

Person Centred wraparound therapeutic support service for a specific group of children and young people who are deemed as being looked after children by the Authority.

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| **Person centred Assessment** | **Planning** | **Supervision** | **Staff** |
| By Counsellors and Ed PSychs and Associates | Person centred planning for individual young people, carers and stakeholders – PATH/MAP | For existing staff  For Inclusion Facilitators(IF)  Group supervision  Group problem solving | Counsellors  Ed Psychologists  Associate Headteacher  Speech therapist  Social Worker  Inclusion Facilitator  Principal Ed Psych  Thrive Counsellors |
| **Interventions** | **Consultation** | **Systemic/Organisational change** | **Parenting** |
| Kickstarts  Groups  IF work  Counselling  Arts and Mindfulness  In depth problem solving  Mental Health whole setting  Theraplay  Seal  Solution Focused interventions | Pre  During and post interventions with key stakeholders | For SEN manager/PEP/leads on Social care  Mental health audit | Counselling  Groups  VIG |

We work with children or young people recovering from brain damage, accidents or longer term disability including those with challenging behaviour, or social and communication issues.  We also work with young people in the care and custodial system with associates involved in work with the Ministry of justice as a member of the Medway Secure Training Centre’s Improvement board and have been working on a radically person centred approach to their education and care planning. We have colleagues who are Team Teach and Thrive Licensed Practitioners and bring expertise of working as leaders and head teachers of mainstream and special schools both day and residential for children experiencing severe social, emotional and mental health difficulties.

Such young people will include those who are highly at risk of residential placement out of county:

•           Have become marginalised or lonely

•           Have social and communication needs

•           Experience severe social anxieties

•           Present emotional and behavioural needs that challenge

•           Have become highly vulnerable and isolated

•           Experience high levels of anxiety in ordinary community settings

•           Are not in education or employment or training/apprenticeships (NEETs)

•           Experience the impact of disabling attitudes and have severe and complex impairments

Inclusive Solutions are one of the UK’s leading professional facilitators of social and educational inclusion and provide training for groups of teachers, parents, families and social workers - aiming to make services better and improve the lives of vulnerable people by increasing the quality of the Person Centred Planning that is provided.

1. We also offer an intensive **'kick start' programme** of carefully clinically supervised Inclusion Facilitation for 12 weeks for each young person we support. We have been piloting this work in the last three years,  making traditionally clinical plans and PEPs more person centred - and the feedback has been very positive. Those who have already been supported in this way - when asked - have encouraged us to work with more young people recognising the value of quality person centred planning and direct meaningful support to pursue goals and dreams. We have learned from them as we have developed these ideas.

The families and carers of these young people will also benefit by the impact of this work. Such families may be impoverished, in crisis, swamped or confused by care staff and clinical professionals or simply struggling to meet the social or emotional needs of their young person. Parents and carers of young people already worked with wanted more and hoped others would benefit from this way of working.

1. We offer a **person-centred approach** to planning and use an **Inclusion Facilitation** model of support to enable young people to re-engage in community activities, such as a return to education, apprenticeship and/or employment. <http://inclusive-solutions.com/inclusion-facilitation/>

In Suffolk we have been transforming PEP meeting by use of PATH as a person centred planning approach. We have also been helping with the return of individual students from out county using PCP processes of MAP and PATH.

Inclusion Facilitation is a way to change someone's life around and is a 2 stage process - Stage 1: Find out what people want; and Stage 2: Assist them to get it.

We offer to deliver an intense 12-week programme, and by the end of it a young person will have been supported to see their potential and to radically change their aspirations for the future and their inclusion in their local community. Inclusion Facilitation as a model for building aspiration and inclusion works for young people/young adults of all ages. It provides the space to co-create meaningful opportunities in community life.

The 12-week programme starts with a person centred planning event called a PATH. <http://inclusive-solutions.com/person-centred-planning/path/>

PATH is a person-centred planning tool which focuses on what a good future looks like for an individual and then considers the supports and actions that will be needed to move towards this future. By the end of the PATH the young person will have a clear picture of where they would like to be in the future. The PATH is also a great tool for the Inclusion Facilitator and the young person to use at each subsequent meeting. The PATH is a way for the young person and their families/supporters to map out the changes the young person wants to make in their life.

This way of working is uniquely placed to meet those needs that are not currently well met by traditional Local Authority or a range of clinical services currently on offer. Inclusion Facilitation combines person centred planning, with clinically supervised intensive weekly visits to ‘jumpstart’ a young person’s life opportunities. It contrasts with existing services which tend to be based on a ‘deficit model of disability’ (focused on what’s wrong with the young person rather than the support they need), which can encourage them to become passive rather than taking the initiative for the change they want to see in their lives. Our focus is on creating a ‘good life’ for the child or young person.

1. **Supervision** is offered weekly by qualified psychologists who specialise in inclusion.

Inclusion Facilitation is not a new model for change - the University of New Hampshire (US) have employed Inclusion Facilitators in mainstream education for over 20 years – essentially providing a team that will provide whatever is necessary to strengthen a child or young person’s inclusive education placement. (Inclusion Facilitators Guide, 2005). But it is a relatively new model in the UK.

Our learning from previous successful work has shown that:

- IF can reduce isolation and increase community participation, social connections, reduced anxiety and a better more inclusive life;

- Person Centred planning (PCP) in isolation is not enough to bring about change if an individual does not have sufficient family/carer team support to progress towards their goals and dreams

- Family members are best supported by the IF model to enable them to re-build their aspiration for their young person

- IF practitioners need regular skilled supervision with a unique focus on dealing with barriers to personal growth, change, community inclusion  and  independence from family members.

1. We can also offer the involvement of a team of **qualified counsellors** with a range of experiences and qualifications.
2. In **depth problem solving** – using our group problem solving process which has been used across the UK – ‘Circles of Adults’ – this approach has been used effectively on serious case reviews, in meetings to avoid permanent exclusion and was considered as regional approach to stop out county placements.

1. Have access to and work collaboratively with **Speech and Language Therapists**
2. Offer **Support, supervision and training** to adults in settings that work with young people to support development of skills, knowledge and understanding.  The models used are:  
   Group Consultation and Supervision  
   Circle of Adults (Facilitation Groups)  
   Attachment, Trauma, Loss and impact on young people and others  
   Social Emotional Person Centred Planning for individuals
3. **Exploration and Plans** to support connection, growth and understanding.
4. **Whole setting approach to Mental Health** and Social, Emotional Wellbeing.
5. 8-week parent courses - **Tuning Into Kids and Tuning Into Teens**. Relationship based approach.
6. **Mindfulness and the Arts/Creative connecting work** – using the arts and mindfulness work for the personal Development for Young people and Adults
7. **Whole School Listening Service Training for Staff** with three days training and ongoing support and supervision, plus networking meetings.
8. **Thrive Approach Licensed Childhood Practitioners**

What does it take to develop healthy, happy, confident children who are ready and open to learning? Recent advances in neuroscience, attachment theory and child development have provided some of the answers to this question. The Thrive Approach draws on insights from these fields to provide a powerful way of working with children and young people that supports optimal social and emotional development. The Approach equips you to work in a targeted way with children and young people who have struggled with difficult life events to help them re-engage with life and learning.

1. With our Nottingham based colleagues in Transform Counselling whose approach to therapy and support groups - will promote and support children and young people to become more resilient, have improved mental health and improved emotional wellbeing - we can also offer:

* **Short term solution focused therapy** or long term open ended therapy, our counsellors work from a humanistic person-centred approach. For children ages 4-11 we sometimes offer emotionally focused play to better engage with children in the therapy sessions.
* **7-week issue related workshop programmes** that tackle issues like self-esteem, self-confidence, dealing with anger, building positive relationships and more. These workshops have been successful in engaging 'hard to reach' young people as the facilitators are creative and relatable but also qualified professionals in the field of counselling, social work, youth work and teaching.
* **family/group therapy** to support a child/young person if required and/or offer advice and guidance for parents and guardians on ways of coping and supporting their child.
* **Theraplay informed Approach**  
  Theraplay informed practice using principals of Theraplay approach to create a sense of value, safety, radical acceptance, connectedness, social regulation, music, play and engagement on multiple levels.

1) Group Theraplay Approach  
2) Sunshine Circles Approach  
3) Nurture Group Approach

Great tool for; Families, siblings & peers.

*Minimum of x8 week blocks (1 session per week***).**

* **Parenting Classes**  
  1:1 or group support for parents who are having difficulties with children of all ages from new-borns to teenagers.
* **BRIDGE Project**‘Believe, Relate, Improve, Dedication, Goals, Empower’

This Bridge Project targets year 9, 10 & 11 students through an individualised programme to meet their needs holistically. The Bridge Project is a breakthrough programme that intervenes early to ensure that young people with disabilities/behavioural and additional needs make a successful transition from school to work, further education or training; where young people are at risk of not making a successful transition from school to further education, training or employment.

Provide young people with information, support and high quality one-to-one coaching, group interventions and valued post-16 career opportunities and ultimately a successful and sustainable pathway into employment and adulthood. Young people will be supported through the project for a minimum of 6 weeks, between ages 14-18 years old. Due to disabilities, this does not exclude those young people eligible, which are still in full time education up to the age of 25 years old.

The Bridge Project will include; direct work with vulnerable and challenging young people, ideally in school environments, alternative provisions or at our local office base near the Nottingham City Centre.

*Activities include:*  
1:1 coaching, group workshops, SEAL (which can also be a stand alone social skills programme using our social learning toolkit), managing money, basic life skills, intensive self-esteem workshops with a qualified counsellor, application skills/interview skills.

*The outcomes are:*  
 Personal; improvements to emotional and mental wellbeing  
 Social; peer interaction, improved communication skills, team work skills  
 Economical; Basic life skills, job opportunities, entry into further education or training and promotion of independence

* **SEAL programme**

Give children and young people of all ages and abilities the opportunity to build up a toolbox of social skills for life with these session plans based around tried-and tested activities.  This will enable them to have the best opportunity to understand who they are and their impact on the world, as well as identifying how the world impacts on them as individual.  It gives room for reflection and practical skills for working on tricky situations that are not always taught in the home or school environment.  Detailed instructions give staff guidance on how to deliver the sessions effectively.

*The activities include*:  
• About • Rule • Feelings • Mixed feelings • Boasting • We’re all different • Empathy • Feeling good • Honesty Emotions • Saying “Thank You” • Respecting differences • Focus on feelings • In someone else’s shoes • Making compliments • How do you want to be treated by others • Listening • Healthy Eating • Personal hygiene • Growing pains • Appropriate language • What I have learned • ‘Just for Fun’ activities throughout

They have supported children, young people and their families to make significant steps forward and achieve this through our work in schools, academies, residential children’s homes and colleges in various Nottingham/shire areas.

Each situation will be person specific and that these range of services are provided and tailored to suit the individual situation.

Additionally, we have an established active working relationship with **Schools’ Choice Psychology and Therapy Services based in Suffolk** and led by Claire Darwin PEP, who is one of our dynamic associates.

Some of our person-centred work together has been showcased in our successful book (Person Centred Planning Together).

Schools’ Choice Psy & Therapy Services practice is underpinned by a person-centred philosophy and led by Claire the Principal Educational Psychologist who also manages LA contracts e.g. with SEN, Youth Offending, Adoption, and Virtual School contracts utilising a mixed workforce of psychology and therapy practitioners.

**EP Consultation Service**: We have developed a screening tool and EP consultation process for quick and cost effective access to EP consultation. See the link for further information [AANT](https://www.schoolschoice.org/system/files/AANT.pdf)

The following list also shows a range of therapy / therapeutic work that we can offer:

* ***Video Interaction Guidance (VIG) and Video Enhanced Reflective Practice (VERP);****Fun with Mum group VIG interventions; training and supervision for staff using VIG; organisation of ongoing CPD for VIG trained staff. VIG is typically 3 days of EP time and VERP 4 days of EP time*

* ***Narrative Therapy****an approach to counselling which centres on the person as the expert in their own lives and views the problem as separate or external to their own lives. The narrative therapy process involves re-authoring or re-telling their story through a therapeutic conversation. Narrative Therapy will need a half day consultation and then a further two and a half days of EP time typically if the intervention is felt to be appropriate.*

* ***Systemic Family Therapy****- family and systemic psychotherapy – also known as family therapy – can help those in close relationships to better understand and support each other. It enables family members to express and explore difficult thoughts and emotions safely, understand each other’s experiences and views and work together to make useful changes in their relationships and their lives.  A half day consultation with the EP to consider if this would be appropriate would be the first step and then 3 days of EP to allow for 6 sessions initially and a review.*

* ***Overcoming Programme****– a CBT based intervention for parents supporting a child with high levels of anxiety. Parents have 4 face-to-face and 4 telephone consultations with an Educational Psychologist. Total EP time is three and a half EP days.*

* ***Mindfulness training for children and adults****including introduction sessions for adults and the .b and paws.b programmes**for children which are 10 or 6/12 sessions respectively**(Mindfulness in Schools Project – MISP). These programmes can be purchased separately on the e-store or are roughly equivalent to two and a half to three days of EP time. Introductory sessions can be as short as an hour so please contact.*

* ***Emotional Literacy Support Assistant Programme (ELSA)****– initial training of 5 days on subjects such as emotional awareness, self-esteem, anger management, social skills, and friendships and ongoing half termly small group supervision with an Educational Psychologist. The initial package includes the 5 days of training and 4 supervision sessions. Ongoing supervision can be purchased after this. There is also an annual conference with additional training on bereavement and other relevant topics.*

* ***Clinical Supervision for staff****– individual or group supervision for staff to bring children/young people or issues they are working on, to problem-solve and have support to manage and contain the emotional aspect of the work. Time is purchased in EP days according to how much time is needed.  Typically, half-termly supervision is provided often for staff in roles such as Leadership roles, Safeguarding Leads, pastoral support, family liaison etc.*

* ***Collaborative Problem-Solving****/ Person-Centred Planning tools (PATH, MAP, Solution Circles, Insight Solution Circles, Circle of Adults person-centred reviews).Time can be bought by the hour, half day or whole day.  Two people may be needed to facilitate and graphic the process but this could be an EP and an Assistant EP or Inclusion Facilitator.*

* ***Therapeutic Stories Group Intervention****uses story writing with groups of children who may be experiencing social and emotional difficulties. By using a combination of mindfulness techniques, emotional literacy, and therapeutic writing the group aims to boost confidence in writing ability, as well as support children to explore emotions and develop social skills. Available from Eps, Assistant EPs and Inclusion Facilitators.*

* ***Therapeutic storytelling, therapeutic story reading and therapeutic story writing workshops for adults working with children and young people and Training.***

* ***Support for bereavement and loss****including training for staff and Critical Incident Support (Psychological First Aid). Bereavement support groups for children and young people in development – please ask if you are interested.*

* ***Training****on attachment and trauma, adolescent brain development and other bespoke training as requested. EP time by the half day or full day depending on what is needed. Planning and travel needs to be included.*

***Counsellor Interventions:***

* ***Counselling****for children and adults. We have a qualified Counsellor in the team who can offer up to 12 weekly sessions including an initial meeting to find out whether this is a suitable intervention for the individual. After 6 sessions a review of progress is carried out collaboratively to decide whether more sessions are needed or whether the intervention may end. For Adult counselling a regular counselling session can be offered at a time and place agreed by the Counsellor and the client, in a safe and private space and will be undisturbed. For children and young people, the work will take place in the School during term time. Termly and Yearly packages are available for schools in addition to a set of sessions for one child.*

***Inclusion Facilitator support***

* *An inclusion facilitator will work with children and young people within the****home environment, education setting and local community****alongside their families, education staff and extended natural support. They will demonstrate a commitment to review, monitor and track improvements with the 5 dimensions of inclusion at their core. Their practice will involve a range of interventions and support, for example:****Person Centred Planning / Solution Focused****problem solving, building****resilience****, improving****anxiety, social skills****&****learning****,****3 session change****(solution oriented intervention),****Circle of Friends****– a whole class and then small group intervention to support friendship and social skills*

***Speech and Language Therapy:****See our webpages for information re this service*[*https://www.schoolschoice.org/?q=node/1037*](https://www.schoolschoice.org/?q=node/1037)

*This work includes:*

* ***Family Therapy and Group Therapy for stammering***
* ***Parent-Child Interaction***
* ***Interventions for Selective Mutism****(Speech and Language Therapy and Educational Psychology) Please contact the team for details of this intervention.*
* ***Assessment***
* ***Group work***
* ***Training***

Working collaboratively with you - Schools’ Choice and Inclusive Solutions may be able to tailor a person centred, therapeutic and psychologically informed service that will help you to transform your approach to children in care.

Additionally, we offer EP consultation via a structured outcome focused consultation framework

[AANT consultation](https://www.schoolschoice.org/system/files/Schools'%20Choice%20AANT.pdf)

[EP consultation leading to a Person-Centred Plan](https://www.schoolschoice.org/system/files/AANT.pdf)

This is very cost effective entry point into our services. The telephone consultation is proving very popular with schools and has supported a wide range of person centred planning activity because of the consultations.

**We would like to talk with you about this range of possibilities to see what might work for you.**

**If you are interested we will price up whatever you have named.**

Colin Newton

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