paired reading and computerized text readers
- Video or film with accompanying audio
- Music, song, instruments, speaking, rhymes, chants and language games
- Tactile teaching methods Multi-sensory techniques that involve using the sense of touch are called tactile methods.

**Tactile methods include strategies such as:**

- Sand trays, raised line paper, textured objects, finger paints and puzzles to improve fine motor skills
- Modelling materials such as clay and sculpting materials
- Using small materials called manipulatives to represent number values to teach math skills

Kinesthetic methods

Multi-sensory methods using body movements are called Kinesthetic methods. These involve fine and gross motor movements.

- Games involving jumping rope, clapping or other movements paired with activities while counting and singing songs related to concepts

Modelling processes which involve establishing clear aims.

Providing an example.

Exploring thinking – yours and the pupils.

Demonstrating the process.

Working together through the example.

Providing prompts (or scaffolds) as appropriate.

Providing an opportunity for pupils to work themselves (alone or in pairs).

Drawing out the key learning.

All of a pupil's tasks are delivered in small chunks.

Using Spatial Vocabulary.

Exposing Pupil's to a wide variety of spatial vocabulary increases their spatial intelligence.

Instead of using "here" or "there" in your everyday language, try being more specific in your spatial descriptions, such as "on the top shelf of the cupboard to the right," or "the third to the left behind the box". It will make you visualize the spaces yourself in order to describe it to others, an essential component to increasing your spatial intelligence.

Reducing demands on a pupil: -

Communicate regularly and openly with all staff involved with the child.

Involve all staff in the strategies.

Address the pupil personally always using his name.

Have a focused learning environment.

Provide a quiet area or time-out place for Pupil's if he becomes stressed.

- Text and/or pictures on paper, posters, models, projection screens, computers or flash cards
- Use of colour for highlighting, and organising information or imagery.
- Graphic organizers, outlining passages.
- Student-created art, images, text, pictures and video.

The above-mentioned techniques often include visual teaching methods and strategies.

A use of auditory techniques

- Books on tape, peer assisted reading, paired reading and computerized text readers.
- Video or film with accompanying audio.
- Music, song, instruments, speaking, rhymes, chants and language games are used.

The learning mentor intervenes when Pupil's is struggling emotionally.

Praise and Rewards are one of the fundamental ways we demonstrate that we CARE. We set out to encourage a sense of belonging, community and ownership. The school is continually developing and extending a range of events and activities which will encourage that sense of belonging and self-evaluation.



Therapies at Overstone Park Independent Therapeutic School

Therapies at Overstone Park Independent Therapeutic School

Animal Therapy

Animals can provide a sense of calm, comfort, or safety and divert attention away from a stressful situation and toward one that provides pleasure. Advocates of animal-assisted therapy say that developing a bond with an animal can help people develop a better sense of self-worth and trust, stabilize their emotions, and improve their communication, self-regulation, and socialization skills.

The Benefits of Animal Therapy:

- Improved fine motor skills.
- Improved balance.
- Increased focus and attention.
- Increased self-esteem and ability to care for oneself.
- Reduced anxiety and grief

Art and creative therapies

Arts and creative therapies are treatments which involve using arts-based activities in a therapeutic environment, with the support of a trained professional. You don't need to have done these activities before, or have any particular skills or knowledge.

Different people will have different experiences of arts and creative therapies, but they all aim to:

- give you a safe time and place with someone who won't judge you
- Help you make sense of things and understand yourself better
- Help you resolve complicated feelings, or find ways to live with them
- Help you communicate and express yourself, which might include feelings or experiences you find hard to put into words.

Aqua therapy (Swimming)

Dance/movement therapy, usually referred to simply as dance therapy or DMT, is a type of therapy that uses movement to help individuals achieve emotional, cognitive, physical, and social integration. Beneficial for both physical and mental health, dance therapy can be used for stress reduction, disease prevention, and mood management. In addition, DMT's physical component offers increased muscular strength, coordination, mobility, and decreased muscular tension. Dance/movement therapy can be used with all populations and with individuals, couples, families, or groups. In

general, dance therapy promotes self awareness, self-esteem, and a safe space for the expression of feelings.

Boxercise

Boxercise is a therapeutic exercise class based on the training concepts boxers use to keep fit.

It releases anger and aggression making pupils feel calm because all the aggression is very channeled and controlled. Even though there is no physical contact, it enables you to feel in control of your body and more confident about protecting yourself if you are required to.

Increase your discipline:

Boxing training is about discipline, and it's a great way to increase that in other areas of your life, too, such as drinking and eating. If everyone took up boxing training, we'd live in a fitter world and a better world, mentally and emotionally.

Focus energy and concentration:

Training stimulates your mind and boosts your self-belief. It's a great sport for overweight children, and it also helps build self-esteem and respect in young people who lack confidence.

Counselling

School counselling provides children and young people with opportunities to discuss and address concerns and worries. School counselling provides a safe space within a school and includes education staff in the strategies used to support an individual in overcoming their difficulties or concerns.

Dance therapy

Dance therapy uses the body, movement and dance as a way of expressing oneself and findings ways of exploring and addressing psychological problems or difficulties. It is an approach to psychological treatment that does not rely on talking about problems as the only way of finding solutions.

Dance/movement therapy, usually referred to simply as dance therapy or DMT, is a type of therapy that uses movement to help individuals achieve emotional, cognitive, physical, and social integration. Beneficial for both physical and mental health, dance therapy can be used for stress reduction, disease prevention, and mood management. In addition, DMT's physical component offers increased muscular strength, coordination, mobility, and decreased muscular tension.

Dance/movement therapy can be used with all populations and with individuals, couples, families, or groups. In general, dance therapy promotes self awareness, self-esteem, and a safe space for the expression of feelings.

Dramatherapy

This is a form of Psychotherapy. Knowledge is drawn from the theatre and therapy to use as a medium for psychological therapy that may include drama, story-making, music, movement, and art; to work with any issue that has presented itself.

Pupils are able to explore a wide variety of different issues and needs from autism and dementia to physical/sexual abuse and mental illness in an indirect way leading to psychological, emotional and social changes.

Drama Therapists have a background in theatre, health, or education and can be found in many varying settings such as schools, mental health care, general health social care, prisons and in the voluntary sector.

Drama Therapists work with their pupils using a very wide range of dramatic techniques in verbal and non-verbal ways. Though vocalisation, story making and talk are integral parts of dramatherapy, the practice does not necessarily rely on spoken language alone to support and engage pupils; movement also plays a vital part.

Drawing and Talking

Drawing and Talking Therapy is the number one alternative to CBT and direct talking therapies, that can often be confronting or limiting in the processing of pain or trauma. As an attachment-based therapeutic intervention, Drawing and Talking Therapy is designed to complement CAMHS and other specialist therapies.

Drawing and Talking allows individuals to discover and communicate emotions through a non-directed technique, setting it apart from existing solution-focused and cognitive-based therapies and interventions.

Equine therapy

Caring for and interacting with animals has many proven health benefits. As it provides people with companionship, comfort and a strong sense of wellbeing, it's no surprise that animals have been used for therapeutic purposes throughout history.

While a range of animals can be used in therapy, including dogs, cats, guinea pigs and even fish, equine therapy (therapy involving horses) has been found to be particularly effective in helping people to process and change negative behaviours.

Provide services for all people but mainly children and young people who have mental health or social issues with the help of horses. It provides powerful opportunities

to get to the heart of the issue and leads to better communication and stronger partnerships. We help with behavioural issues, depression and other mental issues.

Whether focusing on self-esteem, problem solving, team building leadership or other learning outcomes, Equata can help with developing awareness, exploring beliefs and promoting change in powerful ways.

Music therapy

As human beings, music plays a fundamental role in our identity, culture, heritage and spiritual beliefs. It is a powerful medium which can affect us all deeply.

Playing a musical instrument, being part of a choir or in a band, listening to music - these are all ways in which we can engage in music. They help us to connect with ourselves and others. Music can be exciting or calming, joyful or poignant. It can stir memories and powerfully resonate with our feelings, helping us to express them and communicate with others.

In music therapy, music therapists draw upon the innate qualities of music to support people of all ages and abilities and at all stages of

life; from helping new born babies develop healthy bonds with their parents, to offering vital, sensitive and compassionate palliative care at the end of life.

Everyone has the ability to respond to music, and music therapy

uses this connection to facilitate positive changes in emotional wellbeing and communication through the engagement in live musical interaction between client and therapist. It can help develop and facilitate communication

skills, improve self-confidence and independence, enhance self-awareness and awareness of others, improve concentration and attention skills.

Central to how music therapy works is the therapeutic relationship that is established and developed, through engagement in live musical interaction and play between a therapist and client. A wide range of musical styles and instruments can be used, including the voice, and the music is often improvised. Using music in this way enables clients to create their own unique musical language in which to explore and connect with the world and express themselves.

Occupational therapy

To improve pupil's ability to function as independently as possible so that he can participate in whatever activities are meaningful and important to him/her. Occupational therapists do this mainly by identifying and eliminating environmental barriers to independence and participation in normal daily life.

Speech and Language Therapy

(SLT's) work in partnership with these individuals and their families and with other professionals and agencies to reduce the impact of these often isolating difficulties on an individual's wellbeing and their ability to participate in daily life.

Sports therapy

The school accesses the Engage Programme at the Northampton Saints Rugby Club.

The Engage programme works with students aged 9-15 years who are struggling in mainstream education. It aims to re-engage and re-integrate them into school. The programme uses practical and classroom-based activities to empower students, increase confidence, and give them the skills to improve their life chances.

Their fully-trained staff are highly experienced in working with students with educational attainment issues and behavioural problems. They work closely with the referrer to develop a progression pathway that is specific for each individual student.

Teaching approaches and arrangements to support the programmes and arrangements outlined above are in place:-

- Education in a setting that understands pupil's specific academic, concentration and emotional needs and provides support through genuine care and attuned interactions.
- All pupils' programmes have clear objectives, which are well recorded, monitored and evaluated with the setting of new objectives as appropriate.

- A close home-school liaison is maintained in order to ensure that the targets set in school are being supported at home. Pupils' progress is monitored carefully and reviewed regularly in consultation with parents and relevant professionals through an 'assess, plan, do, review' process.
- The support pupils are given is provided flexibly (individually, in small groups and in the classroom) as appropriate.
- The support for pupils is not unduly intrusive and should not result in over-reliance and he should be encouraged to work increasingly independently.
- Consideration is given to particular arrangements for assessments if required.

Therapeutic Orienteering

Orienteering offers many benefits, but its real attraction is that it is fun! It is a joy to walk and run through forests and fields. If you like competing, there are many age and skill-level activities to fulfill that wish. The ultimate quest for the orienteer is to find the balance between mental and physical exertion, to know how fast you can go and still be able to interpret the terrain around you and execute your route choice successfully.

Orienteering is a lifetime fitness sport that challenges the mind. It offers the obvious development of individual skills in navigating while problem solving to locate each control. Decision making is paramount: Should I go left or right? Should I climb that hill or go the long way around it? These decisions that constantly arise require thinking more than quick reactions. These decisions are being made under competitive stress and increasing fatigue, helping you to become mentally tougher in other stressful situations. Orienteers learn to be self-reliant since most orienteering is individual, and even in the team and mass-start versions, teammates usually practice individually to improve. Orienteering builds self-esteem and it increases confidence. Gaining the skills and techniques to be able always to find your way out of the woods builds confidence in all aspects of your life.

Orienteering relates to every academic discipline, from math to history to environmental awareness to public policy, and it does so in new and interesting ways.

The Pastoral Support Team is able to offer the following therapeutic interventions:

Horticulture

Social Therapeutic Horticulture is a process where trained practitioners work with plants and people to improve an individual's physical and psychological health, communication, and thinking skills.

The health and wellbeing benefits of gardening are well-documented and include:

Better physical health (through exercise and strengthening muscles to improve mobility);

Improved mental health (through a sense of purpose, hope, and achievement)

Opportunity to connect with others (reducing feelings of isolation or exclusion)

Opportunity to learn new skills (increasing confidence and self-fulfillment)

Increased connection to nature (which itself is documented to improve mental health).

Play therapy

Using play means that the child can explore their thoughts and feelings in creative and dynamic ways, without having to use words to articulate themselves. In Play Therapy sessions, children explore their own creativity and express themselves using media such as: drawing and painting, water and clay, sand tray and miniatures, guided imagery and relaxation techniques, drama and puppetry, poetry, movement and music.

Talking about problems can be hard for children. A child may not have the words to describe how they are feeling, or why they are behaving as they do. A child may not be able to recognise what they find difficult, or explain it to someone if asked. Play Therapy provides the expertise and time to do this through play. Play Therapy sessions aim to build a child's ability to develop healthy and resilient relationships, and to work through traumatic experiences which may be preoccupying them. Pre-occupying difficult feeling can make learning at school or managing feelings impossible. Addressing difficult emotions through play provides a layer of story or metaphor to what is being shared and felt. Metaphor can provide a degree of removal from experience for the child. It can feel safer and less intense for a child to express themselves or explore their experiences through play.

Wellbeing – mindfulness

Becoming more aware of the present moment can help us enjoy the world around us more and understand ourselves better.

When we become more aware of the present moment, we begin to experience afresh things that we have been taking for granted.

Mindfulness also allows us to become more aware of the stream of thoughts and feelings that we experience, and to see how we can become entangled in that stream in ways that are not helpful.

This lets us stand back from our thoughts and start to see their patterns. Gradually, we can train ourselves to notice when our thoughts are taking over and realise that thoughts are simply "mental events" that do not have to control us.

Mindfulness can help us deal with issues more productively. We can ask: "Is trying to solve this by brooding about it helpful, or am I just getting caught up in my thoughts?"

Awareness of this kind may also help us notice signs of stress or anxiety earlier and deal with them better.

Mindfulness-based therapies are recommended by the National Institute for Health and Care Excellence (NICE) as a way to treat less severe depression.



Testimonials

“

Overstone Park Independent School has been a blessing for our son. His teachers truly understand his specific needs, and the tailored support has helped him thrive both academically and emotionally. We're so grateful for the way the school supports SEN children and goes above and beyond.

”

Parent of a Year 3 Student

“

Overstone Park provides an inclusive and nurturing environment. Our son's special needs have always been met with understanding and creativity. The staff work so hard to ensure he feels part of the school community, and we couldn't ask for more.

”

Parent of a Year 4 Student

“

Our daughter has made incredible progress at Overstone Park. The SEN support team is fantastic, and the individualized learning plans have made a world of difference. We couldn't be happier with the care and attention she receives every day.

”

Parent of a Year 5 Student

“

The small class sizes and the dedicated SEN support at Overstone Park have given my child the confidence to participate in ways we never thought possible. The staff genuinely care and make sure each child feels included and supported.

”

Parent of a Year 6 Student

“

Finding a school that truly caters to SEN children was our top priority, and Overstone Park has exceeded our expectations. The school's commitment to ensuring each child reaches their full potential is something we've seen firsthand in our daughter's growth.

”

Parent of a Year 2 Student





Contact

To find out more information,
please use the following contacts:

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