

# All things Therapy

## WELCOME

Welcome back to 'All Things Therapy' - our newsletter from the Therapy Team at Bramfield House. Here we will keep you up-to-date with what we have been up to and forthcoming news.

OFG have introduced new 'Ways of Working' for psychotherapists, speech and language therapists and occupational therapists across all sites. This ensures cohesion of therapy input across all OFG sites. The main changes will be surrounding the length of intervention and the paperwork used to document the interventions. Most young people will now be seen for a maximum of 12 weeks, unless specific circumstances dictate otherwise. We will be offering concise reports for parents, young people and class teams at the end of these interventions to give you, and all involved with your young person, an overview of their therapy support. As always, if you have any questions, please do reach out to me at:

[eleanor.taylor@bramfieldhouse.co.uk](mailto:eleanor.taylor@bramfieldhouse.co.uk).  
I wish everyone a restful Easter break!  
El Taylor, Clinical Lead.

## WHAT'S IN THIS TERM'S ISSUE:

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- Lunch time clubs.
- Fizzy Kids.
- Sensory Circuit Kit Bags.
- Interoception.
- Body Socks.
- Clay Conversations.
- Mental Health Week
- Anger Tutorials
- Flexible Thinking & Functional skills.
- Best Speech.

### Lunchtime clubs –

We've had so much fun getting involved during lunchtime play with primary. Clay club, Bubble Club and Sensory Relaxation have been enjoyed by many. Miniature modelling will be coming next term.



# Occupational Therapy



Fizzy kids can be used in schools with pupils who have weak gross motor skills. The aim is to motivate, increase confidence and self-esteem, and to enjoy movement. We have started with body awareness and co-ordination with our small groups of students as this can impact all areas of productivity and functional skills at school such as handwriting, physical education and postural control. The program can be delivered by anyone from parents to class teams and therapists and is available on the NHS website.

## Sensory Circuit Kit Bags

Lower, middle and upper school each have 2 kit bags filled with equipment that can be used by class teams for sensory circuits. Sensory circuits, through structured sensory activities, positively impact children by enhancing focus promoting motor skill development, reducing anxiety, and improving self-regulation, ultimately preparing them for learning and better classroom engagement by providing 'just the right' level of alertness. These are available for staff to take from the therapy office any time you need them.





# Occupational Therapy



Interoception is one of the human senses. It's all about knowing how you feel by understanding the signals in your body. These can be physical feelings (such as being hungry, cold, needing the toilet, etc...), or emotional (happy, angry, anxious, etc...). The brain uses this information to compute "how do I feel?". Some people have difficulty understanding the signals in their body.

This term the OT team have launched groups which explore the senses in a structured way. Having dedicated time and space to experiment with physical feelings can help develop students understanding of their body and give them the language to articulate their experience.

We've been introducing our students to the body sock! A body sock is a sensory based tool to provide proprioceptive and deep pressure input. It is like an oversized pillowcase that wraps around a student's body with an opening for their head. It is made from a 4-way stretchy Lycra that is breathable. The stretchy fabric provides deep-pressure input against the student's movements to provide a calming effect and organising benefits to the student. Body socks promote calmness, reduces restlessness, increases concentration & attention and promotes body awareness (the feeling of where your body is in space). If you have a body sock at home, you can use we've attached some body sock activities to the end of this newsletter. Body socks should be used for short periods of time. The body may accommodate to the deep pressure and the body sock may no longer be effective; 1 hours break between uses is recommended.



# Psychotherapy at Bramfield House



Written by Katharine Childs  
(Psychotherapist)



Clay Conversations is being run as a club for Primary and soon to be rolled out throughout the school. Clay conversations are provided by Clay Conversations Practitioners, indoors or outdoors, where two or more people come together for focused work with clay whilst sharing thoughts and feelings. When we work with clay, we are helping our brains communicate our thoughts and feelings.

Movements like pinching the clay can aid thinking, while thumping the clay aids a release of feelings. Muscle memory can trigger thoughts about our past and the clay is a great way to give those memories shape for others to try and understand when being spoken about.

'Clay is forgiving and can be reworked as it responds to the energy we have at that moment in time.' Souter-Anderson, L. (2025)

## Working with clay aids:

- Calmness and relaxation by activation of our parasympathetic nervous system
- Enhancement of sensory experiences
- Language and speech improvement
- Co-operative responses and behaviour
- An appreciation of connectivity with others
- Improvement in use of the imagination
- Increased levels of creativity
- Increased spatial awareness
- Improvement in manual dexterity
- Improved resourcefulness
- Increased decision making
- Heightened awareness of our Planet Earth



# Psychotherapy at Bramfield House

## 'Mental Health Week'

Our psychotherapist was on hand to raise awareness of how to look after ourselves and what it means to have good mental health. This created some interesting conversations and togetherness in a calm and relaxing environment for staff and students.



Anger tutorials have been taking place in the mornings providing some psychoeducation of what being angry means. What's behind our anger? The chemicals that help reduce negativity and promote positivity. We have been talking about the adolescent brain and how it links to anger discussing calming techniques to lengthen our fuse thus stopping the volcano from erupting. These tutorials can aid individuals to know that it is normal to get angry and can be helpful. They can provide individuals with insight and knowledge about themselves and to be put forward for more intense work through Anger Management if needed. They will learn that Anger Management is possible as it helps us to manage intense feelings while keeping ourselves and all around us safe.



# Speech and Language



## FLEXIBLE THINKING, FUNCTIONAL SKILLS & BEST SPEECH

by Maddie Haddock (SALT)

This term I have been working with the boys completing assessments, 1:1 sessions and groups. I have begun working with the boys looking at Best Speech, the focus of best speech is to teach strategies which improves the intelligibility of the boys who may mumble or have unclear speech at times. I have been supporting parents/carers and the boys with getting assessed for diagnosis of Autism or ADHD.

Next term flexible thinking groups will be set up. This will focus on understanding big and small problems and how others may think or feel differently to us. We will be working with some of the older boy's to support their everyday functional skills such as booking appointments, ordering in a shop and interview skills. I am looking forward to getting started on new interventions and seeing new students.







# 10 BODY SOCK ACTIVITIES

1

## *Animal Walks*

Bear crawling, crab walking, snail slithering, the worm... get inside the sock and see how many different animal walks you can do.

2

## *Alphabet*

Do the alphabet inside of the sock. Practice making all of the letters, spell their name with full, big body movements.

3

## *Incorporate toys & puzzles.*

Place toys, puzzles, building objects inside the body sock and have your student go inside to find one piece at a time. When they bring it out they can add to the puzzle or building.

4

## *Dance Party*

Put your students favourite music on and have a dance party inside the body sock. Dance move, and push against the body sock. You can even throw some glow sticks in, turn the lights off and have a disco.

5

## *Quiet Space*

For calm and de-stressing. Just go all the way inside and spend some time being quiet, you can go into a ball and rock back and forth.

6

## *Yoga*

Try your favourite yoga positions inside the sock or have a little routine planned out. Go through yoga flow while inside the body sock.

7

## *Fill to the brim.*

Get all the cushions, pillows, blankets and cuddly toys inside of the body sock, see how many you can fit inside to get that 'squished feeling'.

8

## *Fill with heavy items and pull around.*

With every thing you have just filled the body sock with you can get your student to try and climb out and leaving the items inside and add a couple of heavier items. They can pull it around for a different bit of sensory input.

9

## *Sensory Bin*

Put whole body inside the body sock and reach just hands out into a sensory bin or pile of toys to try and find items without the use of their vision.

10

## *Flashlight Tag*

With your student inside the sock entirely with a torch they can push it against the body sock and you have to tap the light when you see it. Reverse roles and shine the light on the body sock so they have to tap the light from inside.