



Therapeutic Timetable: A Guide for School Staff

Introduction

A **therapeutic timetable** is an individualised, structured, supportive intervention designed to help pupils with barriers to accessing learning, including: sensory needs, emotional regulation, anxiety, trauma, or other barriers to learning. A bespoke therapeutic timetable offers a predictable, nurturing environment that prioritizes wellbeing alongside academic progress.

Purpose of Intervention

The aim is to reduce distress, improve engagement, and build resilience by embedding therapeutic activities into the school day. It supports pupils to feel safe, understood, and ready to learn.

Target Audience

This intervention is suitable for:

- Pupils with SEMH (Social, Emotional, Mental Health) needs
- Pupils with sensory needs
- Those at risk of exclusion or persistent absence
- Pupils with neurodivergent profiles (e.g. autism, ADHD)
- Children experiencing trauma or adverse life events

Who Can Deliver the Intervention

Any trained member of staff can facilitate the creation of a therapeutic timetable, including:

- SENCOs
- Learning mentors
- Pastoral leads
- Teaching assistants
- Teachers with a therapeutic or trauma-informed approach

Session Structure

Creating a therapeutic timetable should be:

- Tailored to individual pupil profiles using a person-centred approach
- Predictable and consistent
- Focused on emotional regulation, sensory needs, and relational safety
- Include activities such as mindfulness, movement breaks, creative tasks, and low-demand academic work



Frequency and Duration

- Once created, a therapeutic timetable should be used everyday to support the child or young person
- Can be created over a number of sessions with the young person, supported by key adults
- Reviewed regularly to ensure the child's current needs are met

Key Principles

- Safety and regulation before learning
- Relationships are central
- Flexibility and pupil voice
- Strengths-based and non-punitive
- Scaffolded transitions back to mainstream lessons

Training and Implementation

- To successfully create a therapeutic timetable, staff should receive training in trauma-informed practice, emotional regulation strategies, and safeguarding
- Whole-school awareness around sensory regulation is essential for consistency
- Use pupil profiles and EHCPs to guide planning
- Monitor progress and adapt as needed

Evidence and Outcomes

- Improved attendance and engagement
- Reduced behavioural incidents
- Enhanced emotional literacy and self-regulation
- Positive relationships with staff and peers

Feedback

Regular feedback should be gathered from:

- Pupils (via journals, check-ins, or drawings)
- Staff (via supervision or team meetings)
- Families (via reviews and home-school communication)

Further Information and Resources

- Anna Freud Centre: Trauma-informed schools' guidance
- Beacon House: Therapeutic approaches in education
- Local authority SEMH teams and EP services
- CPD courses on therapeutic thinking and mental health in school