

Kingsbrook School

'A unique service for unique young people'

Therapy Procedure

Aspris Kingsbrook School
Southburgh,
Thetford,
IP25 7TJ

31st August 2025
Review: 30th August 2026

Kingsbrook School Therapy Procedure

The Therapy Team

Kingsbrook School provides therapy to students in recognition of their social and emotional needs to include speech and language and occupational therapy needs.

Most of therapists are bought in by a service called Core Psychology who provide Kingsbrook School with their therapists. Core Psychology are responsible for ensuring that all required checks for suitability of therapists are conducted and to ensure they have appropriate supervision and CPD in line with each therapist's area of specialism.

Kingsbrook School's Speech and Language therapist is privately sourced through Independent Speech and Language Therapy Services Ltd and Kingsbrook School's Play Therapist is an employee of Aspris.

The therapy team comprises of:

Dr Peter Cliff – Clinical Lead
Counsellor – Stephanie Merrit-Morling
Occupational Therapist – Cara Knox
Play Therapist – Clare Hirsh
Speech and Language Therapist – Nicholas Booth

Dr Peter Cliff will also conduct additional assessments at the request of the Head of School/SENDCo, such as assessing for ASD, ADHD, and PTSD. Dr Peter Cliff will also facilitate formulations meetings, reflective practice and provides the education team with help, support and guidance as to effectively work therapeutically with all our students.

Our Expectations of the Therapy Team

The expectation for all therapists is that for every newly assigned student there will be a period of assessment to ascertain therapeutic needs unless this has already been clearly identified within a student's EHCP.

Therapeutic needs that have been identified and consequently additional funding for therapy provision is required. An interim EHCP review will be held to evidence the need and to add or amend outcomes to an existing EHCP.

Termly outcomes will be set to work towards with an evidence base to determine progress made towards the therapeutic aims.

Therapists are required to write termly reports upon progress towards therapeutic aims that are shared with parents/carers and relevant professionals.

Providing Therapy to All

It is recognised and acknowledged that all students at Kingsbrook School would benefit from all the therapy available. With most therapists working one day per week, it is not possible for each therapist to see every student in school. Therefore, a needs-based evaluation takes place between the therapists and Head of School/SENDCo.

The therapy provision flow chart is used within this process where 1-1 sessions are prioritised for students with an identified need as per the provision section in their EHCPs.

For students who do not have an identified need as per their EHCP then further 1-1 sessions are offered to students where their need is greatest.

Therapy sessions that are delivered on a 1-1 basis will remain until the aims and outcomes of the therapy have been achieved. Once achieved this space will become available for another student in need.

For some therapists such as occupational therapy and speech and language therapy group sessions may be facilitated to ensure all students have access to some form of therapy provision.

The therapeutic needs of students are regularly reviewed between the Head of School/SENDCo and the assigned therapist. Adjustments are made to the therapy provision for students who may be experiencing a particular difficulty and/or decline in their mental health if previously the student has not been identified as being a priority.

Supporting the Education Team to Support Our Students

Stephanie Merrit-Morling (counsellor) provides the education team with a reflective practice session once a week. SLT purposefully remove themselves from this session to allow staff to speak freely of challenges they may be experiencing with students that can be explored with the counsellor and support and strategies provided.

This enables staff to approach challenges with a greater understanding of the reasoning behind the challenges and for staff to adopt a therapeutic approach to fully support the student/s concerned.