TFS Clinical Team
Date:

Clinical update October 2026

Occupational Therapy Provision:

Morning exercise

The OT has continued to provide **inclusive outdoor special yoga for all students**. This activity continues to support regulation and physical wellbeing while making effective use of the outdoor environment.

AIMS: The overall aim of the intervention is to promote self-regulation, body awareness, and physical exercise that supports students' readiness to engage in learning throughout the school day.





Trampoline sessions



The Occupational Therapist (OT) continues to provide weekly trampolining sessions on Mondays to support sensory processing, motor skills, and emotional regulation through structured vestibular and proprioceptive input. Delivered in a fun, low-pressure environment, these sessions promote positive relationships and reduce anxiety and serve to support co-regulation with a favoured adult. These sessions help to build trusting relationships and help the young people have fun and learn self regulation.
For one student requiring additional input, the OT provides intensive, individualised support focused on clinically guided sensory input and co-regulation. **These sessions are systematically graded up to encourage deeper co-regulation and build essential self-advocacy. The student is being supported to actively communicate her needs, including identifying where she wants sensory input and asking for specific support.**







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Therapeutic Approach and Engagement

The Occupational Therapist (OT) has implemented play-based therapeutic interventions to facilitate the development of the student's fine motor skills. Using motivating, child-led activities has been an effective strategy for improving intrinsic motivation, sustained attention to task, and active participation during therapy sessions. This playful framework allows targeted remedial goals—such as improving dexterity, in-hand manipulation, and bilateral coordination—to be addressed within a supportive, low-demand context.



Using fine motor skills, learning to regulate force and using different tools



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Force and Motor Control

Prior to introducing precision-based fine motor tasks, the OT incorporates structured proprioceptive input. This preparatory sensory modulation strategy enhances the student's kinesthetic awareness and somatosensory processing. Functionally, this foundational input serves to support regulation when grading force and muscular effort, allowing the student to better execute subsequent fine motor tasks with more appropriate pressure, precision, and motor control.

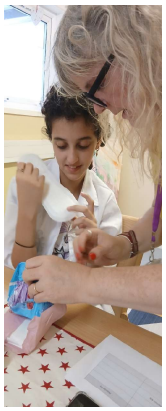


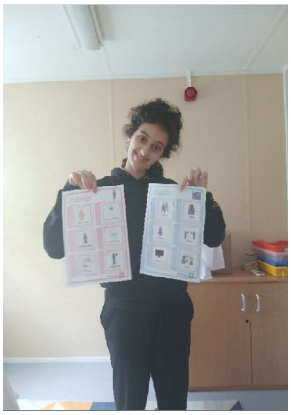
Joint Interventions

Care Girls Club, jointly delivered by the OT and SALTa:

With parental consent, the students are engaging wonderfully in "Care Girls Lab," a small group for two students from the Otters class and another from Swift . Co-run by the Occupational Therapy (OT) and Speech and Language Therapy (SALT) teams, this club offers a fun, relaxed, and judgment-free space.
The girls wear personalised white laboratory coats with the club logo. This helps set a fun "science lab" theme where no question is off-limits, while also acting as protective clothing when exploring different products.







Understanding Boundaries and Safety

Alongside physical care, the students are learning about personal safety and social boundaries. Through the "Public, Private, and Personal Space" curriculum, she is learning to identify which actions are only appropriate in private (such as using the toilet or getting dressed) and which are perfectly suited for public spaces (such as waving hello or playing games with friends). This ongoing work is helping them to build a strong sense of personal safety and respect for boundaries.

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Looking through social stories and learning the sequence of washing in the shower and then modelling it with the young people. The young people use their white coats as 'clothes' during this session.



Hands-on exploration of diverse self-care products allows the students to build awareness of how they work. By exploring each item's functional application, what they smell like, and tactile textures, the young people develop insight into their own sensory preferences and emotional responses. All while having fun!

Developing Self-Care Skills



Personalised Logo

The sessions focus on building independence with everyday personal care routines through hands-on activities. Modelling actions and creating a knowledge base to help them manage their expectations in managing their own environments. In a recent session, the student practiced the ideal shower routine by using visual prompts and acting out the step-by-step sequence for washing. She showed great curiosity during sensory exploration, enjoying testing different bathroom products and watching and feeling bath bombs fizz in water trays: Great sensory play!

This science-themed approach led beautifully into a session on menstrual hygiene. The students took part in an experiments to test how sanitary towels absorb liquid, which gave them a practical understanding of the products available. The comfortable environment allows them to openly share her own experiences with pubertal changes and menstruation, receiving warm reassurance from staff that these body changes are completely normal.





Experimenting with various sanitary wear to explore what they look like and how absorbent they are

<u>Social thinking, jointly delivered by the SLT and AP:</u>

At the start of this term, the SALT and AP have been offering a joint therapeutic approach for the young people in Otter class. The Social Thinking collaboration is aimed as a natural stepping stone from the zones of regulation. These interactive sessions aim to develop peer relationships, turn taking skills and shared attention.







<u>Speech and Language Therapy Provision:</u>

Attention Autism:

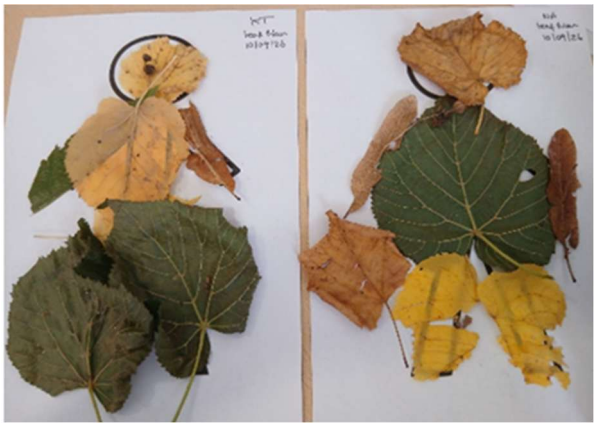
To start the Autumn term, the Speech and Language Therapy Assistant has been delivering Attention Autism in multiple classes. We have been having fun at "Bucket time" with lots of

motivating toys and activities, from musical toys to toys that fly. Adults are modelling plenty of language, which is being received by the young people to support language development, shared play, social interaction, and much more.

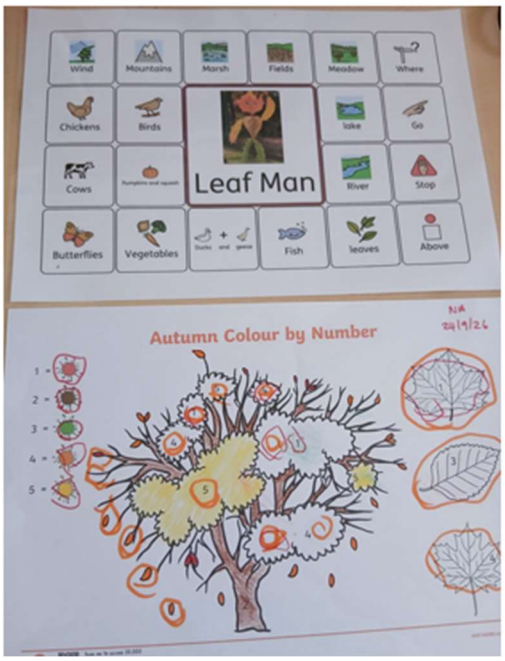




Sensory stories:



We love bringing stories to life for children of all abilities by pairing them with beautiful, sensory props that they can see, hear, smell, and feel. To welcome the Autumn term, the SALT assistant has been exploring the wonderful story *Leaf Man* in Dragonfly class. Together, we made our very own leaf men using a vibrant mix of fallen leaves, giving our young people a chance to feel the crisp textures, catch the earthy autumn scents, and listen to the gentle rustle of every single leaf. Additionally, incorporating mindfulness practices such as colour by number activities paired with autumnal background music to aid sensory regulation.





Signing club

The Speech and Language Therapy Assistant continues to facilitate the Signing Club, a targeted initiative designed to support young people and staff in acquiring a diverse vocabulary of signs. These regular sessions play a pivotal role in fostering an inclusive environment and embedding a total communication approach across the setting.

Some of the young people have shared with the SALT Assistant that they have been using signing to help other young people feel included and to invite them to join in with play.

Psychology Provision:





The Assistant psychologist has started Kindness ambassadors, Our Kindness Ambassadors are pupils who help promote kindness, inclusion and positive relationships across our school. Through fun activities, challenges and everyday acts of kindness, our ambassadors are helping an important part of our school's community.

Upgraded Training:

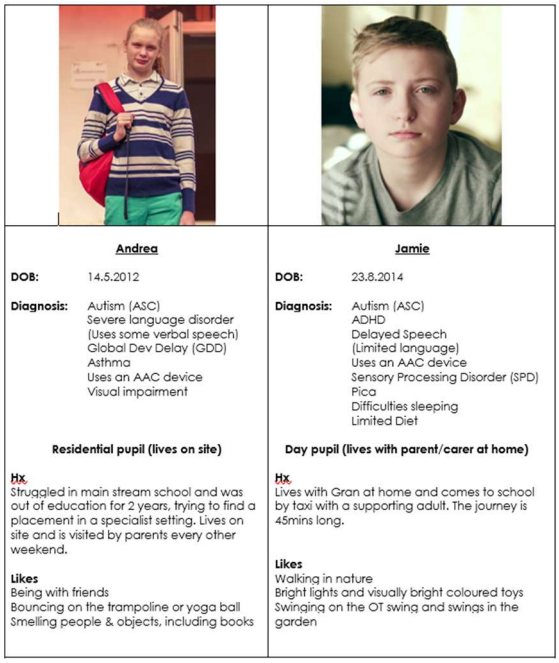
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The clinical team continues to deliver induction training with an emphasis on **hands-on learning.**

The Speech and Language Therapy team has integrated AAC devices to provide inductees with direct experience using communication technologies.

Alongside, the Occupational Therapist has enhanced the sensory regulation training through sensory tray play. This allows staff to personally explore tactile, proprioceptive, and exploratory inputs, deepening their understanding of how sensory play supports student regulation, engagement, and emotional wellbeing.

This practical training builds staff confidence, enabling adults to understand the purpose of sensory input and adapt activities to meet individual student needs.



Andrea

DOB: 14.5.2012

Diagnosis: Autism (ASC)
Severe language disorder
(Uses some verbal speech)
Global Dev Delay (GDD)
Asthma
Uses an AAC device
Visual impairment

Residential pupil (lives on site)

Hx
Struggled in main stream school and was out of education for 2 years, trying to find a placement in a specialist setting. Lives on site and is visited by parents every other weekend.

Likes
Being with friends
Bouncing on the trampoline or yoga ball
Smelling people & objects, including books

Jamie

DOB: 23.8.2014

Diagnosis: Autism (ASC)
ADHD
Delayed Speech
(Limited language)
Uses an AAC device
Sensory Processing Disorder (SPD)
Pica
Difficulties sleeping
Limited Diet

Day pupil (lives with parent/carer at home)

Hx
Lives with Gran at home and comes to school by taxi with a supporting adult. The journey is 45mins long.

Likes
Walking in nature
Bright lights and visually bright coloured toys
Swinging on the OT swing and swings in the garden

To bridge theory and practice, **the clinical team created two simulated student** profiles that we refer to **throughout** the training.

These profiles mirror the real-life needs and challenges of our young people, helping staff learn how to deliver truly person-centred care in a meaningful way.

By using these relatable profiles, inductees can easily see how to tailor communication and sensory strategies to individual needs. The team believe that this approach builds staff empathy and understanding, while also providing a safe, low-pressure space for teams to problem-solve, discuss boundaries, and confidently practice handling some scenarios before supporting our young people in person. This protects the dignity of our service users, while allowing exploratory conversations and scenarios.



Scenarios of our simulated young people – Allowing discussions using visuals helps the inductees to explore strategies in a meaningful way.

Upcoming training:

The SLT team have been working with the Head of care to set up weekly AAC workshops for care staff. These sessions will give staff a space to ask questions about AAC (both high-tech and paper-based) and have some hands-on time using assessment equipment.
For some staff this will be a useful refresher, and it will also really support newer staff in building their confidence, skills, and understanding of AAC. We're hoping the workshops will en courage shared learning and open conversations across the team.
The SLT team will also be rolling these workshops out to care teams across each home, helping to provide the same opportunities for learning, support, and hands-on experience. First session started Wednesday 30th September.







Music Therapy Provision

Music Therapy sessions delivered by Jasmine has focused on supporting young people to express themselves where words are not required, this is a particularly important therapy here at TFS to meet the needs and communication abilities of our young people. Sessions have also included intensive interaction, supporting a young person's communication needs and advocating their wish to re-connect with their father, supporting with ongoing sense of self, sexuality issues/historical trauma with another young person.

Report Completed by: The Forum School Clinical Team