



There are a range of different settings and services, some of which are outlined in this document, the contributor provides a national service, services on offer will differ in each area and may also have some differences dependent on the provider.

Working or being placed in one of these environments can be challenging but also provides a rich source of wide learning opportunities and an engaged student will be able to experience the breadth of the curriculum. It is important to remember that as a worker or a student you are a guest in someone's life and environment.







Clinical team consisting of:









- clinical psychologists
- occupational therapists
- child and adolescent psychotherapist
- art psychotherapist
- therapeutic life story worker
- drama therapist
- care teams
- support workers
- senior support workers
- team leaders
- deputy managers
- managers
- social workers.



We believe that every interaction with our children should be therapeutic in nature and all of our clinicians foster this approach. We achieve this through direct training, reflective practice and working closely with the homes managers and wider team to look at each individual and how best to support their needs. We further support the home by providing therapeutic skills to staff which help them in working with the children on a day to day basis. Direct work is considered following an assessment in order to clarify the individual's therapeutic needs.

We are aware that sometimes children do not cope well with direct work and we therefore look at more creative ways in which we can provide this therapeutic care. As well as a clinical psychologist and mental health practitioners, we offer therapy and life story work through our psychotherapists and this includes art and drama therapy. Our therapists each possess unique skills, which allow us to provide the relevant care of each child.

The clinical psychology service is integrated within the school's multi-disciplinary service and works jointly with psychiatry, occupational therapy, speech and language therapy, nursing and holistic therapy to deliver a service that is complete and collaborative.

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|  Clinical psychology |  Self-management and coping skills |  Access to psychological therapies |  Development of adaptive living skills |
|  Assessment and support cognitive development |  Assessment and enhancement of psychological well-being |  Assessment and management of challenging behaviour allied therapists |  Art therapies: music and drama |



In this setting, a student would get the opportunity to work with:



All of the work carried out in this service is based on a therapeutic approach known as the STEP Framework (this framework aims to be Sensory supportive, Totally inclusive and Enabling to facilitate personal positive Progression). The STEP framework recognises and encompasses four key domains: social, educational, emotional and psychological, within three specific phases that each child will go through.



Occupational therapists cover the whole complex trauma region, supporting both the young people and the staff through identifying goals using both standardised and non-standardised assessments determining and recommending interventions to promote independence and develop life skills. Provides assessments for evaluating a child's sensory processing patterns in the context of everyday life. Also looks at the home and school environment to identify how sensory processing may be interfering with participation.



Many children will have delayed speech, and some may not develop speech at all and will need other communication aids, e.g. pictures, photos, gestures, etc. Eye contact may also be difficult for them.



Head of safeguarding is a national position although we would have safeguarding leads in services.

