

- A weekly gardening club is facilitated, supporting the development of a calm, nurturing outdoor space for young people, staff, and visitors to access for regulation and wellbeing.
- The Occupational Therapist (OT) has been delivering daily sensory circuits, which have now transitioned to yoga sessions delivered four mornings per week to support regulation, movement, and readiness for learning.
- The OT facilitates weekly trampolining sessions, providing targeted sensory and physical input to support regulation and motor skill development.



Garden Club: Growing veg

Occupational Therapy Provision: **Morning exercise**



Trampoline sessions



The Occupational Therapist (OT) provides weekly trampolining sessions on Mondays as a therapeutic intervention to support sensory processing, physical activity, and motor skill development, including balance and coordination. The sessions also support emotional regulation and anxiety reduction through structured vestibular and proprioceptive input. Trampolining is delivered in a fun, low-pressure environment that **promotes engagement, learning, and positive relationships between young people, adults, and peers.**



Supporting Fine Motor Skills, Bilateral Coordination, and Emotional Understanding.



The Occupational Therapist (OT) has been supporting one student to develop her understanding of emotions, with a particular focus this term on assessing her ability to recognise and interpret the emotions of others. Alongside this, the OT has incorporated playful fine motor and bilateral coordination activities to support skill development while maintaining engagement. The inclusion of playful, motivating tasks has been effective in sustaining the student's interest and participation in sessions, enabling therapeutic goals to be addressed within an enjoyable and supportive context.



Joint Interventions

“Trowel and Error” Gardening Club



Last term, Food Explorers came to an end and we're excited to introduce Gardening Club this Spring/Summer term! This weekly group will be run together by the Speech and Language Assistant and the Occupational Therapist.

Gardening Club is a **fun**, hands-on way for young people to learn and grow. It gives plenty of opportunities to build communication skills, play alongside others, and enjoy being outdoors. We'll also be growing vegetables and herbs, helping children explore healthy food in a really engaging way.

Spending time gardening supports movement, coordination, and confidence, while the outdoor setting offers calming sensory experiences such as different smells, colours, textures, sounds and fresh air. It's a lovely way to support our young people's wellbeing and make learning enjoyable.



Our young people really enjoy themselves while outdoors.





Planting – Learning about seeds



Garden related puzzles





Creating emotional scarecrows



STEM: Creating Cyanotypes from natural found objects





Gardening jobs: Weeding, building, watering and painting

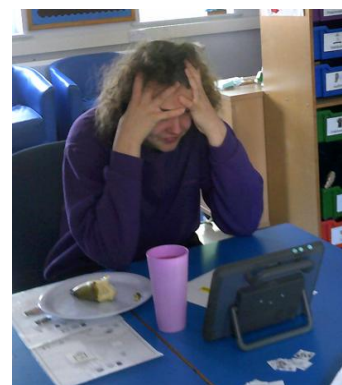
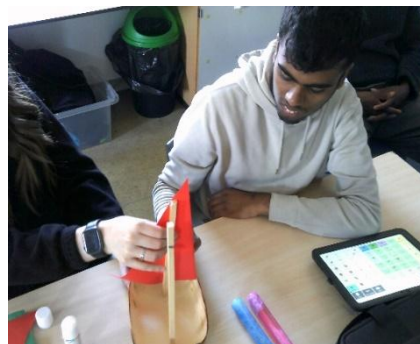
OT and Music Therapy:

The Music Therapist and Occupational Therapist have been offering a joint therapeutic approach for one young person at TFS, SSi since June 2025.

The collaboration this term aims to improve SSi's mobile independence using her white stick: targeting Sophie's goal of regulating her walking pace to enhance safety and environmental awareness during white cane navigation. The clinicians have utilized rhythmic auditory cueing, physical modelling, verbal prompts, and instrumentation, alternating between standing and seated activities to introduce varied postural demands. SSi has demonstrated high engagement when she is able to attend.



Speech and Language Therapy Provision:



AAC – High-tech and low-tech (Talkpads (Smartbox) and paper based)

Talkpads remain a key component of education and care environments. We had another Smartbox assessment day in January where 6 young people were assessed for a high-tech device.

We have received some lovely feedback from one of our class teachers, who shared a wonderful achievement from one of her young people who uses a communication device. This young man is not naturally motivated by technology, so adults around him have worked consistently and patiently to support his use of the device through modelling and positive encouragement.

It has also taken time for him to develop a connection with his device and build an understanding of how it can best support his communication. This makes his progress especially meaningful and highlights the importance of the ongoing, supportive approach taken by staff to help him feel confident and successful.

See shared achievement below:

'OH came into class quite dysregulated after having an incident in Laurels. OH took some time to settle at his table. OH began calming as he showed interest in one of the pages his peer was looking at on their talk-pad. I showed OH this same page on his talk-pad and this instantly lifted OH'S spirits. OH showed the most engagement I've ever seen in his talk-pad and you could see how satisfied he felt when he could press the button and hear his favourite words. He started by just pointing to the symbol and he became very excited when I showed him if he pressed it, I could hear it and he wouldn't have to show it to me!

The page he loves has all the different shops e.g. Tesco, Aldi, Sainsbury's and he loves talking about those places and has been giggling every time he hears it repeated back to him alongside the adult engagement.

He has now been using his talk-pad for the past 20 minutes without needing any adult prompting/support. So proud of him for this amazing progress'- Helena Griffiths (UQT)

The Speech and Language Therapist (SLT) has also been working closely with another young person to trial the Voco Chat grid set with her, as well as focusing on using the device for communication intent.

At the start of these sessions, this young person would press all the cells and hold the device to her ear to gain sensory feedback from it. Gradually overtime, the SLT has been able to use toys and activities to model language and encourage communication. In these sessions, the SLT has been able to share joint attention and build a relationship with the young person.



Signing club

The Speech and Language Therapy Assistant continues to deliver *Signing Club* sessions, which aim to support young people and adults in acquiring a wide range of new signs. These sessions help to promote an inclusive environment and encourage the use of total communication.

Participants have been learning a variety of both functional and fun signs to support their communication skills. Sessions are designed to be engaging and interactive, incorporating enjoyable activities such as 'Guess the Sign'. In this activity, individuals choose a sign from the Makaton library and perform it to the group, while others try to guess its meaning. This approach provides everyone with the opportunity to participate, practise their signing skills, and build confidence in a supportive setting.

TALC Assessment

The SLT has created an informal version of the TALC-2 assessment to help support our non-verbal young people.

The informal assessment is currently being completed with one of our young people who is nearing the end of their placement at TFS. The findings from this informal assessment will help to support her understanding regarding the transition phase. Furthermore, this informal assessment will help support teachers in their lesson planning which will encourage more positive learning experiences.

Psychology Provision:

This summer term we have welcomed Sammi to the clinical team who is joining us as our new Assistant Psychologist 😊

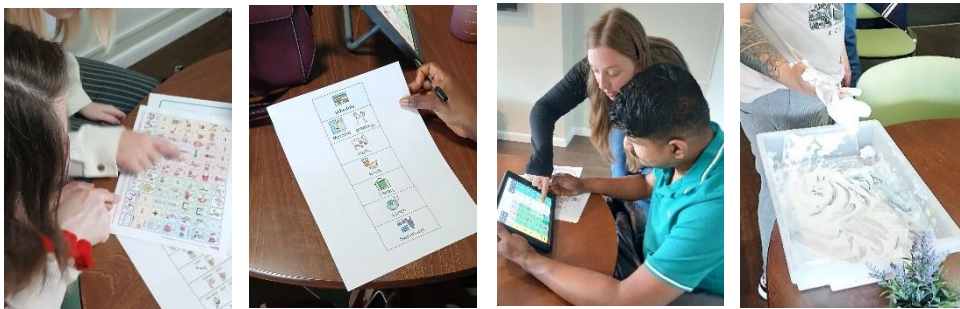
Sammi is already familiar with the Forum School through her previous role in education. She has been spending time getting to know the young people and building positive relationships, as well as attending meetings to develop a strong clinical understanding of their needs.



Upgraded Training:



The clinical team continues to deliver induction training. The Speech and Language Therapy (SLT) team have incorporated technology AAC devices to provide inductees with structured, hands-on practical experience.



The Occupational Therapist has enhanced the sensory regulation training programme by incorporating sensory tray play as a practical, experiential learning component.

This development enables adults to actively explore a range of tactile, proprioceptive, and exploratory sensory experiences, strengthening their understanding of how sensory play can support regulation, engagement, and emotional wellbeing.



This also has the benefit of increasing staff confidence in the activities: Adults are better able to understand the purpose of sensory input, adapt activities to meet individual needs. To further support sustainability and reflection, the OT has developed a dedicated leaflet to accompany the training. This resource reinforces the sensory principles introduced, outlines the benefits of sensory tray play, and provides clear, practical “recipes” that adults can refer back to when planning activities. The leaflet allows staff to consolidate their learning post-training and supports ongoing implementation of effective sensory

regulation strategies.