



AGREEMENT SENDATS - Counsellor, Art/Play Therapist, Drawing & Talking Practitioner with Redbridge school

Please note that Drawing & Talking Practitioners are suitably trained for delivering the intervention. However, the Drawing & Talking provision does not follow requirements of a regulatory body in the same way as the Counselling, Art and Play Therapy provisions do. D&T Practitioners keep brief records of sessions, but don't assess/review/evaluate/report to the extent of other CAPT-TI practitioners.

- Referrals are channelled through the SENDATS Single Point of Access referral system by key adults, in partnership with parents/carers, who provide initial consent which can be reviewed at any point. The SENDATS therapeutic practitioners encourage Children and Young People to be informed about and understand the service they are accessing, providing a space for benefits and concerns to be explored.
- Children and young people (C/YP), who are considered Gillick competent and based in school, may self-refer through a key adult in school and parental/carer consent will be gained.
- The diversity of children and young people will be consulted on their expectations for the therapeutic intervention, plus client feedback will inform the development of the therapeutic services.
- SENDATS takes account of the views of partners and service users to support its development
- Information about the therapeutic intervention will be made available to the school, students and parents of children, communicated in a user-friendly way
- SENDATS expect therapeutic practitioners to represent their principles of equality, diversity and inclusion supporting access to the therapeutic services
- All employees, within SENDATS, are DBS checked and approved
- The counsellor, art/play therapist will be suitably trained (unless a trainee):
 - with a minimum of a diploma (level 4) qualification
 - with relevant experience of working with children and young people
 - with demonstrable competences to work within agreed policy frameworks, legal and ethical standards of proficiency
- Counsellor, art/play therapists will be on an Accredited Voluntary Register and holding accreditation with a professional body (or working towards accreditation) e.g. HCPC, BACP, BAAT, UKCP, BAPT
- Counsellor, art/play therapists will be involved in regular supervision and appropriately insured for professional indemnity and public liability
- Therapeutic practitioners will work as part of the school community, will comply with school policies, which need to be communicated by a key contact in senior leadership and counsellors/therapists integrated into whole school training e.g. Child Protection and Safeguarding
- A key contact for the school, such as a senior mental health lead, will be required to establish a secure place and GDPR appointment diary and attendance, system of record keeping and storage, such as referral information and separately stored notes, coded to anonymise identity
- A key contact for the school will need to communicate and negotiate expectations around counsellor/therapist access to records, information, rooms, key contacts such as for debriefing or necessary discussion with DSL, meeting with parents and other professionals
- The therapeutic practitioner will work as integral to the pastoral systems of the school and tiered provisions of external agencies, including Local Authority and mental health services
- The therapeutic practitioner might work as integral to the whole school approaches for assessing SEMH needs and vulnerability, considering appropriate referrals and waiting list priorities
- The school will need to be proactive in providing necessary information for referral, establishing a key link professional and DSL point of contact, appropriately liaising and communicating with the counsellor, art/play therapist throughout the processes of the provision and facilitating its service
- The school will need to be proactive in informing the therapeutic practitioner of any school events, absences or illness that might prevent or interrupt the service delivery
- The therapeutic practitioner will need to suitably notify the school of any absence or events that might prevent or interrupt the service delivery and communicate this to any children or young people involved with the service
- The therapeutic practitioner will be involved in formally assessing the designated therapeutic space mitigating against potential risk factors and interruptions, ensuring the consistency of the safe, well-boundaried space, prior to the start of the provision and dynamically throughout.
- There will be an initial meeting with the child, parents and any other key referring adults, where background history and current presenting needs will be explored and assessed to establish implicit and explicit goals for the therapeutic intervention

- Parents/Carers are encouraged to meet with the therapeutic practitioner, prior to the start of the intervention, to view the room setting where the intervention will take place and raise any questions or concerns they might have.
- Adults need to be mindful that a C/Y/P may not want others to know they are going through a therapeutic intervention or discuss their sessions, so care needs to be taken to protect confidentiality particularly when they are being released from or returning to class
- The initial assessment will form a baseline understanding about the level of current presenting needs (as well as risk). For example:
 - general every-day tensions, stress and conflict that a child experiences within their self-schema patterns and capacity to make change(s), between their self-and-others, or depending on their life circumstances and developmental stage
 - common mental health and psychological stress and conflict that is more embedded in core schema patterns, intra- and inter- personal relating and choice-making behaviours
 - more severe and complex needs where foundational sense(s) of safety, trust, boundaries, acceptance, belonging and significance with self and in relationship with others is underdeveloped, insecure or fractured
 - Adverse Childhood Experiences - capacity for resilience and protective factors supporting the processing and restoration of single, multiple and complex experiences of trauma
 - Adaptations required for children and young people with SEND
 - Discernment regarding whether the student is ready to do counselling/therapy or whether doing counselling/therapy would conflict with other provisions, such as Educational Psychology or a higher tier of service
- At the initial meeting and assessment, other necessary referrals will be discussed and signposted to other services and specialists, such as for EWMHS, GP or Social Care
- The therapeutic practitioner will use self-awareness and self-reflectivity to embody a warm, empathic, emotionally attuned and available adult
- The therapeutic practitioner will support client change processes through contributing to the experience of a safe, open and supportive therapeutic relationship
- In a situation where a student is facing a criminal trial, therapeutic practitioners will liaise with school managers in school and be guided by SENDATS managers and DSL
- Therapeutic practitioners will seek to understand difference and diversity using principles of compassion, acceptance and non-judgemental positive regard
- Therapeutic practitioners will draw on a range of specific theory and skills, tailoring their approach in response to the child's needs
- The therapeutic intervention may take the form of regular 1:1 or group sessions
- Counsellors, art/play therapists may run 'drop-in' sessions for schools, where distinction between drop-in and therapy will be managed and communicated skillfully by the counsellors/therapists
- The number of sessions will be agreed in advance of the start of the therapeutic provision, with a clearly communicated timeframe and dates for review, evaluation and follow-up
- Therapeutic practitioners will review, evaluate and monitor their professional practice collaborating with the developments of the school and SENDATS service delivery
- The content of sessions will remain confidential, unless required to share for welfare/safety reasons, though progress will be reported on in terms of goal reviewing and reference to themes of the work
- Complaints procedures need to be communicated clearly and accessible to all
- By default, SENDATS retain securely held records until your child is 25 years old. You may request a copy of all information we retain at any time and ask for it to be deleted or amended. All sensitive information that cannot be shared will be kept and deleted in line with the guidance of the professional bodies (e.g. BACP, BAPT, BAAT).

I confirm that I have read, understand and agree to the above

	<u>Signatures</u>	<u>PRINTED NAMES</u>	<u>Date</u>
Therapeutic Practitioner	_____	_____	___/___/___
School manager	_____	_____	___/___/___
SENDATS link manager	_____	_____	___/___/___