



# Therapy Team Information

Gretton School  
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## Music Therapy

Music Therapy is an evidence-based intervention, supported by the National Institute for Clinical Excellence (NICE). Aims of music therapy include enhancing the communication, appropriate expression and understanding feelings, social interaction and creativity of people with autistic spectrum conditions. Students can be referred for therapy assessment by Gretton staff and by families.

After two assessment sessions, often in collaboration with other Gretton arts therapists, some students are offered a period of music therapy individually or in a small group. Ongoing music therapy sessions take place at the same time each week in the Music Therapy Room, using a wide variety of tuned and untuned instruments. Reports on students' progress are issued twice a year.

Gretton's Music Therapy is provided by Ms Gold, a state registered Music Therapist who works in local authority and independent special and mainstream schools, and in the NHS. She is a registered music therapy supervisor, working with qualified and trainee music therapists and art therapists. She is a UKCP-registered Jungian psychotherapist and member of the Forum for Independent Psychotherapists (FIP).

## Educational Psychology

Ms Brooks, Educational Psychologist, is available to carry out assessments in partnership with Gretton School education and care staff, other visiting professionals and parents.

The purpose of assessment may be to inform the child's statement of special educational need or EHCP, to support the annual review process, to provide for exam access arrangements or to provide therapeutic work around an ASC diagnosis.

Ms Brooks is a qualified Educational Psychologist with more than 20 years' experience in education. Susan has extensive experience of working with young people with Autistic Spectrum Conditions, including high functioning Autism, and Asperger's Syndrome.

Ms Brooks is an Associate Fellow of the British Psychological Society and holds a current practising certificate and statement of Competence in Educational Testing. She is registered with the Health Professionals Council and is a member of the Association of Child Psychologists in Private Practice.

## Speech and Language Therapy

All students are included in a weekly social skills group lesson run by the SLTs and supported by school staff. Individual speech and language therapy is organised in accordance with the student's Statement of SEN or EHCP.

Ms Artingstall has completed extensive post graduate training, including a Masters in Special Education (Autism) at Birmingham University (2006). She has worked as part of a multidisciplinary diagnostic team for Autism at a National Autistic Society accredited special school, and at two specialist secondary provisions for students with High Functioning Autism.

Ms Scarlett has worked as part of a multi-disciplinary team at Brookside family consultation clinic providing diagnostic assessments (ADOS trained) and support for children with ASD who have significant social communication difficulties and additional behavioural or mental health concerns. Fiona has developed and delivered training on communication difficulties in children with ASD for undergraduates at UEA.

## Occupational Therapy

A children's Occupational Therapist (OT) is available to assess and give advice on a child's developing abilities. The purpose of this is to assist your child in managing tasks or situations that they find challenging in order that they can participate as effectively as possible at school.

An Occupational Therapist may look at foundations and skills for learning, such as the impact on access to the curriculum of a child's sensory processing function, perceptual abilities or fine and gross motor skills. The O.T. may also look at foundations and skills for life, such as independence skills and self-management. Interventions can take the form of teaching and refining a child's skills and functional abilities, introducing coping strategies, modifying their environment or introducing equipment that helps them. Specific examples might be developing skills for handwriting, providing advice about posture and seating or advising on how to introduce beneficial sensory activities into your child's day.

The Occupational Therapists at Gretton are all registered Allied Health Professionals and have all completed post-qualification training in broad range of OT practice including Sensory Processing Function and Interventions. They each have a minimum of 10 years' experience working as Children's Occupational Therapists with combined experience of 40 years working with children. They each receive clinical supervision six weekly and attend bimonthly OT professional development and training.

## Drama Therapy

Drama therapy is a form of psychological therapy in which all the performing arts are drawn upon, within the therapeutic relationship. It can be a safe way to explore difficult to express experiences or feelings through dramatic or creative techniques.

Drama therapy sessions are structured and designed specifically with clients abilities and needs in mind. Within Gretton School the sessions are designed specifically to develop social, emotional and expressive language skills in children with autistic spectrum conditions (ASC). The therapy can provide valuable opportunities for children on the autistic spectrum to interact and connect with others in a fun, supportive environment.

Ms Roberts has 5 years' experience teaching extra-curricular Drama with a focus on developing confidence and social skills in children. She has a Bachelor of Arts degree in Drama and a Masters in Drama therapy.