

Consultation, Advice and Coaching for Schools and Educational Settings

"Every child deserves a champion—an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be."

Rita Pierson

"One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child."

Carl Jung

The expectations placed on education provisions are ever changing and growing and there is a need for schools to evolve their knowledge, skills and practice alongside this. Schools and Education Settings are increasingly facing the challenge of educating children and young people who have been impacted by trauma and a variety of Adverse Childhood Experiences that have a long lasting and far reaching impact on them. In order to best meet the needs of complex children consultation, advice and coaching from outside services can often be helpful in providing short-term support and long-term change.

What we offer

We can offer consultation, advice and coaching in a way that is bespoke and in response to the individual needs of professionals and education settings. Our support may include:

- Consultation around multi agency working. This might include support around the TAC process, safeguarding processes, EHCP reviews, AIM assessments and other processes (statutory and non-statutory) that might take place around vulnerable children.
- Consultation and advice around individuals or small cohorts of children using attachment and trauma informed principles and strategies. This may be used to inform staff development, planning around specific children and the implementation of specific approaches.
- Coaching for staff around their practice with specific children/cohorts of children to help build their knowledge, understanding, skills and confidence. The emphasis is on working with staff.
- Rigorous and robust assessments of Therapeutic Need for specific children. These assessments can be used to inform strategic planning and approaches and support teaching and learning outcomes. It may also be useful in securing funding and support from other agencies.
- Ongoing and embedded support around the ongoing implementation of trauma informed practice and approaches in the wider education setting.
- Consultation for Senior Leadership Teams around becoming a Trauma/attachment informed School.

"You are mistaken if you think we have to lower ourselves to communicate with children. On the contrary, we have to reach up to their feelings, stretch, stand on our tiptoes."

Janusz Korczak 1925



Frequently our work in these areas' links to our whole school work and training.

Our Approach

We recognise the significance and challenges of establishing a coherent and consistent approach amongst all of those adults with responsibility for vulnerable children. We aim to work alongside and with staff members bringing them along as well as giving advice where helpful. We work with the strengths and qualities of settings and staff to maximise the resources already on offer and build capacity with the goal of maximising teaching and learning.

Our Trainers

Our trainers are experienced teachers, head teachers, social workers and therapists, who are experienced trainers in arrange of therapeutic and educational settings. Our trainers have experience of working in a range of education, local authority, health and charity settings.

