



HOLTON SLEAFORD

— INDEPENDENT SCHOOL —

Pastoral and Therapy Policy

Mission Statement

The Pastoral and Therapy team at Holton Independent School will provide individualised specialised, integrated and pupil centred approach to support all pupils to access their education and social development opportunities. We are committed to transforming the life chances of the young people and families that we work with. We support children who have suffered trauma, Adverse Childhood Experiences (ACEs), and exhibit Social, Emotional and Mental Health difficulties (SEMH). Our staff team work together to create an environment that meets the holistic needs of children who have difficult, challenging or complex life stories

Remit

The service is inclusive, encompassing all pupils. Education, Health and Care Plan (EHCP) needs are addressed. Where a pupil's EHCP does not specify Therapy provision, suitable support is identified on admission and throughout pupils' time at Holton where new needs may arise. Needs are accessed with input from staff, pupils and parents/carers. There may be different assessment tools used to identify pupils' specific needs.

Services Provided

School focuses on:

- Group and individual therapy and individual class-based programmes supporting pupils to access their individual teaching programmes and small group work, by addressing core barriers to learning
- Collaborative working with class and curriculum teams and parents about pupils' therapy needs and strategies
- Advising on resources and equipment for individual pupil programmes and to enhance learning
- Sharing knowledge of and training in specialist clinical areas with staff and parents
- Promoting, supporting, and monitoring the pupils' wellbeing as part of a multidisciplinary team, including parents, teaching staff and behaviour analysts
- Commitment to continuing professional development

Keyworkers

All pupils are assigned a key worker. Keyworkers will work closely with pupils creating positive relationships during tutor time and during the school day. Key workers will liaise with parents/carers on a weekly basis. Key workers will inform all staff of any incidents or needs that are arising at home during daily briefing.

Holton Independent School offers a variety of strategies to support all pupils, these include the list below but we will take an individualised approach depending on the pupils current needs, assessment via Therapy Lead or a member of the Senior Leadership Team.

Mental Health First Aid

All staff are trained in Mental Health First Aid. Staff develop a greater understanding of the importance of positive mental health and wellbeing. The training prepares them to be ready to recognise and help if someone is having mental health problems or a crisis. The course teaches what to do until the person can see a professional or the situation gets better on its own. They will be able to step in early to help the person get better and make them feel supported in a kind way.

TeamTeach all staff are trained in TeamTeach.

TeamTeach training is a specialised programme that equips individuals with the necessary skills and knowledge to support and manage behaviour in challenging situations. The training is designed to help professionals who work with young people to provide appropriate support for children and young people with complex needs. Team Teach emphasises the importance of de-escalation.

ELSA

We have a number of Emotional Literacy trained staff who provide pupils on a one-to-one basis. This intervention is used as a first port of call for pupils who are struggling with their emotional literacy and regulation needs.

Sensory regulation

A bespoke program that has been created by pastoral and therapy staff to include sensory based play, sensory circuit and regulation strategies to meet the needs of the individual child.

Counselling

Is a professional and collaborative process that helps clients with various challenges, stresses, and mental health issues. The school counsellors will use a range of techniques and play to engage the pupils. Counselling may take place during walking if this best meets the needs of the pupil.

Yoga Therapy

Yoga Therapy works in a holistic way, supporting the body, mind and heart. Children's Yoga Therapy combines a psychological approach with traditional yoga practices (such as stretching, movement, breathing, sound and relaxation) and tailors them to the needs of individuals or small groups. The intention of yoga therapy is to equip children and young people with skills to support their own wellbeing and resilience.

Yoga Therapy can support children and young people with a range of difficulties and is particularly useful for children and young people who would benefit from a psychological approach, but who may find it difficult to engage meaningfully in talking therapies for a number of reasons.

There is a vast body of research that shows trauma and life events sit within the body. Yoga Therapy is a great way to liberate and alleviate some of these patterns.

Family Therapy

Family therapy may be offered for many reasons. To provide families with psych-education and strategies to support their young person with either neurodiversity or trauma. Family Therapy may be used to bolster attachment relationships using a variety of PACE (playfulness, acceptance, curiosity and empathy) and Theraplay.

-Theraplay is the application of attachment theory helping parents and carers to practice and provide playful engagement, empathic responsiveness, and clear guidance to build secure attachments.

External Therapy

referral where the needs of the pupil cannot be met by the staff team then referral to outside agencies will be made.

The regularity and number of sessions or input will be based on a priority list basis created by the Therapy lead. The List contains five categories

- Priority*
- Bi-weekly*
- Check ins*
- Waiting list*
- No current need*

This is a fluid list that can be adapted as and when needs change and arise.

Collaborative working with parents and other professionals

The staff team will work closely with parents to keep them informed of areas of focus and progress, as well as to discuss strategies which can be implemented within the home environment. Staff can also advise how skills learned in school can be usefully practised in the home context.

Staff will work collaboratively with external professionals in the best interests of the pupils, for example; doctors, physiotherapists, dietitians, audiologists, social workers. Staff will refer to, liaise with, and signpost to external professionals as required if advice, recommendations, and/or resources are beyond the remit of the school. Staff will refer to external specialists within their own discipline if necessary.

Liaison with therapists or staff at previous and prospective future placements can facilitate smooth transitions when starting and leaving school and will be undertaken where the need arises.

In the event of a pupil moving to a different provision the staff team will liaise with the new provision to support a smooth transition in relation to pastoral need.

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