



The Stable School Therapy Offer

The Stable School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Owner: Dan Vincent/Katie Vincent

The Stable School Senior Leadership Team have overall responsibility for this offer document.

The offer document can be made available in larger print or more accessible format if required.

Date Created	Date 1st Review Due	Date Reviewed	Version	Next Review Due
February 2023	February 2024		1	

The Stable School Therapy Offer

Intention: Therapeutic Practice across the Curriculum

We are a specialist setting using a trauma informed approach. We promote a whole school holistic approach to supporting positive well-being. We aim to bring learning to life and allow all our pupils open opportunities to experience success.

Our In-House Therapeutic Team includes: -

- An Occupational Therapist (OT)
- Speech and Language Therapists (SALT)
- A Counsellor
- A Family Practitioner
- An Emotional Literacy Support Assistant (ELSA)
- Trauma Informed School Practitioner (TISP)
- Trauma Informed Practice Lead
- An Integrated Approach Practitioner

Therapists and Practitioners work with and alongside pupils and staff across the school to assess, plan, deliver and review pupils' needs accordingly. This class-based integrated approach allows pupils to experience increased opportunities in their everyday life at school. It further reinforces positive relationships and limits interruptions to learning. It helps students to consolidate a range of skills and be able to use and to apply them in different situations and places.

Our integrated approach to therapeutic intervention also supports staff to develop their knowledge, skill set and confidence, thus, ensuring recommended strategies to meet student needs are consistently embedded across both the curriculum and school day for every pupil.

Implementation

All pupils have access to Quality First Teaching (Wave One) provision, should further support be required the young person is referred to the Therapy Team via a Healthy Body and Mind Referral Form (HBAM). Pupils can self-refer should they wish. Referrals are discussed at the monthly Therapy Panel meeting and actions agreed.

Waves of Provision:

- Wave One – Quality First Teaching (whole class)
- Wave Two – Small group interventions (2 or more pupils)
- Wave Three - 1:1 Targeted, more intensive support.

Occupational Therapy (OT) identifies the occupations and activities young people want and need to do and those they may need help with. Occupations include self-care, (e.g. eating, drinking, washing, dressing, sleep) education and leisure. OT can help to improve fine and gross motor skills, help those who struggle with emotional-regulation and support pupils who have sensory processing difficulties.

Our OT adheres to the professional guidelines and is registered with the Health & Care Professions Council (HCPC) and the British Association of Occupational Therapists.

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Speech and Language Therapy (SALT) is offered to young people when their speech, language or communication issues are impacting on how they access the world around them. This can mean these difficulties can inhibit them from participating, interacting, and engaging with others. During SALT, the therapist may work directly with a pupil (through talking or playing, using toys, pictures, or books) or indirectly by providing advice or a programme of work for teaching staff or parents to work through with them.

Our SALT adheres to the professional guidelines and is registered with the Health & Care Professions Council (HCPC) and the Royal College of Speech & Language Therapists (RCSLT).

Psychological Interventions

Many young people can struggle with how they feel, or they may have difficulties communicating with friends, family, or school. They might be feeling anxious, low, angry, or afraid and need to talk, but find it difficult to talk to people they know outside school, this is normal. Counselling and therapy are both types of talking therapy and usually means talking about these feelings, thoughts or experiences to help make sense of what is going on in their life. We offer a safe space to help talk these things through, support in a non-judgemental way and in confidence unless they disclose that their personal safety is at risk, see below. Counselling is usually short term & often focuses on finding solutions for a specific difficulty, whereas therapy might be offered for a longer period to explore thoughts or feelings impacting everyday experiences.

Counselling

The Counsellor will meet with the young person to discuss their needs, to think about the most appropriate form of therapy and to assess any mental health or safeguarding risks. Counselling and therapy are based on a trusting relationship between the therapist and the young person. Conversations must be confidential, however, in certain situations safeguarding overrides confidentiality, School Designated Safeguarding Leads (DSL) will be notified if the young person reveals:

- Information about hurting themselves or another person.
- Information that they or others may be in physical danger.

It is a legal requirement for all practitioners to disclose information; Terrorism Act 2000, Drug Trafficking Offences Act 1986 and the Children's Act 1989/2004

Bereavement Counselling can help a young person to understand the grief of losing someone special to them and how to manage those difficult and overwhelming feelings.

Our Counsellor is an accredited member of the National Counselling Society (NCS) conforming to their ethical framework.

Family Counselling / Consultation

Our Family Practitioner offers one off consultations or a series of meetings to support parent/carers to think about their child's needs and issues that may be impacting on family life. The work is delivered flexibly according to need.

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Our Family Practitioner is a member of the UKCP, TSP, UCPA, BPC and is a TIS (Trauma Informed Schools) accredited supervisor.

Emotional Literacy Support Assistant (ELSA) supports a wide range of emotional and social needs, this may include anxiety, anger, self-esteem, social skills, friendship skills, loss and bereavement. Sessions take place in a calm and safe space for the young person with a trusted adult. Sessions are largely based on talking, playing games, art and craft and/or therapeutic activities, such as, mindfulness and lego interventions. Work is offered as a block of six weekly 30–60-minute sessions, working 1:1 or in a small group. Our ELSA is fully trained.

Trauma Informed School Practitioner (TISP) supports positive mental well-being and is bespoke to the individual's identified needs, this may include reducing anxiety, raising self-esteem and confidence, identifying, naming and managing different emotions etc. TISP work allows the young person time to talk with a trusted adult in a safe and confidential space. Work is offered as a block of six weekly 30-minute sessions, working 1:1 or in a small group. Our TISP is fully trained and supported by Trauma Informed Schools UK.

Trauma Informed Practice Lead is committed to raising awareness of a whole-school approach to support mental health and emotional wellbeing with a Trauma Informed perspective. This is achieved through implementation & management of pupil One Page Profiles and Motional which measures mental health and wellbeing. Parents & Carers are offered regular opportunities to make connections through Tea & Talk sessions in a supported safe space. Our Trauma Informed Practice Lead is fully trained and supported by both Trauma Informed Schools UK, and Motional.

Integrated Support Practitioner works alongside practitioners and class teams to assist in a consistent approach across the Curriculum and to support implementation of the Waves of Provision, strategies and recommendations. Our Integrated Support Practitioner is a fully qualified Teacher.

Impact

Practitioners review, assess, plan and action work accordingly. Progress is further monitored via teaching observations, assessment, Annual Reviews, Personal Educational Plans (PEPs) and Evidence for Learning.

If it is felt either at initial assessment or at a later stage the young person requires more specialist help a referral will be recommended for the appropriate Support Service, for example, the Child Adolescent and Mental Health Support Service (CAMHS), Physiotherapy, ASPIRE, Early Help, Children Social Care (CSC), alternative therapies etc. Should a young person access external support/therapy, in-school internal therapy will cease to avoid conflict.