Therapies
This leaflet will describe the purpose and intended outcomes of each of the therapies and how it can be utilised by pupils who attend here at Brantwood Specialist School.

Our aim is to provide an integrated, holistic approach, to introduce therapeutic processes into an educational environment. A range of therapies are available and offer therapeutic interventions which will enable pupils to engage at their own individual developmental and social level, helping to reduce anxiety and sensory difficulties and to aid learning.

The Therapists work closely with pupils and teachers to help set achievable targets, contribute to the IECHP (Individual, Education, Care and Health Plan) and help pupils learn to manage their anxieties in a positive way.

The Therapists at Brantwood are joined by, and benefit from, the skills and experience of the Hygeia Therapy Team at Freeman College, who are also part of the Ruskin Mill Trust. They get their name from Hygeia, who was the Greek Goddess of Health and Wellbeing.

The history and imagery of the Greek Goddess, Hygeia, is the source of inspiration and substance that upholds both the vision and values of Ruskin Mill Trust.

Andrea Damico Gibson
Eurythmy Therapist
The role of the Speech and Language Therapist is to assess and treat speech, language and various communication problems to enable the pupils to communicate to the best of their ability. Every pupil has different communication needs, but these can be categorised into three broad areas: speech, language and pragmatics.

**Speech**—refers to the ability to produce the full range of speech sounds of English to enable the pupil to be understood by others.

**Language**—word meanings, and how words are related to each other. This also includes how we use and understand grammar.

**Pragmatics**—refers to how we use language socially, for example, this may mean knowing the rules of conversation, recognising humour and sarcasm, knowing which topics to talk about with different people and knowing how to be assertive.

The Speech and Language Therapist works closely with the pupil and keyworker to set the communication targets that form part of every pupils Individual Education, Care and Health Plan. These are then worked on in all lessons and activities to improve communication skills.

The aim of Art Therapy is to help a person change and grow on a personal level through the use of art materials and the relationship with the therapist, in a safe and confidential space.

Pupils referred to Art Therapy do not need any previous experience or skill in art. It is also not dependant on spoken language and can be very helpful to anyone who has difficulty in expressing their thoughts, feelings and ideas verbally.

Art Therapy is a private and confidential form of support and the only time your therapist would need to share information would be to protect you from serious harm.

Art Therapy is offered on an individual basis once a week. During this time you are able to use any of the art materials freely. It is not a lesson and there will be no set tasks and no homework.
Anthroposophic Medicine

Appointments with the school’s Anthroposophic Doctor usually last around 20 minutes and the pupil can have a parent, carer or support worker with them.

The Doctor will assess the pupil’s history, general wellbeing and any developmental needs. The Doctor may prescribe natural remedies which include a variety of anthroposophic & homeopathic medicines to support the pupil’s personal and social development.

Conventional medicines will not be prescribed by the School Doctor during visits to the school. He will however, make recommendations for therapy and other medical interventions should the need arise.

Eurythmy Therapy

The role of the Eurythmy Therapist is to assess and help provide an opportunity to grow on an individual and social level by the use of movement.

Eurythmy Therapy helps a variety of areas:
- Co-ordination
- Rhythm
- Spatial Orientation
- Personal Contact
- Body Awareness
- Concentration

Pupils referred to Eurythmy need not have any experience in movement. Eurythmy sessions are offered on an individual basis for 45 minutes once a week. The initial block is for a 12 week period followed up by a 7 week block at a later date.

Eurythmy is based on using the arms to create eurythmy gestures whilst moving in different geometrical forms in space. The formulation of these Eurythmic gestures stems from the mood of sound that forms our language. The process helps to build bridges between the person’s thought, life, feelings and intentions so that a renewed expression of SELF can emerge through the sense of movement.
In the first year of School you will have an introductory session to learn more about Rhythmical Massage Therapy and get an opportunity to try it out. If you find that Massage Therapy is right for you, you will be timetabled for one session a week for six to twelve weeks.

Massage Therapy is a very gentle form of massage, named ‘rhythmical’ because of the movements it uses and also because it works with our bodies natural rhythms, heartbeat, pulse, breathing, digestion, waking and sleeping.

Rhythmical Massage helps our bodies to remember healthy rhythms and works to harmonize these to give us a feeling of wellbeing. The massage can help you to be more aware of your body and how it feels, it eases tension and improves your circulation.

In a typical therapy session you will have about 20 – 30 minutes of massage, this is followed by a rest time. The massage is based on individual needs of each student, and what they feel comfortable receiving.

Occupational Therapy aims to help pupils who face challenges due to mental, physical or social difficulties. It will help you to engage in lots of purposeful activities, and to promote, regain or maintain health and well-being.

Difficulties with sensory integration are inevitably a barrier to learning for many pupils at Brantwood. Occupational Therapy, in the careful preparation and planning of the learning environments and teaching approaches, demonstrates recognition of this in the manner that learning opportunities are presented.

Occupational therapists devise treatment programmes to increase pupils’ ability to carry out activities independently, and with more confidence. They will advise on specialist equipment to assist with sensory issues; help re-build lost skills and restore confidence; teach anxiety management techniques; help to improve social interaction and mentor pupils on how to manage their own behaviour.
Meet the Therapy Team

Andrea Damico Gibson received her Diploma in Curative Education in 1978, and then graduated from Eurythmy Therapy in 1984. Andrea has worked in a wide variety of different therapeutic settings, here and abroad. Andrea leads the Hygeia Therapies Team at Freeman Collage and since 2011 also at Brantwood. Currently completing a Masters on the theme of an holistic approach to integrating therapies into an educational environment, and has an MA Diploma. Andrea is registered with CAHSC (Reg. No. 003).

Loraine O’Hagan graduated from Hibernia College with a Masters in Art Therapy award in 2007. Coming from a rich and diverse background of working curatively with children, adolescents and adults within Camphill Communities in South Africa, United Kingdom and Norway, she has spent the last six years working with adolescents in various therapeutic settings which include, William Morris House Camphill Community, Glasshouse College and the Coventry Refugee Centre. Loraine is currently in the process of registering with CAHSC.

Liz Binns qualified as Rhythmical Massage Therapist in May 2007 and began work at Freeman College. In 2011 she also joined the team here at Brantwood. Before this she worked with adults and children with various learning disabilities for over 20 years in a variety of residential and day care settings. Elizabeth has a diploma in Rhythmical Massage Therapy and is a member of the RMTA. She is currently in the process of registering with CAHSC.

Ruth Melson (BA Joint Hons, MMedSci) qualified as a speech and language (SLT) therapist in January, 2012. Her experience includes working as a SLT assistant in both acute and rehabilitation wards for traumatic brain injury and stroke. She was part of The University of Sheffield research team for Nursery Language4Reading project. Ruth has also worked in a mental health hospital, supporting women with schizophrenia, personality disorder, anxiety, depression and learning difficulties. Ruth is a member of the Royal College of SLTs and HPC registered (Reg. No. SL30996).

Dr. Peter Grunewald is a General Practitioner in the NHS and is also in private practice. Peter has worked with children, adolescents and adults with complex learning disabilities, emotional & behavioural issues and mental health problems for more then 20 years. Peter holds a Doctorate in Medicine and is registered with the GMC and CAHSC.

Alison Harris is a Paediatric Occupational Therapist and has a background in the NHS prior to forming her own business. She has experience in community mental health for children and adults with learning difficulties. Her special interest is working with young children and adolescents on the Autistic Spectrum, using a Sensory Integration approach. Alison is an Advanced Practitioner in Sensory Integration and passionately believes in the importance of considering everyone’s sensory needs in their learning and living environments.

Dave Nash (BA Hons, BMedSci, MRCSLT) is the Speech and Language Therapist. Dave has a Degree in Speech Science from Sheffield University, and is a member of the Royal College of Speech and Language Therapists. He is Health Professions Council registered (HPC No. SL20805).
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