

LEARNING AND ADAPTING

We are learning and adapting from the previous academic year and want to provide you with some contextual information and a checklist to ensure schools are utilising our service to capacity as much as possible.

When requesting assistance for a child from The Exchange it is important to consider the procedures that we have in place to ensure the child receives support tailored to them as promptly as possible. We manage most of this but there are things that we do need schools to take care of on our behalf. We want to ensure everyone has all the information they need to make an informed decision on what support is required for each child and that parents/carers know where to turn for additional information.

Here's what's required when submitting a request to our service

- > Speak to the parent/carer and provide information on The Exchange and ask if they would consider a request to our service. Notify the parent/carer that our process involves a parent meeting at the beginning and end of the process, and this is crucial to forming the rationale of what support we can offer the child.**
- > Provide the parent/carer with our web address to allow them to see who we are as an organisation www.exchange-counselling.com**
- > Obtain signed consent from parent**
- > School/parent/carer speak to the child about the request**
- > Make a request on our website www.exchange-counselling.com**
- > Email a copy of signed consent to admin@exchange-counselling.co.uk and keep the original for your own record should it be required**
- > Wait for The-Exchange to get in touch**

Once The Exchange has the request

Once The Exchange has the request, we will contact the parent ASAP to have a parent meeting. This will be completed over the telephone. This is to gain information from the parent/carer's perspective on what is going on for the child and what impact the issues are having.

When the parent/carer meeting has been completed we then arrange to come out to school to complete the Child Assessment. This is where we use our Resilience screening activity to gain insight to the child's narrative of what is going on in their world.

We then use the information gained at Parent/Carer meeting along with the Child Assessment information to create a support plan for each individual child. This our triage part of the process.

The client support team or service manager will then be in touch via email to arrange for one of our practitioners to come in to school to begin working with the child, these sessions will usually be weekly at the same time.

The following is a checklist of things to consider each time one of our practitioners is booked to come into school from point of Child Assessment and beyond

- Is there any specific Health and Safety/Risk Assessment information that the practitioner needs to know prior to entering the school?**
- Is the room where the support will take place private and away from interruptions?**
- Is there anything important that the practitioner needs to know? E.g., has anything significant happened to the child since we were in school previously?**
- Is the child in school or is the child absent? If the child is absent, please let us know asap. Our practitioners travel around to different schools, so it is important that we are made aware of any absences to allow for adjustments to be made to their working day, to ensure we are utilising the time to support children across the authority**

THANK YOU!