

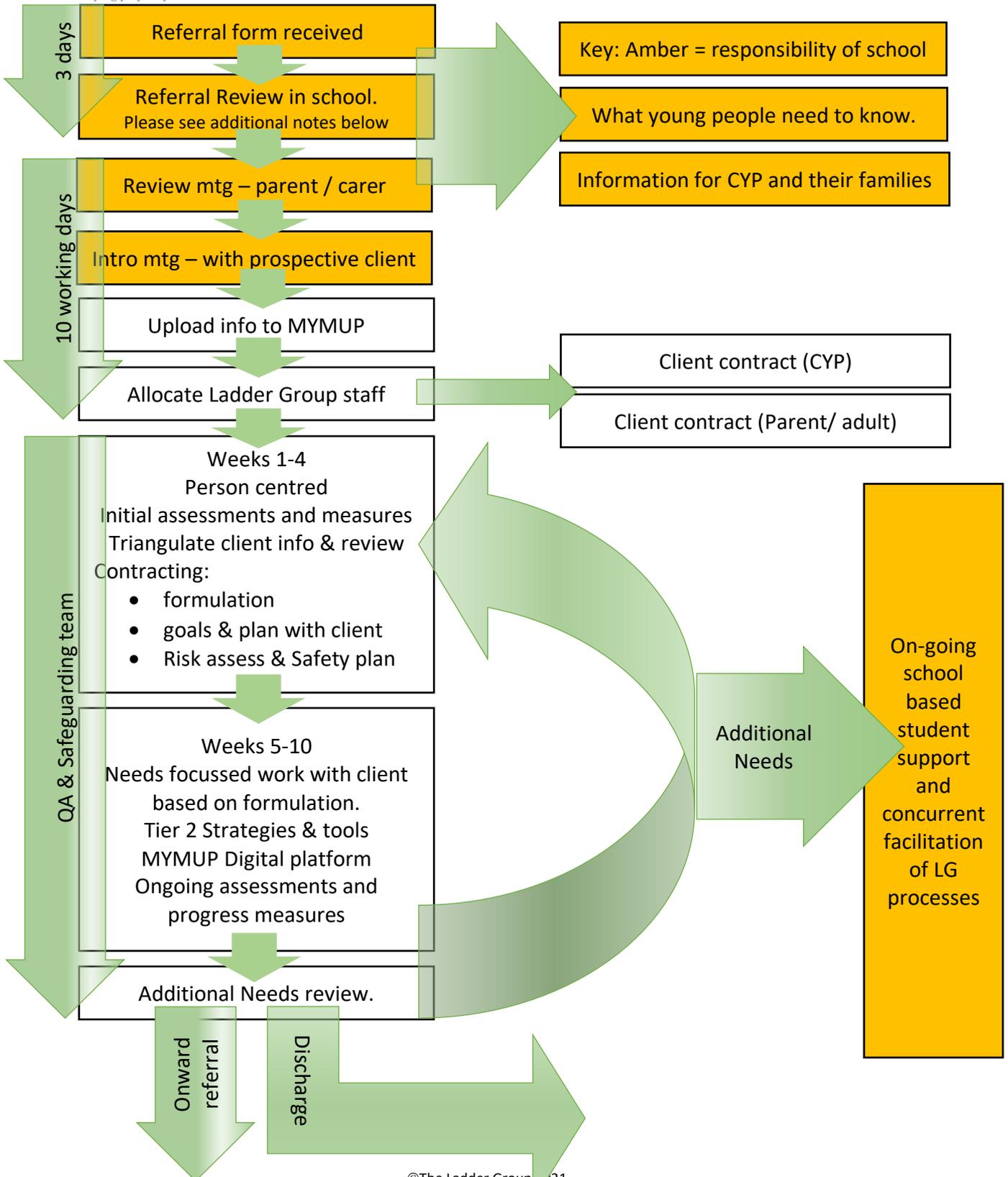


THE LADDER GROUP
Helping people up

The Ladder Group
We rise by lifting others.
Robert G. Ingersoll (1833-1899)

www.theladdergroup.net

The Ladder Group Process



Referral Review in School

By accepting support from the Ladder Group schools agree to the following:

1. Completing an up-to-date referral form (downloaded directly from our website) to the best of their ability, based on their current knowledge of the child or young person (CYP) and their family.
2. Meeting face to face with the Ladder Group in school at a mutually convenient time in order to:
3. Review and complete the referral form in full including any change in circumstances of the CYP or their family
4. Work with the Ladder Group to develop a support and safety plan for the CYP
5. Review and confirm the Ladder Group's requirements including:
 - a. The school colleague quality assuring and gatekeeping referrals to the Ladder Group (e.g. SLT, SENCO) to ensure their suitability etc.
 - b. The school's safeguarding procedures, including the Senior Safeguarding lead (e.g. DSL, Headteacher, SLT) who will contact us should there be a change in the CYP's circumstances in school, who we will contact in the event of a disclosure and their contact details, including for out of hours.
 - c. The school's designated daily liaison / contact person with the Ladder Group responsible for:
 - i. Safe entry and exit protocols for our staff.
 - ii. Arranging sessions at a time mutually convenient for school and the Ladder Group
 - iii. How the CYP will arrive and leave their session.
 - iv. How the Ladder Group will be informed if the CYP is not in school or available for their session.
 - v. How our staff can contact a member of school staff should a child disengage / go into crisis / make a disclosure etc. during the session.
 - vi. A consistently available and appropriate therapeutic space (See below).

A suitable Therapeutic Space

In order to help pupils engage successfully with their counsellor it is important that their therapy takes place in a welcoming, warm, comfortable, private, quiet and safe environment.

Confidentiality should be respected at all times. Therapeutic sessions should take place in a private and quiet room not located on busy corridors. The room should be welcoming, tidy and clear of clutter to provide a sense of calm, allow pupils to feel relaxed, with space for pupils to engage with their therapeutic activities. Conversations should not be audible outside the room. Entrances to the room should be labelled 'Do not disturb'. Wherever possible, chairs should be soft, comfortable, have ample back support and can be easily moved around so that the room can be arranged appropriately.

Please note:

If a counsellor feels that the procedures and facilities provided are not conducive to providing the best possible support, they are advised to liaise with school staff to address their concerns, in the first instance and, where necessary, temporarily withdraw support until such times as a therapeutically appropriate space and environment can be arranged.