



## **Brixington Primary Academy Resource Base Therapeutic Curriculum**

### **Intent:**

The intent of the therapeutic curriculum in Brixington Primary's Resource Base is to provide an inclusive, individualised, and holistic learning experience that nurtures the emotional, social, and academic development of each pupil.

The curriculum is designed to provide a safe environment where our children 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 encourage pupils to thrive both academically and personally.

### **Implementation:**

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

This includes but is not limited to:

#### **Support Interventions:**

- **Fun with Feelings:** This is a programme designed to help support children with emotional regulation and decrease anxiety. This is a published programme that is then adapted as necessary by the member of staff delivering.
- **Treasure deck:** This intervention is a playful, non-threatening way to explore feelings, and to form effective coping, regulating, soothing, and grounding strategies through a range of games and activities. Designed to work with both the brain and body, it addresses a wide range of common issues including anxiety, stress, low mood, sleep difficulties and emotional dysregulation. This employs a range of proven strategies including cognitive techniques, nurturing activities, sensory strategies, body-based activity and creative exercises.
- **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.

- **Lego Therapy:** This intervention promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills. By using a commonly known tool like LEGO it capitalises on its existing motivation and supports self-esteem by allowing the participants to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop social skills that can then be used in other situations.
- **Funky Fingers:** These are activities designed to develop children's fine motor skills, particularly those involving their hands and fingers. These activities aim to improve finger strength, dexterity, and hand-eye coordination, which are crucial for tasks like writing, drawing, and using tools
- **Disco Dough:** This is a fun, finger exercise activity that combines play dough with music and movement to improve fine motor skills, particularly for children learning to write. It involves moulding and manipulating play dough while following a series of hand and finger exercises set to music. It is also used to calm and help improve focus.
- **Therapeutic Storytelling:** This is delivered by an external professional from the registered charity 'Safe'. This intervention focuses on the development of self-esteem, confidence, problem solving and emotional resilience through exploring narratives via play and creative methods. This could include art, music and animation.
- **Donkey Management Programme:** This intervention is a Donkey Assisted Activity, offered at [The Donkey Sanctuary](#) in Sidmouth. It focuses on developing life skills and improving well-being through interaction with donkeys. The program is structured around the five welfare domains (nutrition, environment, health, behaviour, and mental state) and aims to foster compassion and responsibility for animals
- **Forest school:** This intervention is a child-centred learning experience, led by a trained forest school leader, that fosters holistic development through hands-on activities in a natural woodland environment. It aims to build confidence, resilience, and self-esteem in children by allowing them to explore, play, and take supported risks in a natural setting.

### **Impact:**

The therapeutic curriculum has a positive impact on the social, emotional, and academic development of our pupils. The embedding of therapeutic support into the daily curriculum allows pupils 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 use of Boxall profiling assessments, alongside individual EHCPs to inform targets for children's personalised learning plans which are reviewed and updated termly.

Overall, the integrated approach to therapeutic support ensures that our children are equipped with the tools they need to thrive academically, socially, and emotionally, preparing them for a successful transition into the next stage of their education.