



Pupil Support Packages

Individual Therapeutic Coaching Sessions for Child or Young Person

The sessions will be lead by a member of Gemstones staff with training and experience in therapeutic interventions (e.g. Play therapy, NLP, CBT or EFT).

If more than one session is provided then up to two more sessions could be used to model practice for a member of school staff/parent.

The following are just a few examples of work we can offer based on existing practice and experience.

Typical Session to consist of:

1. A single session or
2. A series of 3 sessions or more by negotiation

A session will consist of:

- Initial 20 minute consultation with the commissioning person/organization to identify the specific issues to be addressed and desired outcomes (This may be conducted over the phone or via a Skype session).

Followed by:

- 1 hour session (dependent upon age of child or student).
- 20 minute feedback to teacher plus parent or member of learning consultants, as appropriate, with ideas for how the child may be supported further in class/at home, again this may be conducted over the telephone or via Skype.

Outcomes

- Improved emotional resilience and pupil well-being.
- Improved attitudes to learning or confidence in abilities if this is issue.

Outputs

- Short report/feedback containing ideas for supporting the pupil.

Fees:

Single session: £165

Low Self Esteem and Confidence as a Learner

Designed for child with self-esteem difficulties
and lack in confidence as a learner

Introduction

- Establish rapport with child.
- Identify the scale of the problem - scale of 1 - 10 - how bad is the problem? With a young child this can be done using a faces feelings strip 1-5 or 1-10 depending on understanding or numbers or scales.
- Exploring the nature of the child's beliefs about his or her learning capabilities.
- Use reflective listening to identify feelings and beliefs about learning
Are the attitudinal barriers? Self-limiting beliefs? Or perceptual blocks?
- Use solution focused questions to overcome these attitudinal blocks
e.g. I'm no good at "Well just imagine you are good at
how would you feel, what would it look like?"
"Suppose you were good atwhat would you be able to do?"
"What stops you being good at?" .
- Use of humour to explode unhelpful beliefs.

Input

- Identify times when the child has learned effortlessly and easily, what it looked like, how it felt, what others said and any internal dialogue.
- Build a bank memories when the child was successful and encourage association with these experiences.
- Anchor positive states for confidence and success in learning and show the child how to use these as self help strategies.
- Use of a spatial marking technique (A Piece of Cake).
- If deep seated feelings of hopelessness, helplessness and worthlessness.
- Use EFT combined with affirmation script.

Future Pacing

- Rehearsal of new behaviours and strategies - what will be different, how will you know that things have changed?
- Role play and association with new behaviour and beliefs.
- Use of therapeutic story to reinforce possibilities of change and benefits of learning.
- Scaling to assess new level of confidence, what could make this higher?

School Phobia and Anxiety

Designed for a Young Person with school Phobia and associated anxiety including anxiety attacks

Introduction

- Establish rapport including willingness to participate in session.
- Identify what the young person wants to change about the situation.

Exploring the motivation and intention

- Checking out motivation to change, e.g.
 - What will happen when you have what you want?
 - What will happen if you do not have what you want?
- What will happen if you don't have this problem any more?
- Identify any positive intentions behind the behaviour and any other ways that this positive intention can be satisfied (e.g. it could be fear of leaving a parent because of illness or other perceived danger).
- Use of solution focused questions.

Input

- Examples of strategies for self-management of anxiety:
 - 7/11 breathing technique.
 - Emotional Freedom technique with positive affirmations.
 - Hara -creating a calm, focused and balanced state.
 - Anchoring of positive, calm states.

Future pacing

- Mental rehearsal using the cinema technique, identifying new desired behaviour, imagining how it will look feel and sound, visualising using association to practise new behaviours.

Negative Feelings and Aggression

Designed for a Young Person to be able to deal with Negative Feelings and Aggression

Introduction

- Establish rapport and check young person's agreement to participate.
- Identify what negative feelings the young person wishes to deal with in order to prevent violent and abusive outbursts.

Exploration of the negative feelings associated that can lead to these outbursts

- Using visualisation techniques get the young person to establish the feelings that precede the outbursts. For example, what physical symptoms accompany the feelings - the early warning signs. Also where the feeling starts to manifest itself and how it moves through the body.
- Get the young person to assign the feeling a colour.

Input

- Start with 7/11 breathing technique.
- Visualisation of calm and control - setting up calm anchors.
- Get the young person to assign a colour to this.
- Evoke the negative feeling and counteract this with the calm colour and move the feeling in a different way.
- Also discuss the technique of taking out the feeling, screwing it up and throwing it in the bin/kicking it away (whatever is appropriate to the young person).

Future Pacing

- Mental rehearsal of the new behaviours, visualisation, use of anchors and breathing techniques.
- What will be different? How will you know things have changed?
- Use of language such as "Just imagine how you will feel when..." .

Post Traumatic Stress Disorder

Designed for child suffering from post traumatic stress disorder.

Introduction

- Establish rapport.
- Establish general subject of the problem, (e.g car crash, fire, or the time when you were hurt). Important to avoid re-traumatising the child by getting him or her to recount all the details.

Input

- EFT with positive affirmation script to enable to child to acknowledge the problem and accept feelings.
- Use of timeline - identifying resources and moving on from the incident.
- Use of cinema technique replay, disassociate from harmful experiences, reduce intensity of negative feelings and replay with a preferred ending.

Future Pacing

- Use of timeline to project into the future new behaviours, beliefs and attitudes.

Play Therapy - Single Session

Play Therapy helps children understand muddled feelings and upsetting events that they haven't had the chance to sort out properly. Rather than having to explain what is troubling them, as adult therapy usually expects, children use play to communicate at their own level and at their own pace, without feeling interrogated or threatened.

How can Play Therapy help?

Play is vital to every child's social, emotional, cognitive, physical, creative and language development. It helps make learning concrete for all children and young people including those for whom verbal communication may be difficult. Play Therapy helps children in a variety of ways. Children receive emotional support and can learn to understand more about their own feelings and thoughts. Sometimes they may re-enact or play out traumatic or difficult life experiences in order to make sense of their past and cope better with their future. Children may also learn to manage relationships and conflicts in more appropriate ways. The outcomes of Play Therapy may be general e.g. a reduction in anxiety and raised self-esteem, or more specific such as a change in behaviour and improved relations with family and friends.

Who would benefit from this intervention?

- Children with low self esteem.
- Suffered from trauma.
- Looked after children.
- Children who have trouble understanding their emotions.
- Preparing for change.
- Health problems.
- Selective mutism.

A Gemstones Therapeutic Practitioner and Play therapist will provide this.

A session will consist of:

- Initial consultation with the commissioning person/organization to identify the specific issues to be addressed and desired outcomes. (This may be conducted over the phone or via a Skype session).

Followed by:

- 45 - 60 minute session (dependent upon age of child and need (this may include another child perhaps chosen by the child in question)).
- Transition back to class (or other environment such as home).
- Feedback to teacher plus parent or member of learning consultants, as appropriate, with ideas for how the child may be supported further in class/at home, again this may be conducted over the telephone or via Skype.
- Short report of the session including some suggestions for the teacher/parent for follow up and perhaps even an individually designed resource depending upon findings.

If more than one session is provided then up to two of these could be used to model practice for a member of school staff or parent and can include teacher input to help plan activities for other areas of the curriculum or playtime.

Play Therapy Session Example

Five year old referred to Gemstones for support with violent behaviour in school

- Establish rapport.
- Offer a selection of resources e.g. small world toys, animals, sand, dolls house and furniture, and creative materials to choose to play with.

Input

- Use small world fantasy figures to support the creation of 'stories' with them illustrating many of the child's experiences at home.
- Introduce 'stories' to support certain behaviour problems such as safety in school.
- Write down the stories during the sessions and take photos of the action to create a book.

Future Pacing

- Use these stories to form the basis of preparation for a move to a new area and school.
- Using the characters, create a story about coping with change and moving on as a basis to talk about moving on and explore the child's own feelings about this.
- Encourage the child to use the book as a positive 'anchor',
- celebrating her journey and helping her to recall happy times at play.

Outcomes

- Assessment of play skills and potential social and emotional needs.
- Ideas for future support at home or at school.

Outputs

- Short report.

1 session or Series of Sessions

Fees:

Single session: £165

Individual Case Work Based Support

Referral Process

It is anticipated that in all cases referred by schools, the needs of children or young people have been identified through school action or school action plus procedures (until these are updated by the Government).

Referral through the CAF process may have been undertaken but is not a requirement prior to referral. In the case of other agencies such as social care or health, a Common Assessment Framework will have been completed. Referral to GEMSTONES can be made prior to a formal CAF referral process, as a result of such a referral or subsequent to an initial referral.

Information provided on the CAF form is used to make an initial assessment of the case. Following this initial paper assessment a consultation meeting is held with key staff from the referring agency. The following framework is used to identify the difficulties and desired outcomes. This discussion will conclude whether this is a case that falls within the remit of the service and to plan suggested intervention or whether the child or young person has severe and complex needs requiring out-county, or other residential assessments or placements provided by CAMHS and social care services. The framework for the initial discussion with the referring agency includes:

- (i) **Difficulties:** (What specifically are the problem behaviours? What changes would you like to see in the behaviour of the child or young person?).
 - (ii) **Existing protective factors:** (What solutions have you already found and what have been their results?).
 - (iii) **Future planning and future pacing:** (How will you know that things have improved? What will success look like?).
- As a result of the consultation meeting, a suggested plan is drawn up. The views of the student/pupil and the family are then sought, so that the plan can then be finalised.
 - When the plan is finalised a contract is drawn up between the referring authority and GEMSTONES detailing agreed aims, objectives and desired outcomes and types of services to be provided plus an estimate of fees for the work to be undertaken.
 - As a result of the consultation meeting for an individual case, a suggested plan is drawn up. The views of the student/pupil and the family are then sought, so that the plan can then be finalised.

Fees:

Single session: £165

Case Specific Intensive Support

This will consist of a set charge to provide support around an individual case.

Please see [individual service descriptions for the elements listed*](#)

Per year of the contract the school would be entitled to:

- Initial Assessment (3 observations use of specialist assessment tools and analysis of data).
- Presentation of report and findings and solution focused planning session with member of senior leadership team and staff involved with the pupil to identify and agree expected outcomes, success criteria for evaluation purposes. (This will form the service level agreement).
- Consultation session with parents. This will be a solution-focused, person-centred session of around 1 hour in duration.
- Presentation of the completed service level agreement based on meetings with staff and parents.
- Up to 3 sessions of lesson study support for teacher to support planning and modelling of effective practice (Teacher and TA). This will be based around the needs of the pupil involved but will also support practice development for other vulnerable learners.
- (Details of lesson study approach to CPD can be supplied upon request).
- [Up to 3 training sessions for learning consultants \(TA & Mid day supervisors, Office based staff\) *](#)
- [Up to 3 individual parent and or parent and child coaching sessions *](#)
- [Up to 6 individually designed sessions per term \(or can be used flexibly as 18 sessions per whole year\) for the pupil within a small group or individual therapeutic sessions *](#) (e.g. play or art therapy) or a mixture of both followed by a feedback and solution focused planning session for teaching and support staff to provide a holistic, integrated and cohesive planning structure for meeting the child's needs.
- [Telephone helpline and access to web based resources. *](#)
- Evaluation and Review meeting with member of SLT, staff and parents or carers. (1 - 1½ hours in duration).
- Evaluation report and case study for school self-evaluation.

Outcomes

- Raised levels of achievement (e.g. attendance, progress in acquisition of basic skills, improved learning behavior, improved safety of self and others).
- Dependent upon needs of pupil and priorities identified by the school and family.
- Improved social skills, language and communication skills, emotional development.

Outputs

- Bespoke resources.
- Reports for use e.g. for assessment purposes, applications for additional funding, referrals to other agencies or services.
- Case study evidence for school self-evaluation purposes.

Cost per year

£6,000. This could be provided to cover a period of 2, 3 or 4 years (Key stage or transition between key stages). Cost would be subject to a 10% additional rise in costs per year of provision. Payments would be staged over engagement period.

Group Based Support for Vulnerable Groups of Learners

The following two support packages have been designed with Pupil Premium in mind and are offered over a school term.

Vulnerable Learner Project (Up to 8 Pupils)

Session with member of SLT & Gemstones teacher

- Analysis of data to identify target group of vulnerable groups of learners (achievement in English & Maths, attendance).

Session with pupils

- Consultation with pupils about attitudes to learning.

1 ½ hour session Twilight or timing to suit

- Feedback of findings and planning session, setting desired outcomes and success criteria with teaching & TA staff plus member of SLT.

1 day of Gemstones' time with a member of school staff for:

- 1:1 structured conversations sessions with pupils for target setting.
- 1:1 structured conversation sessions with parents/carers of pupils for target setting.

2 x ½ day sessions to be run by Gemstones' staff (school staff can observe)

- 2 sessions with the group of pupils focusing on learning behaviour needs, self-regulation, strategies to plan, monitor and evaluate their own learning.

½ day of time for Gemstones & member of School Staff

- 1:1 sessions with pupils & their parents to review targets and evaluate progress.

Desk study - Gemstones

- Review of data, quantitative and qualitative.

1.5 hour session with School Staff

- Evaluation session with teaching, learning consultants and member of SLT.
- To review findings and support planning for future for this group.

Case Study

- Preparation of Case study for school self-evaluation purposes.

Outcomes

- Improved achievement outcomes.
- Improved parent and pupil engagement and focus on learning and achievement.

Outputs

- Case study evaluation reports as evidence for school self evaluation.

Fees:

£2,500

Transition Support Project (Up to 10 Pupils)

Planning Session

- Planning session with member of SLT and staff from current and future class to identify success criteria and desired outcomes to support evaluation.

1 x hour session with school staff

- Baseline assessments conducted with staff from current and future class. (data collected from a range of existing school based assessment information).

1 day of Gemstones' time and school staff time

- Structured conversation sessions with parents and their children to inform them and to help with target setting (Typically 30 minutes per case).

½ day sessions weekly before Transition and weekly following Transition

- 8 sessions for group of pupils (6 before transition and 2 afterwards).

Review session with School Staff following Pupil Sessions

- One feedback and solution focused action-planning session for staff (teacher and TA).

1 x hour session

- Evaluation session with teaching and learning consultants plus a member of SLT to review findings and support planning for the future of this group.

½ day of time Gemstones

Preparation for case study for school self-evaluation purposes.

Outcomes

- Improved achievement outcomes.
- Improved parent and pupil engagement and focus on learning and achievement.

Outputs

- Case study evaluation reports as evidence for school self-evaluation.

Fees:

£3,000