

THERAPEUTIC TECHNIQUES **POLICY NO. 48**

Philpots Manor School provides a number of therapies and other complementary activities which are made available to students depending on their needs.

When students first attend Philpots Manor School, parents/carers are asked to complete a general consent form allowing medical support and complementary activities which occur from time to time as part of the school curriculum. When a child starts a Therapy we will let the parents know.

Therapies and Complementary Activities

a) Therapies

Counselling
Play Therapy
Person Centred Art Therapy
Speech & Language Therapy
Craniosacral Therapy
Osteopathy
Massage
Anthroposophical Medicines

b) Complementary Activities

Eurythmy
Art
Music
Learning support in Literacy
Weaving
Movement informed by Spatial Dynamics & Bothmer Gymnastics

c) Anthroposophical Medicine

A feature of a Steiner School is the involvement of a Consultant Medical Practitioner, who advises on educational, behavioural and physical health issues as seen from a holistic or spiritual viewpoint. When appropriate, and with the agreement of the College of Staff, students are taken to see Dr Jenny Josephson in Forest Row. She is an NHS trained doctor in private practice who specialises in the above mentioned complementary form of medicine. She may prescribe natural and/or homeopathic medicaments, external applications, educational techniques or therapies, providing ongoing supervision of the same. (Any prescribed allopathic medicine remains in place).

Aims of the Therapies Group

1. To receive all requests and recommendations for therapies and consider the implementation of the same.
Following due consideration to feed back to staff/authority/parent as to the appropriateness, viability or practicality of said request or recommendation.

Any specific therapeutic technique is offered to students whose needs are identified:

- On their statement of special educational needs
 - By external specialists
 - By the staff at school
2. To ensure that each student is considered individually as to his/her therapeutic needs, be they emotional, physical or developmental.
 3. To maximise the effectiveness of the therapies:
 - a. Make sure that each student considered is offered a balanced programme, according to their needs.
 - b. To co-ordinate therapies with each Class Teacher and Senior Houseparent so that the therapy can be supported in the classroom and house.
 - c. The whole staff team are aware of therapies their children are receiving.

Records

1. Ensure records are kept of all therapies and complementary activities with start and end dates of sessions, or frequency. These are distributed as appropriate.
2. A closing report is needed in all cases.
3. Each practitioner is required to submit an appropriate report for the Annual Education review.
4. A list of children and which therapies or complementary activities they are receiving is produced termly, and is displayed in Teacher's Room

Note: Casenotes for counselling sessions are held separately and are not part of the children's educational records in order to maintain the high level of confidentiality required.

Supervision of Practitioners

- Therapy is undertaken only by qualified practitioners. Where required to do so by their professional body, each practitioner is responsible for attending regular clinical supervision to encourage safe practice and professional development. All practitioners are expected to undertake continuing Professional Development (CPD).
- Therapeutic techniques may be carried out by other staff under the supervision of a qualified professional employed by the school.