

INGREDIENTS

Purpose: Enhancing and formulating therapies at Abbey School.

Context: Abbey School is a 190 place school for students 5 to 19 years old. We have a significant amount of children whom are cared for within the family.

Aims:

- To improve provision for children who have experienced levels of trauma but aren't entitled to access therapeutic services.
- To engage edge of care students in ways that are meaningful in expressing themselves.
- For all research students to be able to express their emotions in a classroom and community situation.

Rationale:

Currently Abbey School offers informal therapeutic input. Within the school there has been an increase in children who are perceived to be on the edge of local authority care and children who are placed within the extended family due to experiencing trauma situations. The covid pandemic has increased the rate of incidents of domestic violence within family homes, financial pressures and has had a direct impact of families emotional wellbeing.

Through the use of therapeutic professionals we intend to try and reduce the increase of children who find themselves within local authority care and make a substantial impact on families lives in keeping their children safe, well cared for and supported.

Through providing therapeutic services in schools we will reduce the waiting times and the waiting lists for children who aren't entitled to substantial professional input as a result of them being cared for by extended family rather than Local Authority.

More often than not children see schools as a safe place. By therapists growing relationships with children in their own environments working alongside educational staff they are more likely to make greater impact.

Testing:

We intend to use 2 sample groups both with different variables to measure in terms of collating data on- Behaviour for Learning, Personal Independence, Social Interaction and Relationships and Emotional Aspects. Both art therapy and music therapy have been identified as successful mediums to impact on the sample groups as above.

METHOD

Enquiry Question: Does earlier stronger links between schools and therapeutic services make a direct impact on children who are cared for within the family or are at risk of local authority care due to using a more holistic approach?

Implementation Method

Identify sample groups for relevant therapies e.g. music and art. Induct therapists into educational setting.

Establish clear lines of communication.

Provide appropriate high standard equipment for therapists to use.

Take a baseline assessment and share with therapists.

Communicate with families purpose and possible outcomes.

Review therapies half termly

Engage staff team in holistic working approaches with therapy teams.

Report on outcomes for identified children in sample groups compared to other non-therapeutic sample groups.



Examples of Implementation:

Video footage where appropriate.

Pupils responses and comments

Family comments

Staff comments

Evidence of Findings:

OUTCOMES

Preliminary Findings:

Preliminary Conclusions:

Final Thoughts:

Next Steps: