

Chaigeley School Juniper Therapy Offer and Communication Policy

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1. Rationale

As a school supporting pupils with Social, Emotional and Mental Health (SEMH) needs, we acknowledge that:

- Many pupils may have experienced trauma, disrupted attachment, exclusion, or adverse childhood experiences, which impact communication development.
- A high proportion of our pupils present with Speech, Language and Communication Needs (SLCN), whether identified or unidentified.
- Communication difficulties often underpin behaviour, emotional dysregulation, conflict, and school disengagement.

2. Our Therapeutic Philosophy

The work of Juniper Therapy is underpinned by the following principles:

- Relationships come first.
- Behaviour is communication.
- Every interaction is therapeutic.
- Communication is everyone's responsibility.
- Emotional safety enables learning.
- Therapy extends beyond direct intervention and is embedded in everyday school practice.
- Families, education staff and therapists work collaboratively to achieve positive outcomes.

3. Our Therapy Offer

Universal Provision

Available for every pupil.

Including:

- Communication-supportive classrooms
- Zones of Regulation
- Sensory regulation strategies
- Mindfulness

- Staff coaching
- Whole-school emotional literacy
- Motional assessments
- Communication-friendly teaching
- Visual supports

Targeted Provision

Pupils may receive:

- Drawing and Talking Therapy
- LEGO®-Based Therapy
- Attachment and Trauma interventions
- Small-group Speech and Language work
- Social communication groups
- Emotional regulation interventions
- Classroom observations and strategy planning

Specialist Provision

Following assessment:

- Speech and Language Therapy
- Play Therapy
- Integrative Child Counselling
- Individual therapeutic programmes
- Family liaison
- Multi-agency working

4. Referrals to Juniper Therapy

Include:

- referrals
- assessment
- consultation
- collaboration with teaching staff
- review cycles

5. Working with Families

We will:

- Share communication and therapy strategies with parents and carers.
- Provide guidance on supporting therapy targets and skill development at home.

- Promote consistency between home, school, and all therapy services at Chaigeley by using shared approaches and strategies wherever possible.
- Share relevant reports, progress updates, and recommendations from all therapy services, as appropriate.

6. Staff Development

Include:

- Communication
- Trauma
- Therapeutic approaches
- Co-regulation
- Speech & Language
- Attachment
- Reflective practice

7. Monitoring and Evaluation

The impact of this policy will be monitored through:

- pupil voice
- Motional
- EHCP outcomes
- therapy reviews
- attendance
- behaviour
- communication outcomes
- engagement
- staff feedback

8. Conclusion

At Chaigeley School, therapy is not a place that pupils visit; it is an approach that shapes every interaction.

Through Juniper Therapy, we provide specialist interventions where needed whilst embedding therapeutic, communication-supportive and trauma-informed practice across the whole school. By integrating therapy into everyday learning, relationships and routines, we aim to improve emotional wellbeing, communication, engagement and long-term outcomes for every pupil.