**Level 1 - Therapeutic Environment**

The centre provides a calm, nurturing and highly supportive environment. Small class sizes and high staff to student ratios ensure pupils receive excellent care and targeted support. Quiet workspaces throughout the centre, along with a therapeutic room, enable pupils to work with staff, and professionals, in a quiet and non-threatening way.

Each young person within the centre has a key worker. The key worker meets daily with their allocated students providing support, encouragement and pastoral care. The key worker also works with a range of stakeholders including parent/carers, support staff, external agencies and other schools to ensure the academic, social and emotional progress of each individual pupil.

The centre has a structured staff training programme to develop staff knowledge, understanding and expertise in managing young people in an EBD setting.

Emotional support dogs offer a soothing presence in the centre, reducing anxiety and facilitating emotional wellbeing. The dogs are also used to help pupils develop their social and interpersonal skills.

**Level 2 – Personalised Curriculum**

As part of the centre’s admissions process, all pupils are assessed on entry using the Boxall Profile to measure their social, emotional and mental health and wellbeing. The outcomes are used to set targets and provide teaching strategies and suggestions. These targets, along with those set on each pupil’s EHCP, are incorporated into each young person’s individual education plan so that goals to improve pupils’ social, emotional, mental health and wellbeing are embedded into each pupils’ personalised curriculum.

Our PSHE and RSE programme teaches pupils about emotional and mental health and wellbeing enabling pupils to develop the skills, knowledge and understanding to help keep themselves mentally healthy.

**Level 3 – Group Therapy**

The centre focuses on developing positive social interaction and communication skills and delivers this through both the formal and informal curriculum.

Where it is considered beneficial to explore a therapeutic theme in groups i.e. friendship building, social anxiety/low self-esteem and emotional regulation issues, group therapy can be highly effective. Classroom-based whole class interventions are also utilised where cross-curricular approaches to a therapeutic theme can be explored.

**Level 4 – Targeted Help**

The centre organises a range of therapeutic interventions for pupils who require targeted and specific help. Therapy targets are long term and therefore support and intervention should be offered over the course of the young people’s academic years within Bright Sparks Learning Centre.

**Therapeutic Options**

**Expressive/Creative Arts Psychotherapy**

The goal of Creative Arts Psychotherapy is to facilitate and support emotional well-being through exploration of social, emotional and behavioural difficulties using expressive arts-based methods of therapeutic enquiry.

Arts-based interventions allow practitioners to engage young people in psychological work across a wide range of art-based subjects including art, drama and mindfulness. The expressive arts can help young people find expression for the inexpressible in the case of abuse and trauma.

Arts based Psychotherapy can be delivered through individual or group sessions depending on the needs of the child and scope of the therapeutic frame. It can be offered on a short-term or longer-term basis.

**Occupational Therapy**

Occupational therapy looks at the activities a person, wants, needs or is expected to do throughout their day. It considers how the physical environment, the social environment and the needs of the person may prevent the individual from successfully completing, self-care, work or leisure activities.

An occupational therapist will analyse the task and the young person's performance to identify where they are having difficulty, then provide advice, coaching and exercises or equipment to enable the young person to be successful in the task.

The occupational therapist will provide training, advice and support for classroom staff to ensure that the physical and sensory environment supports the young people to fully participate in their education.

**Speech and Language Therapy**

The goal of speech therapy is to improve all aspects of communication. This includes comprehension, expression, sound production, and the social use of language (social pragmatics.) Speech and language therapy can be delivered in both individual and group situations and is embedded throughout both the formal and informal curriculum.

**Therapeutic Referral Pathway**

Therapy caseloads will be devised through the following referral pathway:

**Stage 1** - student concern form passed to student’s key worker through completion of a concern form. Concerns may relate to non-attendance, changes in behaviour presentation, non-academic progression, social – relationship difficulties with peers, within the class, with teaching staff, non-completion of academic work, reported family difficulties, children who are quiet or withdrawn and not participating as expected.

Key workers may meet with staff to discuss concerns and record patterns of behaviour over a short period of time so that this can be discussed within stage 2. It is important that patterns of behaviour are recorded before any advice given so that all decisions can be fully informed.

**Stage 2** – Student concerns are brought to a twice half-termly multi-disciplinary meeting. Within this meeting, concerns will be discussed to identify strategies, advice and a therapeutic plan for the young person concerned. Outcomes from this meeting may include:

* advice and support pastoral worker to contact and work with the family or outside agencies
* advice and strategies to produce an individualised timetable, individual behaviour plan, individual reward system and/or educational strategies

Progress will be regularly reviewed to suit the young people’s needs and ensure that they are receiving the correct level of support required.

**Stage 3** – External specialist can be commissioned to ensure that all of the young people’s statement requirements are being met.

**INSET**

An ongoing INSET programme is designed to support and develop staff’s knowledge and understanding and may cover:

* the effects of trauma and neglect on the developing brain and subsequent deficits in emotional, social and cognitive ‘behaviour’
* national research / guidelines of services being provided to children with ESBD
* meetings with class teams to discuss individual pupils
* general and specific therapeutic strategies and interventions