

Vision

We grow happy and successful young people ready for all the possibilities the world has to offer.

Values

Trust

- We build positive relationships with each other
- We feel safe, valued and heard
- We communicate in an open and honest way
- We create a safe space for all students to grow socially and academically

Believe

- We all believe that we deserve happy, successful futures
- We believe we're valued members of a community
- We believe all students can improve their confidence and resilience

Succeed

- We can make positive, healthy friendships and relationships
- We are prepared for our next steps, including study, work or volunteering
- We are prepared for adulthood and life outside of school
- We are proud of ourselves and each other

Context

The Southover Partnership is an SEND school for the students with Social, Emotional and Mental Health (SEMH) needs. Our therapy services are underpinned by our Vision and Values.

All of our students have Education, Health and Care Plans which address needs across the four areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory/Physical

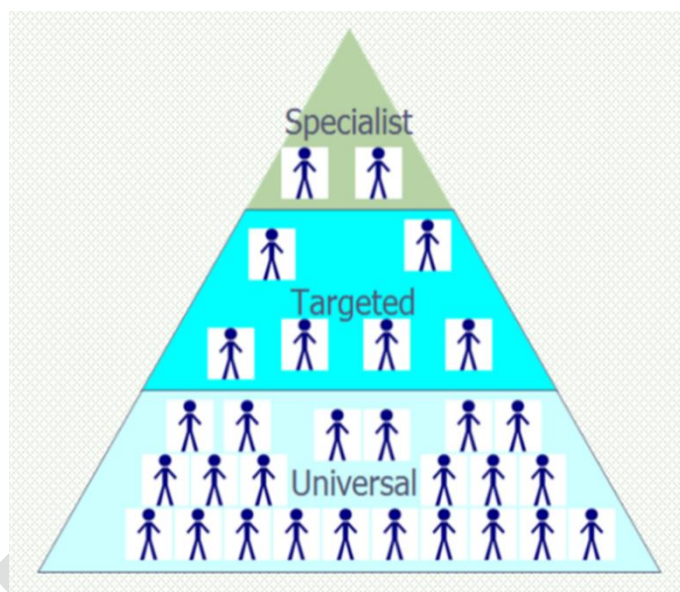
Therapeutic Support

The Southover Partnership uses the concept of the Therapy Pyramid to ensure that we match each child's level of need with the support provided to them.

Universal Therapeutic Support

Universal support is available to all students as a preventative or early help approach to help students understand their needs, reduce barriers to achievement, and develop resiliency to self-manage.

The school's therapeutic environment is one example of our universal support. For example, small class sizes, a highly personalized curriculum offering, and high levels of Teaching Assistant support contribute to a therapeutic environment. The design of the physical environment is also part of our therapeutic offer; small, calm teaching spaces with predictable sensory stimulus and the ability to withdraw to a safe space support students to manage their emotional needs. Our policies and procedures for all students are based on our understanding of Attachment Theory and Trauma-Informed Practice.



Our students also benefit from:

- Weekly staff training by our therapeutic team on a range of topics such as breathing techniques to regulate emotions
- Parent and carer sessions by therapeutic colleagues for support
- Guidance and advice from the therapeutic team to develop appropriate plans and strategies for all students
- Screenings, assessments and signposting for students and their families as required
- SEMH resources embedded into the curriculum across all subjects
- Therapeutic input into Annual Review processes as required
- Liaison with external professionals and support services

Targeted Therapeutic Support

Targeted support is provided where students need support in addition to our universal offer, often for specific, limited periods of time. This support forms more specific and personalized interventions according to the student's needs. This may be provided by our internal Therapy team or facilitated by external partners, in conjunction with our staff members.

Targeted support may include:

- Additional in-class support by a Teaching Assistant/Key Worker
- Small-group or individual intervention sessions – eg. For phonics, other literacy interventions, numeracy interventions, social skills, or Preparation for Adulthood
- 1:1 or small-group sessions by our High Level Teaching Assistants with expertise in Occupational Therapy and Speech and Language Therapy, following programmes designed by our Therapeutic leads
- Targeted assessments and observations by therapeutic staff members

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Therapeutic Offer

- SEMH HLTA mentoring sessions
- Liaison with external agencies as appropriate – eg CAMHS, Social Care

Enhanced Therapeutic Support

Enhanced support is for students who have complex needs and require significant ongoing support to manage them. Enhanced support is underpinned by rigorous and thorough professional assessment and recommendations from specialists, including external specialists. Enhanced support may require additional equipment, technology or expertise outside of the Southover Partnership, overseen by Southover therapeutic staff members.

Some examples of Enhanced support include:

- Very high levels of TA support in most or all lessons
- 1:1 therapeutic sessions with our Counsellor
- 1:1 therapeutic sessions with our Occupational Therapist
- 1:1 therapeutic sessions with our Speech and Language Therapist
- Clinical planning of intensive and high-level provision requiring additional expertise from external sources