



WELCOME TO THE

Learning Portal

**Everything you need for Social, Emotional, and Mental Health,
all in one place**

The Learning Portal provides staff, families, and professionals with practical tools, training, and strategies to support children's social, emotional, and mental health — accessible anytime, anywhere.

Child Therapy Service CIC

A certified social enterprise reinvesting in children's wellbeing.

WWW.CHILDTHERAPYSERVICE.ORG.UK



과학의

About Us

At the **Child Therapy Service CIC**, we believe every child deserves to feel safe, connected, and understood.

Behaviour is not the problem — it's a message. A signal from a child's nervous system that something doesn't feel safe. Unless that need is met at its root, difficulties persist, and children are left feeling misunderstood or excluded.

That's why we created the *Learning Portal*.

It brings together years of specialist knowledge in SEMH, attachment, sensory processing, emotional regulation, and identity — **making it practical, accessible, and affordable** for the people who need it most.

For Professionals

- Access to CPD-certified courses across all EHCP strands
- Access to printable toolkits and strategy packs
- Access to regulation and de-escalation video library

For Teams & Settings

- Access to CPD-certified courses across all EHCP strands for their team
- Lesson plans, interventions, and assessment trackers
- Provision Planners and measurable EHCP outcomes
- Licences that extend access to families

For Families

- Courses linked to the BOUNCE® approach to understand root causes of dysregulation
- Resource bundles and visual tools for home use
- Somatic and grounding videos to practise together
- Music and regulation library for calm, focus, and routines

The Learning Portal: affordable, accessible, and evidence-based — bringing consistency across professionals, families, and settings.

— Tracy Chadwick
Founder, Child Therapy Service CIC

//

Our vision is for every child to feel emotionally safe, connected, and understood — from early years to adulthood. We aim to transform how emotional needs are supported by embedding trauma-informed, neuro-affirming approaches across homes, schools, and communities.





TRACY CHADWICK
FOUNDER

Message From Founder

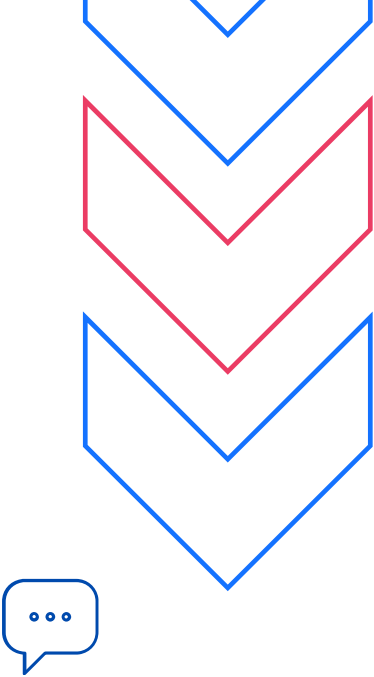
A Message from Our Founder
Tracy Chadwick, Founder of the Child Therapy Service CIC

I started this service because I was tired of seeing children misunderstood, labelled, or left to cope on their own. Behind every outburst, shutdown, or withdrawal is a child trying to feel safe in a world that often doesn't understand them.

At the Child Therapy Service, we don't ask, "What's wrong with you?" — we ask, "What's happening for you, and how can we help?" Our approach is rooted in compassion, not compliance.

My vision is simple: a future where every child feels safe enough to be themselves – and every adult knows how to meet them there.

Thank you for being part of this mission. Together, we're changing what's possible for children everywhere.



"I am a counselling psychologist and have found the CTS website and resources invaluable. As a psychologist there can be a pressure to know everything and work with every presentation. With the world ever changing and finally neurodiversity being acknowledged, services like CTS are SO important in equipping us as professionals with a range of ideas and knowledge to support a range of children and families who feel lost or in the dark. "

— Dr Claire Stubbs,
Counselling Psychologist

Why it Matters

The Challenge

In 2025, over 350,000 children in England were identified with SEMH needs – a sharp increase of 10% in just one year. The system is under strain. Statutory support alone cannot meet the growing demand.

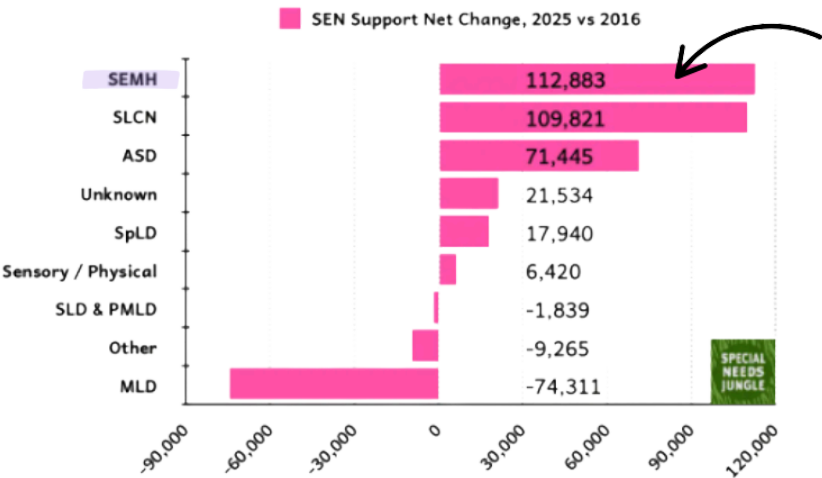
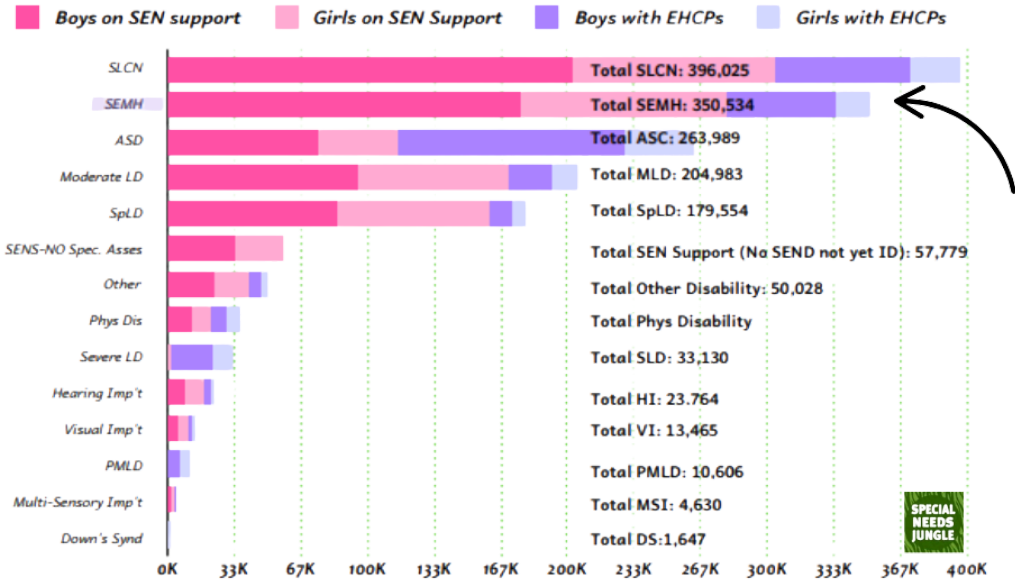
We need a new model:

One that recognises distress early, responds with compassion, and supports children before crisis hits.

That’s our role – translating insight into action for families, professionals, and teams & settings.

Our Approach

We focus on what lies beneath behaviour: a child’s nervous system, emotional needs, and sense of safety. Grounded in trauma-aware, neuro-affirming practice, our approach helps children build regulation, communicate their needs, and share emotional language with trusted adults.



//

“Outstanding online child therapy service. Wonderful support structure for parent , school and child to dip in and out of as needs arise. Modules are very accessible and instructions easy to follow. Relaxation (compassion) element really unwittingly essential for parents. Completes the holistic service offered by the Child Therapy Service, who have done an amazing job setting this well rounded service up.”

– Caitriona, Google Review

Gains

Since launching our new Learning Portal, our reach has expanded dramatically – from a local grassroots offer to a growing international community.

For Families

- **Confidence** – Parents say they finally understand what lies beneath their child’s dysregulation.
- **Consistency** – Shared resources mean home and school use the same strategies, reducing conflict.
- **Connection** – Families report calmer routines, improved communication, and less stress at home.
- **Hope** – Access to tools and training has reduced isolation, helping families feel supported and included.

For Professionals

- **Skills** – Practitioners feel equipped with practical, neuro-affirming strategies they can use immediately.
- **Evidence** – Tools and trackers allow them to demonstrate measurable progress for EHCPs and reviews.
- **Confidence** – CPD courses have built professional knowledge and reduced the pressure to “know everything.”
- **Impact** – Staff report children are more regulated, engaged, and able to participate in learning.

Teams & Settings

Embedding Practice, Strengthening Impact

- **Capacity** – CPD is available to every member of staff, without the cost of repeated external training.
- **Clarity** – Provision Planners link directly to EHCP strands, saving hours of admin time.
- **Consistency** – Shared strategies across classrooms reduce exclusions and create a common language.
- **Community** – Family licences extend access beyond the school gates, building stronger partnerships with parents.
- **Sustainability** – Time saved on admin and external training can be reinvested into direct support for children.



What's Inside the Portal?

CPD-Certified Courses

SELF

CONNECT

EMOTIONS

SENSORY

ATTACHMENT

NERVOUS SYSTEM

Strategies & Video Tools

Activity Library

Music Library

Provision Planners

Drop In Sessions

Kidzone

Lesson Plans

Assessments

Resource Bundles

SCHOOL CLIMATE AND CULTURE

IS EMOTION CHART BELONGS TO

BUTTERFLIES MY TUMMY

A WASHING MACHINE IN MY HEAD

BEING LOST

EMOTION LEVELS

portal

Professionals Learning Portal

We know how overwhelming it can feel when you're supporting children with high levels of need. Endless paperwork, stretched resources, the pressure to evidence impact – all while trying to meet the needs of children who are anxious, withdrawn, or in crisis.

You don't have to do this alone.

The **Professionals Learning Portal** is designed for teachers, SENCOs, TAs, ELSAs, therapists, and frontline staff. It provides ready-to-use training, strategies, and tools so you can feel confident, supported, and equipped in your role.

What Professionals Gain

- **Skills** — Practical, neuro-affirming strategies that work in real classrooms and sessions.
- **Evidence** — Tools and trackers that demonstrate measurable progress for EHCPs and reviews.
- **Confidence** — CPD-certified courses build knowledge and reduce the pressure to “know everything.”
- **Impact** — Children become more regulated, engaged, and ready to learn.
- **Time** — Ready-to-use lesson plans, interventions, and planners save hours of admin.

What's Inside

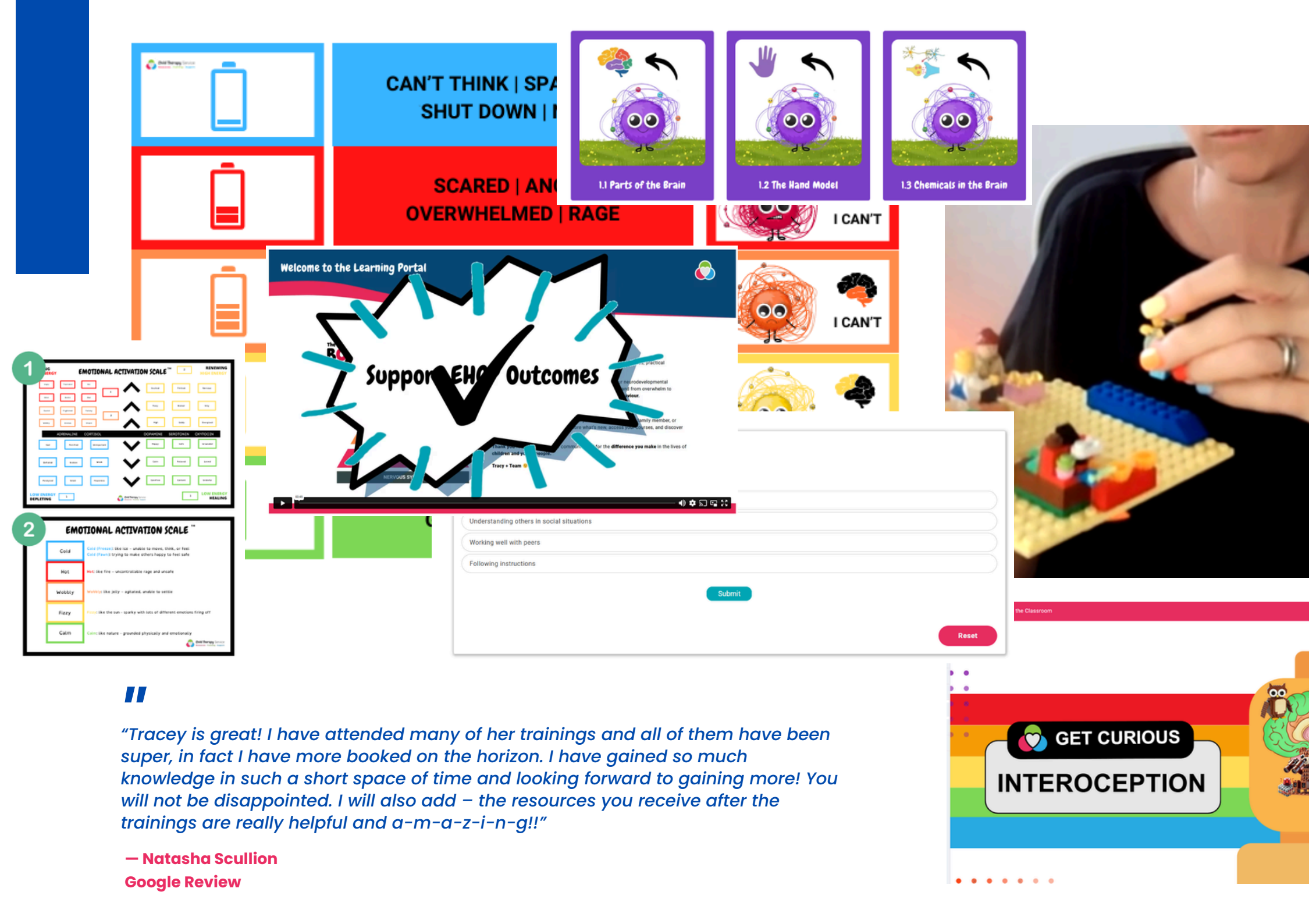
- Over **40 CPD-certified courses** across all EHCP strands.
- **Printable toolkits, strategy packs, and resource bundles** ready to use straight away.
- **Lesson plans and interventions** mapped to assessments.
- **Provision Planners** to guide you step by step from need to outcome.
- **Somatic and regulation video library** to support co-regulation and de-escalation.

Join directly, or access through your school or service licence — giving you the tools and confidence you need, exactly when you need them.



//

**Affordable membership designed for individual professionals
— with CPD certificates included.**



"Tracey is great! I have attended many of her trainings and all of them have been super, in fact I have more booked on the horizon. I have gained so much knowledge in such a short space of time and looking forward to gaining more! You will not be disappointed. I will also add – the resources you receive after the trainings are really helpful and a-m-a-z-i-n-g!!"

— **Natasha Scullion**
Google Review



GET CURIOUS

INTEROCEPTION

Provision Mapping Made Simple

Whether a child has an EHCP or not, staff need clarity and confidence in knowing what to put in place, why, and how to evidence it.

The Learning Portal offers two easy-to-use planning tools:

EHCP Provision Mapping

For children with EHCPs, this tool makes Section F wording simple and specific.

- Click on a statutory strand.
- Select the area of need.
- Access recommended interventions, CPD, and outcomes in legally compliant language.

Communication & Interaction (language-based)

- **Lego Feelings Intervention**
 - **Outcomes:** Child will have opportunities to practise recognising and naming at least 4 core feelings during supported play.

A screenshot of the BOUNCE Provision Mapping tool interface. It shows four categories, each with a list of difficulties to select from:

- Communication + Interaction** (red icon): Please select an area of difficulty.
- Cognition + Learning** (orange icon): Please select an area of difficulty. Working memory and task initiation.
- Social, Emotional + Mental Health** (green icon): Please select an area of difficulty. Building secure relationships and attachment. Managing big feelings and emotional regulation.
- Sensory + Physical** (blue icon): Please select an area of difficulty. Managing sensory sensitivities and seeking. Attention, focus, and managing transitions. Regulating emotions through the body. Linking body signals and emotions (interoception).

At the bottom, there are 'Submit' and 'Reset' buttons.

BOUNCE® Provision Mapping

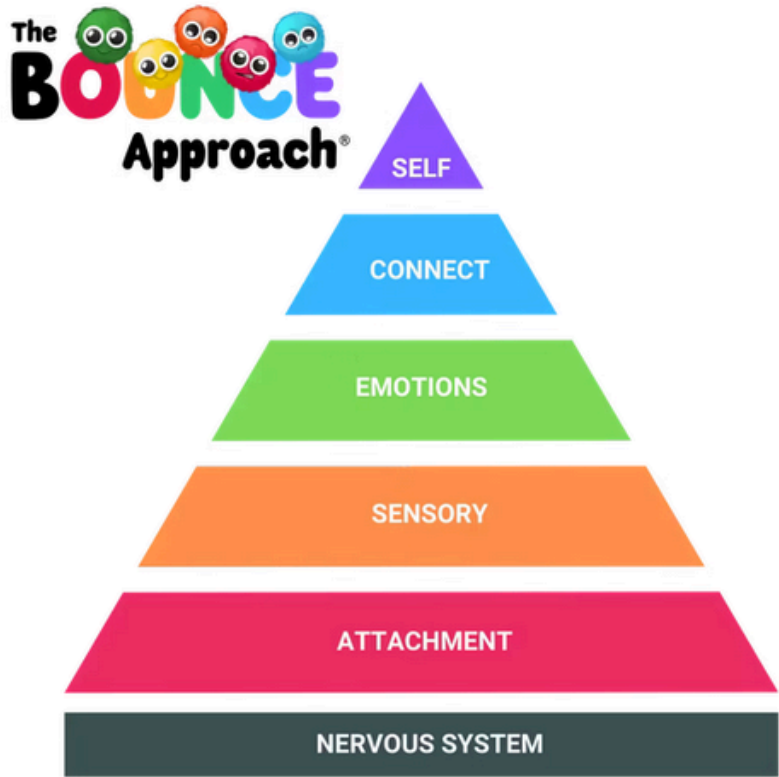
For children without EHCPs, this tool follows the six areas of the BOUNCE® framework: Body, Openness, Understanding Sensory Differences, Navigating Emotions, Connection, and Esteem.

- Identify the child's highest area of need.
- Explore suggested interventions, strategies, and outcomes.
- Track impact with ready-to-use assessments.x



Together, these planners mean no child is left behind.

Staff can respond quickly with evidence-based provision — whether supporting a child through a statutory plan or working proactively to keep them regulated, engaged, and learning.



Our Practitioner Programme

Empowering school-based professionals to meet emotional needs with confidence, compassion, and clarity.

The Practitioner Programme was created in direct response to requests from schools within our membership – seeking to upskill staff without the cost of constant external training.

They needed something flexible, practical, and rooted in real classroom experience.

We listened.

This programme equips school and therapeutic practitioners with the tools, training, and resources to deliver impactful, neuro-affirming support – whether in nurture spaces, classrooms, or outreach roles.

Built around our BOUNCE framework, it takes a Whole Child approach, addressing nervous system regulation, attachment, sensory needs, emotions, connection, and self-worth.

Each module includes visuals, printables, and practical tools tailored to different thinking and communication styles – so staff can take action straight away.

Whether supporting a whole class, a small group, or one child at a time, our training is adaptable, accessible, and ready when you are. Now included in our School Membership to ensure all staff can access it, and available at a reduced cost for individual practitioners – **because every adult supporting a child deserves to feel equipped, not priced out.**

//

“This is a brilliant course. It has helped me so much with my job as an INA, but also as a parent and an autistic myself. There are many more courses I am going to do to help reinforce this and install what I have learnt here. Highly recommend this course!”

– Jo, Individual Practitioner

[EXPLORE OUR PRACTITIONER PROGRAMME](#)

//

“Really useful and I’m looking forward to introducing new practice based on this within our school for children with severe and complex needs.”

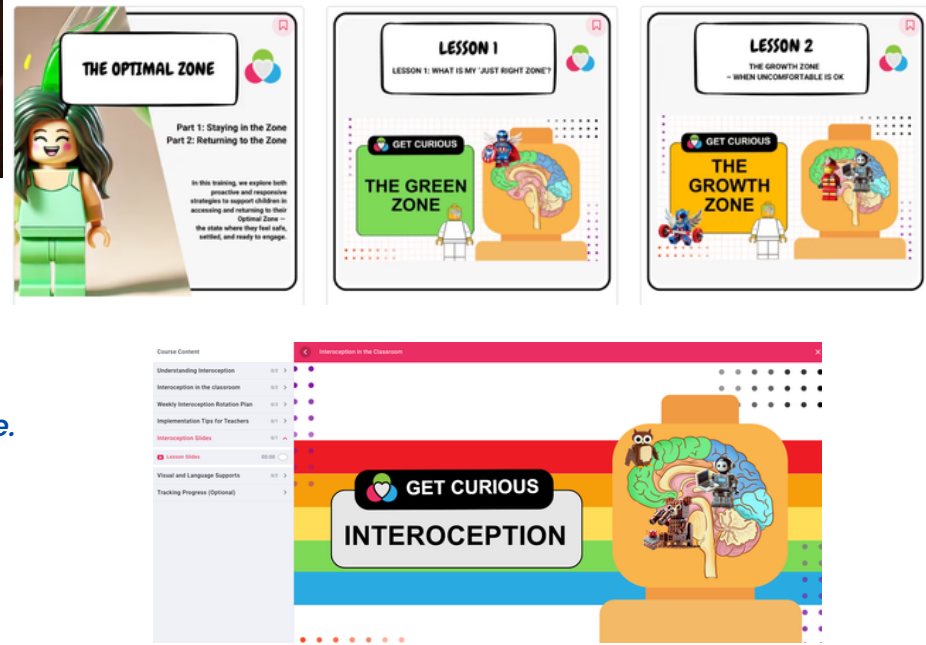
– Heidi Alexander, Deputy Head Teacher, John Grant School

//

““This course is amazing. A plethora of knowledge. Thank you for such a wonderful work.”

– Ranjeet Gidda, Claycots School

#FREE to Annual Members



Course Overview

Welcome to the Child Therapy Service Courses

This section gives an overview of the training and interventions available, organised into the four EHCP strands:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health
- Sensory & Physical

You'll also find a section for Staff Training / Whole-Setting Development, with recommended CPD for all staff to help build a consistent, trauma-informed and neurodivergent-affirming approach.

Each table includes:

- Course – hyperlinked to the website for further information.
- Key Objective – EHCP-friendly “To be able to...” wording.
- Type – Universal (good practice for all) or Targeted (structured interventions with resources provided).
- Intervention tick (✓) – highlights structured 6-week style interventions with ready-to-use assessments and resources.

This format makes it clear which courses form part of whole-school practice, which can be delivered as targeted provision, and which are recommended for all staff.

Note: All resources and courses have been created by Tracy Chadwick, Founder of the Child Therapy Service, experienced neurodivergent SEMH education consultant, somatic practitioner, and author of the BOUNCE® neurodevelopmental framework.

Communication & Interaction

Interventions in this strand develop speech, language, social communication, and interaction skills so the child can understand, express, and participate effectively with others.

Course	Key Objective	Type	Intervention
LEGO®-based Therapy Intervention [Live]	To be able to take on and complete a role within a group activity, using turn-taking and joint attention skills.	Targeted	✓
Running a Comic Strip Intervention	To be able to sequence and retell a social situation, identifying what people might be thinking or feeling.	Targeted	✓
Theory of Mind Intervention	To be able to recognise and respond appropriately to the perspectives and feelings of others.	Targeted	✓
Using Declarative Language	To be able to follow indirect, non-demand language and respond flexibly in conversation.	Universal	
Supporting Autistic Students in the Classroom	To be able to access classroom learning and routines with reduced stress and improved communication.	Universal	



It was really informative! I can't wait to start running these sessions, I especially enjoyed the neurodivergence affirming document as it reminded me what's important to keep in mind.

- Katie [Lego-based Therapy Training]

Course Overview

Cognition & Learning

Interventions here address difficulties with learning, attention, and thinking skills, enabling the child to access, retain, and apply knowledge more effectively.



Course	Key Objective	Type	Intervention
Executive Functions and Poor 'Behaviours'	To be able to use strategies for planning, organising, and completing tasks with greater independence.	Universal	
Supporting Students with Executive Function Difficulties	To be able to manage working memory, attention, and sequencing skills in order to complete learning activities successfully.	Targeted	✓

Social, Emotional & Mental Health

This strand includes interventions that build resilience, emotional regulation, and safe relationship skills so the child can manage feelings and behaviour constructively.

Course	Key Objective	Type	Intervention
Improving Attachment through Play	To be able to build safe and trusting relationships through shared play experiences that strengthen connection.	Targeted	✓
Different Behaviour Between Home and School	To be able to apply emotional regulation strategies and social skills consistently across different settings.	Targeted	✓
Running Nurture-Informed Groups	To be able to build self-confidence and practise social skills within a supportive group.	Targeted	✓
Running a Tree of Life Intervention	To be able to explore personal identity, strengths, and future hopes in order to build resilience.	Targeted	✓
A Parts Approach	To be able to recognise and talk about different parts of self as a way to manage emotions safely.	Targeted	✓



Really great training, works well with trauma informed practice

- Kathie [Tree of Life Intervention]

Course Overview

Social, Emotional & Mental Health

//

This course has given me a better understanding of the behaviours learners demonstrate.

- Cristyn [Emotional Regulation and BOUNCE]

Course	Key Objective	Type	Intervention
Restorative Justice in Schools	To be able to repair relationships and resolve conflict through safe and respectful communication.	Targeted	✓
Emotionally Based School Avoidance (EBSA)	To be able to increase confidence and reduce anxiety around school attendance.	Targeted	✓
Expanding the Window of Tolerance	To be able to notice stress levels and apply regulation strategies to remain calm and engaged.	Universal	
Emotional Regulation and BOUNCE	To be able to use body- and brain-based strategies to manage strong emotions.	Targeted	✓
De-escalation through Co-regulation	To be able to regulate emotions with the support of a trusted adult, using co-regulation strategies that promote safety.	Universal	
Somatic Exercises	To be able to reduce tension and regulate emotions through body-based movement.	Universal	

Course Overview

Social, Emotional & Mental Health

//

Some really good ideas and welcome reminders about the polyvagal theory.

- Heidi [Grounding Techniques]

Course	Key Objective	Type	Intervention
Using NLP to De-escalate and Defuse Conflict	To be able to respond to stress and conflict using flexible communication strategies that promote safety and regulation.	Universal	
Negative Behaviour and Emotional Intelligence	To be able to recognise the link between feelings, thoughts, and actions and choose safe, constructive responses.	Targeted	✓
Reducing Anxiety in Children	To be able to apply calming strategies to reduce anxious thoughts and feelings.	Targeted	✓
Managing Demand Avoidance	To be able to engage with tasks using flexible and low-pressure approaches.	Targeted	✓
Exploring Mindful Awareness Interventions	To be able to practise present-moment awareness in order to reduce stress.	Targeted	✓
Grounding Techniques	To be able to use sensory and thinking tools to return to a calm and safe state.	Universal	

Course Overview

Social, Emotional & Mental Health

//

Very informative and the resources are brilliant. The walk through videos are really helpful.

- Lucy [Sand Play Training]

Course	Key Objective	Type	Intervention
Drumming for Regulation	To be able to use rhythm and movement to support mood regulation and focus.	Targeted	✓
Sand Play Training	To be able to express thoughts and feelings symbolically through sand play.	Targeted	✓
Running a Play-doh Feeling Session	To be able to identify and express emotions through tactile play.	Targeted	✓
Reducing Anxiety through Soft Landings	To be able to transition calmly between activities or environments using safe strategies.	Targeted	✓
Drawing Feelings Intervention	To be able to represent emotions through drawing and use them as a starting point for discussion.	Targeted	✓
Creative and Expressive Arts Intervention	To be able to use creative activities as a safe outlet for feelings and self-expression.	Targeted	✓

Course Overview

Sensory & Physical

Interventions here support sensory processing and physical needs, helping the child regulate sensory input and access learning and daily activities.

//

Found this so informative and helpful and leave it inspired to go into school and start making a few changes!

- Rebecca [Fidget Toys | Tools]

Course	Key Objective	Type	Intervention
Sensory Differences Activity Pack	To be able to practise sensory strategies to regulate	Targeted	✓
Interoception in the Classroom	To be able to notice and label internal body signals in order to build self-regulation	Targeted	✓
Sensory Circuits Intervention	To be able to follow a structured movement circuit to prepare for learning.	Targeted	✓
Sensory-based Story Massage Intervention	To be able to relax and engage through structured, sensory-rich story experiences.	Targeted	✓
Tactile Defensiveness Project	To be able to tolerate and manage tactile experiences with less stress.	Universal	
Creating a Multi-Sensory Regulation Toolkit	To be able to choose and use personalised sensory tools for self-regulation.	Targeted	✓
Fidget Toys Tools	To be able to use handheld tools to increase focus and reduce stress.	Universal	
Emotional Overwhelm due to Sensory Overload	To be able to notice overload and use strategies to recover safely.	Targeted	✓

Course Overview

Staff Training / Whole-Setting Development

Interventions here support sensory processing and physical needs, helping the child regulate sensory input and access learning and daily activities.

//

It was so interesting and great to think about the child in so many ways. Excellent resources.

- Emma [BOUNCE @ School]

Course	Key Objective
BOUNCE @ School	To be able to embed the BOUNCE Approach® into whole-school practice.
BOUNCE Practitioner Programme	To be able to deliver interventions using the BOUNCE framework with fidelity
Being Trauma Informed	To be able to apply trauma-informed principles in classroom practice.
Understanding and Exploring PACE	To be able to use Playfulness, Acceptance, Curiosity and Empathy in relationships with students.
Being Neurodivergent Affirming	To be able to create an inclusive environment that values neurodivergent strengths.
Supporting Autistic Students in the Classroom	To be able to adapt teaching and environment to meet autistic needs.
The Optimal Zone	To be able to recognise stress states and apply strategies that help students remain within their optimal zone (window of tolerance) for learning and engagement.
Understanding and Supporting a Child with Tourette Syndrome	To be able to recognise tics and other physical moments of distress, and provide appropriate support for wellbeing and access to learning.

Live Drop-ins

Weekly Drop-in Sessions

Professional Members get access to small-group drop-in sessions, held weekly on Zoom.

- **Small groups of 6** – ensuring every voice is heard and all questions are answered.
- **30 minutes** – focused support without taking hours out of the day.
- **Practical & interactive** – space to ask questions, share challenges, and explore solutions together.
- **Ongoing CPD** – continuous professional development without the cost of extra training.

Why it works: Drop-ins give staff real-time support, helping them embed strategies, build confidence, and stay connected – so learning from the Portal translates directly into practice.



Tracy Chadwick

Drop-in Sessions

🕒 30 Minutes

📺 Zoom Video

Welcome to our Professional Drop-in Sessions.

These sessions give Professional Members the opportunity to ask questions and receive support.

Each drop-in is limited to 6 participants to ensure that all questions can be answered.

October 2025



MON	TUE	WED	THU	FRI	SAT	SUN
		1	2 •	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Timezone

Europe/London



KidZone

Regulation Music Library

Carefully designed tracks to calm, focus, or re-energise children by working directly with the nervous system.

KidZone is a growing space.

New tools are being added to support emotional awareness, body cues, and self-regulation strategies – helping children understand how they feel and what they need to feel better.

- **Alpha – 60 bpm:** Steady, heartbeat-paced music for calm focus and predictable routines.
- **ASMR – 30 bpm:** Ultra-slow grounding for deep calm and safety.
- **Background Noises:** White, pink, brown noise and rain sounds to mask distractions and ease sensory overload.
- **Bilateral Sounds:** Alternating tones that reduce anxiety and restore balance.
- **Binaural Music:** Subtle frequency shifts that support relaxation, focus, or alertness.
- **How Does It Feel?:** Playful tracks to support emotional check-ins and interoception.
- **Hypo-arousal Music:** Gentle activation for children who feel flat or withdrawn.
- **Metronomes:** Rhythmic clicks for regulation, timing, and movement — ideal for sensory circuits and drumming circles.

Why it works: The right rhythm or frequency can lower anxiety, boost focus, or gently re-energise — helping children feel safe, regulated, and ready to learn.





Music Library

Music Library

All Categories

All Categories

ASMR (2)

Background Sounds (3)

Bilateral Beats (3)

Binaural Music (2)

Calm Focus (19)

Energising (2)

Nature Sounds (3)

Reset

MAGIC FOREST

WATERFALL

DANCING BEAR

PAPER FISH

MUSHROOM FOREST

MANDALA

MEADOW

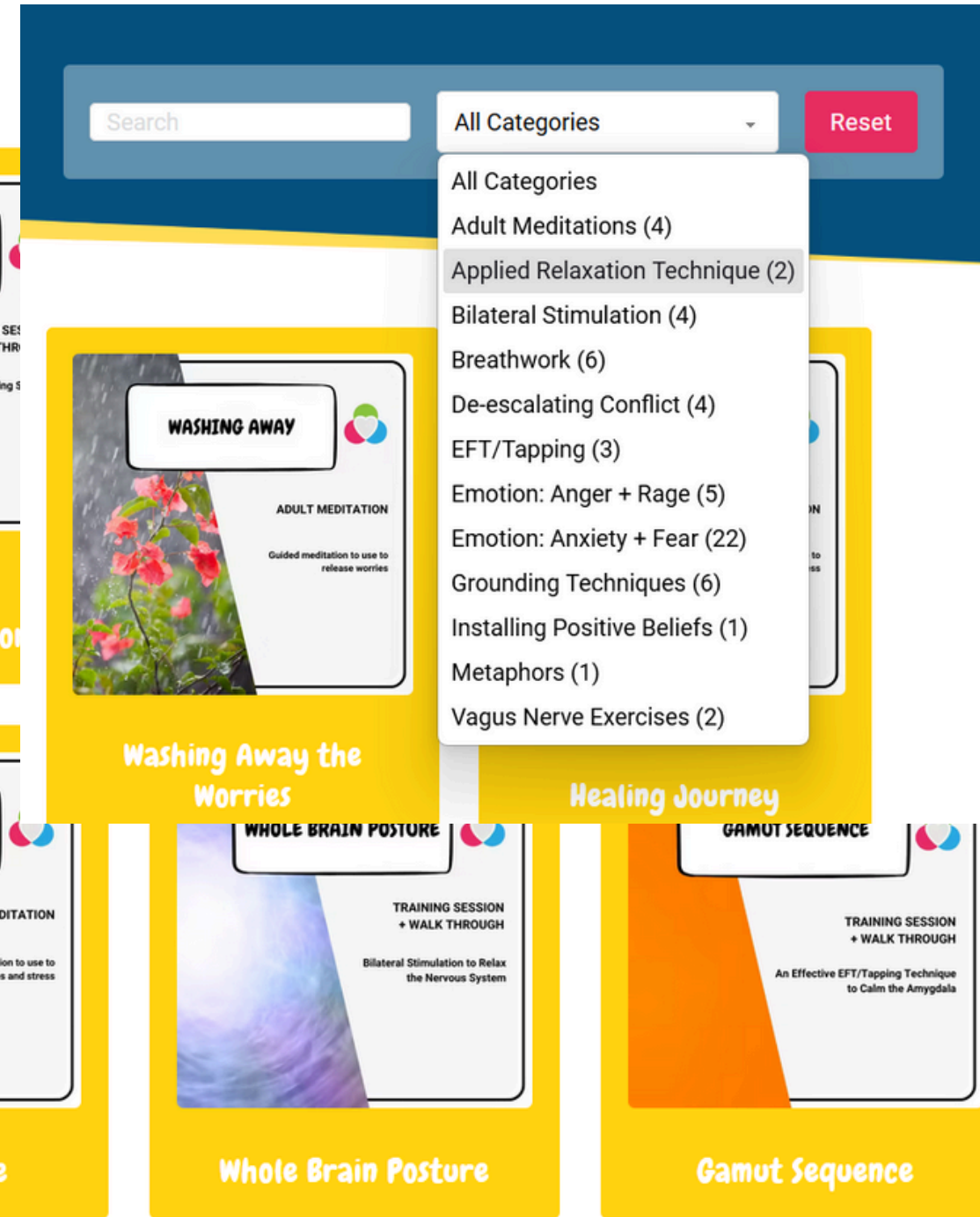
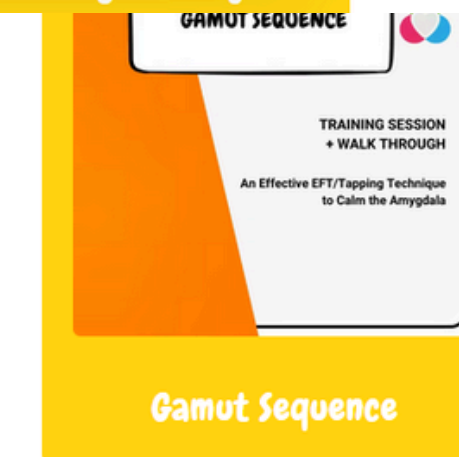
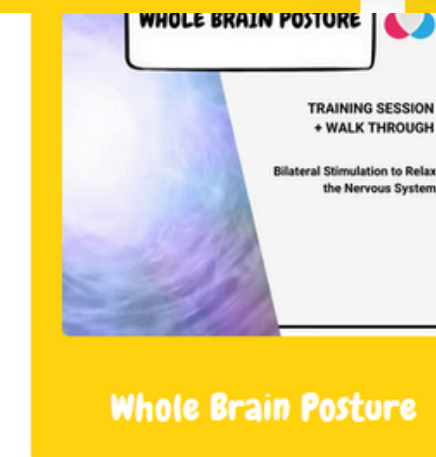
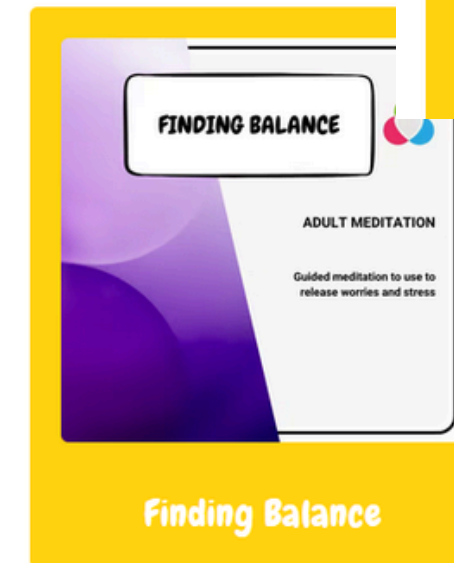
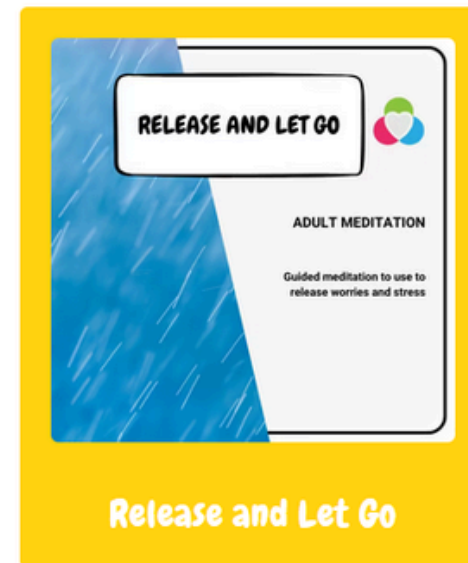
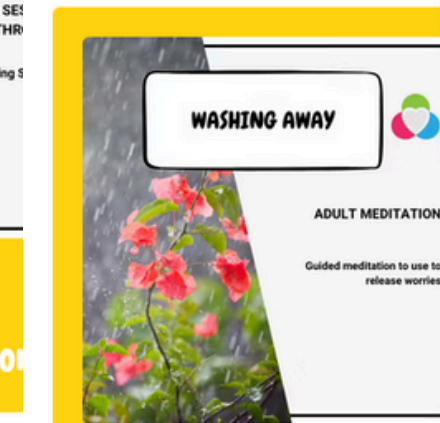
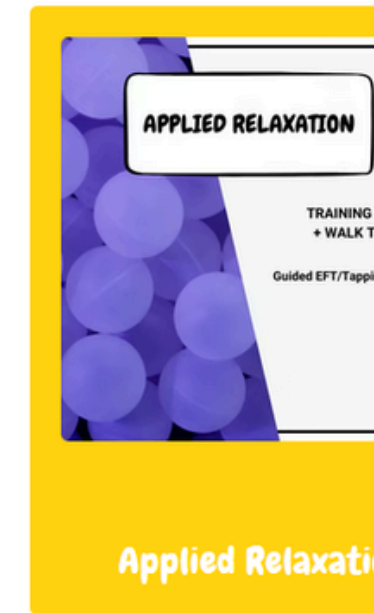
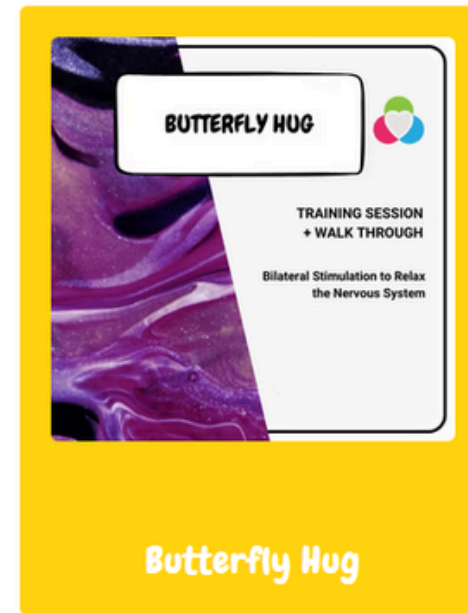
Strategy Library

Emotional Well-being for All

Quick, practical techniques that staff and families can use anytime to calm, ground, or re-energise children.

- **Adult Meditations:** Guided practices for parents and staff wellbeing.
- **Applied Relaxation:** Step-by-step methods to release tension and reset.
- **Bilateral Stimulation:** Rhythmic, left-right movements for balance and focus.
- **Breathwork:** Simple breathing tools to regulate energy and emotions.
- **De-escalating Conflict:** Strategies to manage anger, rage, or shutdown safely.
- **EFT/Tapping:** Gentle tapping sequences to reduce stress and anxiety.
- **Emotion Tools:** Targeted techniques for anger, anxiety, and fear.
- **Grounding Techniques:** Sensory-based activities to bring children back to the present.
- **Positive Beliefs & Metaphors:** Scripts and imagery to build resilience and hope.
- **Vagus Nerve Exercises:** Quick ways to activate calm and support regulation.

Why it works: Every video tutorial is short, accessible, and regulation-focused — so children and adults can use them in the moment, at home, or in class.

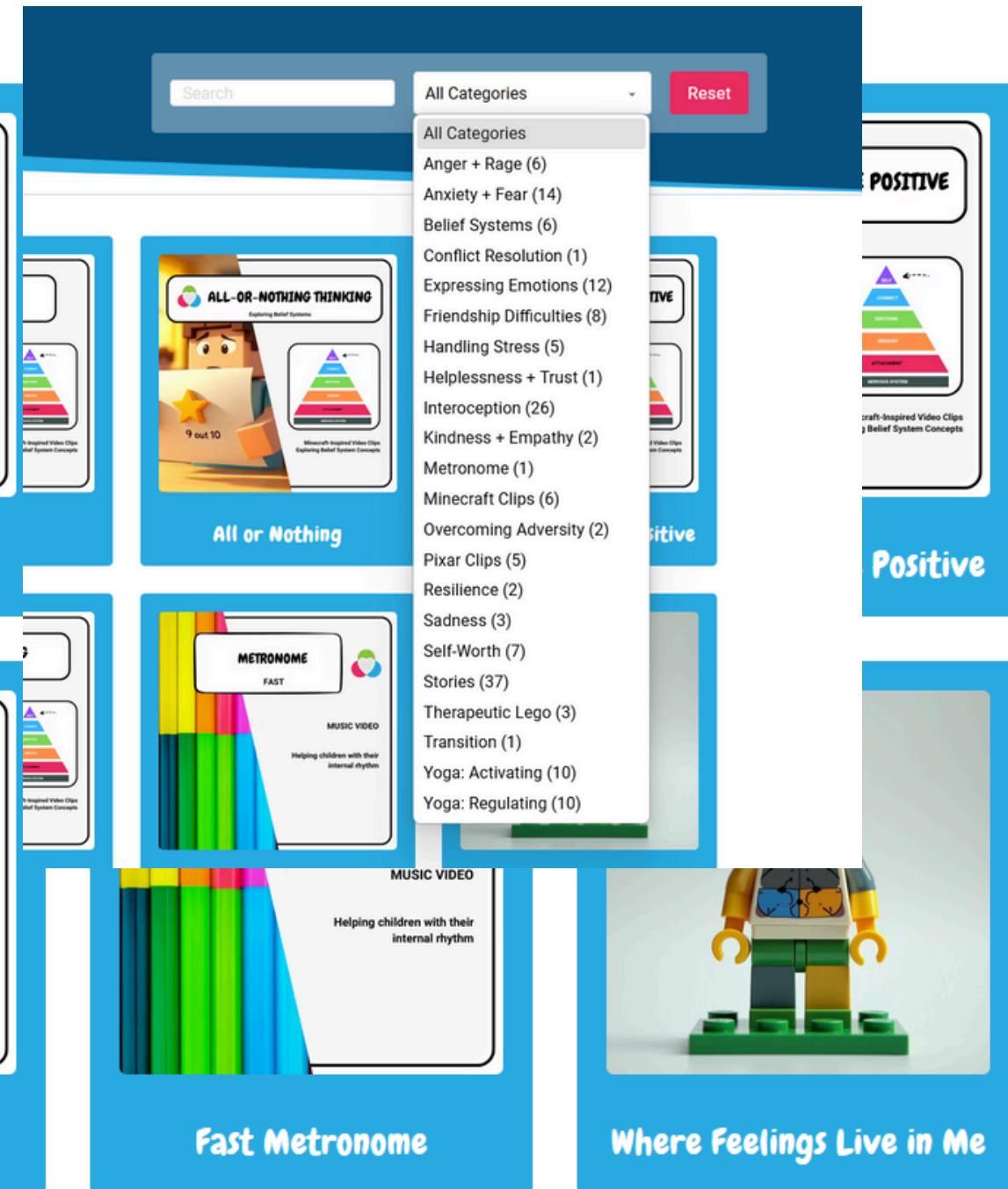
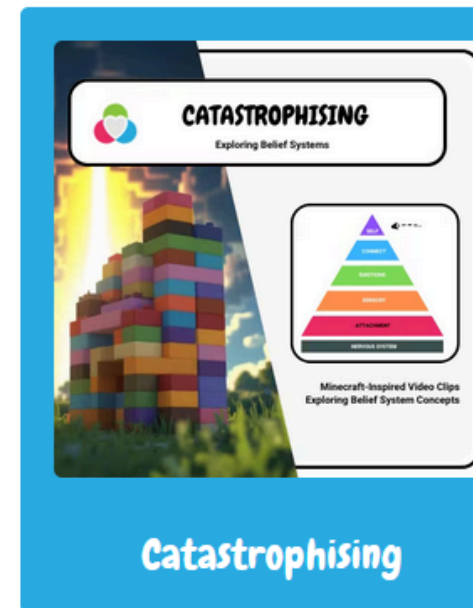
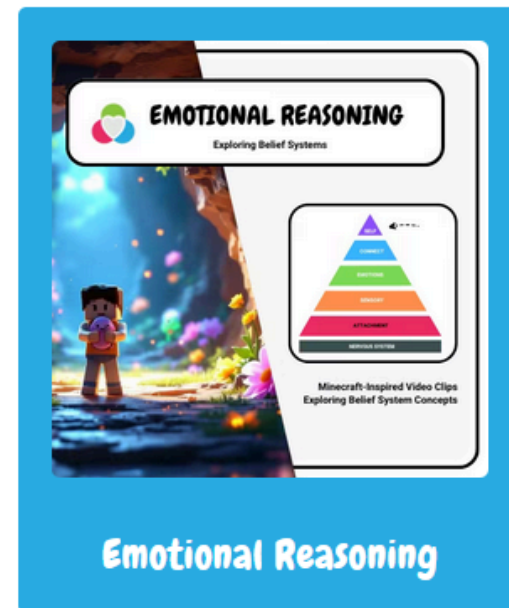


Activity Library

Creative, movement-based, and story-led activities that make emotional learning engaging and accessible for children of all ages.

- **Emotion Activities:** Tools for anger, anxiety, sadness, and stress.
- **Interoception:** 26 activities to help children notice body signals and link them to feelings.
- **Friendship & Kindness:** Games and practices to strengthen empathy and peer connection.
- **Resilience & Self-Worth:** Short activities that build confidence and coping skills.
- **Conflict Resolution:** Scripts and tools to manage arguments and rebuild trust.
- **Stories & Clips:** Pixar, Minecraft, and therapeutic story packs that bring big ideas to life.
- **Yoga & Movement:** Activating or regulating sequences to support focus, calm, or energy.
- **Therapeutic LEGO®:** Structured builds that encourage problem-solving and emotional expression.
- **Transitions:** Quick activities to smooth changeovers and reduce anxiety.

Why it works: Activities combine play, creativity, and movement — helping children practise regulation and resilience in ways that feel natural and fun.



Activity Toolkit

Every child learns differently. The Activity Library helps staff identify a child’s learning style through simple “see/hear/sense” questions — then matches it with activities that fit how they process the world.

- **Abstract Thinkers:** Big-picture, story, and symbol-based learners. Activities use art, sand play, and metaphor.
- **Practical Builders:** Step-by-step, hands-on learners. Activities use LEGO®, construction, and structured problem-solving.
- **Expressive Communicators:** Language and movement-based learners. Activities use role play, drawing, and storytelling.
- **Visual Explorers:** Pattern and diagram-based learners. Activities use maps, symbols, and creative design.

Why it works: By matching activities to learning style, children feel understood, regulation feels natural, and emotional skills develop in ways that stick.



LET'S GET CURIOUS ... SELECT ONE FROM EACH CATEGORY

👁️ Which of these behaviours do you SEE? (Select 1) 🗨️ *

Enjoys exploring ideas and patterns, often appearing lost in thought.

Prefers step-by-step instructions, focusing on tasks rather than possibilities.

Uses diagrams, drawings, or gestures to explain ideas.

Prefers writing or talking through ideas rather than using visuals.

Moves while thinking or explaining, enjoys hands-on activities.

Prefers structured, step-by-step problem-solving, sits still before acting.

👂 Which of these behaviours do you HEAR? (Select 1) 🗨️ *

Frequently asks “Why?” or “What if?”, using metaphors and discussing big ideas.

Frequently asks “How?” or “What do I do next?”, preferring literal, factual descriptions.

Uses visual-based expressions (e.g., “I see what you mean”).

Uses language-based expressions (e.g., “That sounds right”).

Uses movement-based phrases (e.g., “Let me try it”).

Uses logical, step-based descriptions (e.g., “First, then...”).

👃 Which of these behaviours do you SENSE? (Select 1) 🗨️ *



🌀 Abstract Thinkers (Big-picture, conceptual, symbolic learners)

Introduction

Children who think abstractly often understand the world through **symbols, patterns, and big ideas rather** than straightforward facts. They **enjoy stories, creativity, and deeper exploration** of emotions rather than step-by-step explanations.

Drawing & Art-Based Activities

- 🌀 **Emotion Symbols** → Instead of drawing faces, children create symbols for their emotions (e.g., “If sadness were a landscape, what would it look like?”)
- 🌀 **Glimmer Maps** → Encourage children to draw or colour a map of places, activities, or people that make them feel safe and happy.
- 🌀 **'Self' Portraits** → Ask them to draw themselves as a superhero and describe what powers (kindness, courage, calmness) they have.

Sand Tray & Sensory Play ✂️

- 🏠 **Build an Inner World** → Use small figures and sand to create a world that represents their emotions.
- 🏠 **Glimmer Treasure Hunt** → Hide small objects in the sand and ask them to find “Glimmers” (things that bring happiness or safety).
- 🏠 **Emotion Pathway** → Create a pathway in the sand for their feelings, adding different textures for calm, frustration, excitement, and sadness.

Lego & Construction Play ✂️

- 🧱 **Building Confidence Towers** → Have children build a Lego tower, adding a new brick each time they name something they feel proud of. If that's too difficult - you build it for them for all the things you see in the child.
- 🧱 **The Emotional Parts of Me** → Ask children to build a character for each of their emotions (e.g., “This is my Worrier. It stands tall because it watches for danger.”) ✂️
- 🧱 **Emotional Bridges** → Build a bridge from a tricky feeling to a calm state - what helps them move across?

Lesson Plans

Lesson Plans & Programmes

Ready-to-use lessons with objectives, resources, and success criteria — saving staff time and making it easy to link practice with outcomes.

The BOUNCE® Programme

- Lesson plans built around the six BOUNCE® areas: Body, Openness, Understanding Sensory Differences, Navigating Emotions, Connection, and Esteem. Each session includes slides, activities, and resources to build regulation, resilience, and emotional literacy.

The GLS Programme

- A complete set of lesson plans mapped directly to GL Assessment's Emotional Literacy assessments. Designed to integrate with existing systems, ensuring evidence-based delivery and measurable progress.

Why it works: Staff don't need to start from scratch. Each lesson is assessment-linked, engaging, and easy to deliver — so children build skills while schools can clearly track impact.



Session 1 – Finding My Starting Point (Just Right Zone)

Learning Objective

To introduce the “Just Right Zone” using Lego visuals, helping learners notice body clues, feelings, and capacity (“I can / I can’t”).

Success Criteria (by the end of the session, the child will be able to...)

- Understand the idea of a “Just Right Zone” using the Magic Lego Tree and BOUNCE® Colours.
- Begin to recognise when their body feels safe, calm, fizzy, wobbly, sad, or angry.
- Use simple Lego check-ins (battery or colour strips) to share their state.
- Know that the goal is noticing and naming, not staying Green all the time.

Resources Needed

- [Magic Lego Tree](#)
- [Slides: The Just Right Zone](#)
- [Strips/Fans](#)
- [Window of Tolerance Pack](#)
- [Body Map](#)
- Calm music (music has been added to the course slides)
- [Optional Pixar clips](#)

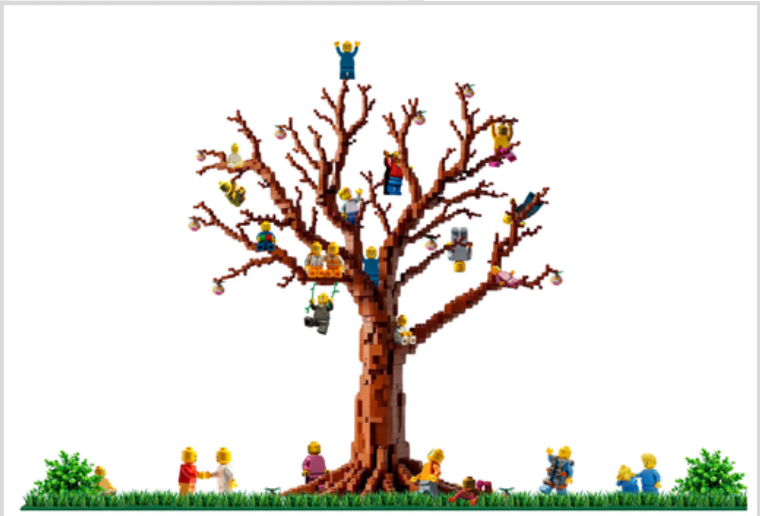
Starter (5 mins)

- Begin with a Lego “battery check-in” (high/low/empty/full).
- Guide a short breathwork activity with calm music.
- Offer choice: stretch, sit quietly, or simply watch.
- Script idea: “Each breath adds a brick to your battery.”

Main (30 mins)

- **Openness:** Display the Magic Lego Tree. Invite learners to choose a Lego figure that feels like them today. Normalise variety and offer pass/observe options.
- **Understanding Sensory Differences:** Introduce Lego Window of Tolerance visuals. Teach colour-capacity links:
 - Green (Happy) → “I CAN”
 - Yellow (Excited) → “I COULD”
 - Orange (Wobbly) → “I MIGHT NOT”

Date:	
ATTACHMENT	
1 Difficulty asking for help from adults, even when it is detrimental to their own needs	10
2 Disruptive behaviour in class to gain attention from adults or peers	5
3 A fear or abandonment and/or rejection	5
4 Difficulty trusting themselves or others	4
TOTAL	24
SENSORY	
1 Unable to sit for long without becoming tired or overwhelmed and needing to move	
2 Unaware of internal cues, i.e. changes in physiology (emotions)	
3 Overwhelmed by noisy environments or struggles to process auditory information when crowded	
4 Becomes overwhelmed by certain textures of clothing	
TOTAL	
EMOTIONS	
1 Struggling to regulate emotions, even with trusted adults.	
2 Having angry outbursts when feeling overwhelmed.	
3 Avoiding , refusing, running away, or hiding when overwhelmed.	
4 Shutting down when feeling overwhelmed.	
TOTAL	
CONNECT	
1 Struggles to socially connect with others, even though they want to	
2 Struggles to see the views of others and resolve conflict	
3 Struggles to form or maintain close relationships, even though they want to	
4 Struggles to understand the emotions in others and adapt to their needs accordingly	
TOTAL	
SELF	
1 Struggles to handle criticism and may become upset over minor corrections or feedback	
2 Struggles with negative belief systems , saying harmful things such as “I’m stupid”	
3 Struggles to know where they belong in the world	
4 Struggles to try new things (e.g., fear of failure or the unknown)	
TOTAL	



Assessment Tools

Lesson Plans & Programmes

You'll get access to a complete toolkit of assessment resources designed to make identifying needs and tracking progress straightforward and meaningful.

The Learning Portal includes a blend of evidence-based psychological measures - adapted for practical use in Excel - alongside the BOUNCE® and SEMH Assessment Trackers, helping you monitor change, highlight progress, and uncover hidden needs across social, emotional, and mental health domains.

You'll find tools such as:

- **Stirling Children's Wellbeing Scale and Rosenberg Self-Esteem Scale** — research-based assessments to measure emotional wellbeing and self-concept.
- **Positive and Negative Affect Schedule (PANAS)** — a validated tool to understand mood patterns and emotional tone.
- **Pupil Voice and SUD Scales** — simple, visual tools to capture subjective experience and emotional intensity.
- **Support Plan Pack** — structured templates to translate assessment findings into clear, targeted action plans.
- **BOUNCE® and SEMH Trackers** — comprehensive systems to RAG-rate progress, record interventions, and link outcomes to key emotional literacy strands.

Why it works:

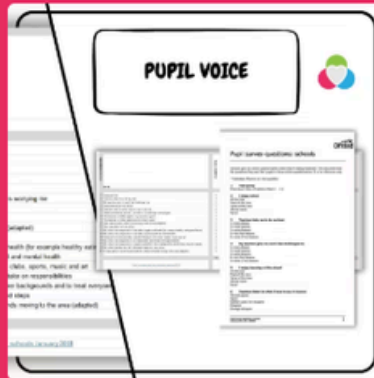
All tools are aligned to the BOUNCE® framework and SEMH strands, giving you a consistent, measurable way to evidence impact - while helping you pinpoint where children need the most support in regulation, connection, and emotional development.



SEMh Assessment Tracker



Stirling Children's Wellbeing Scale



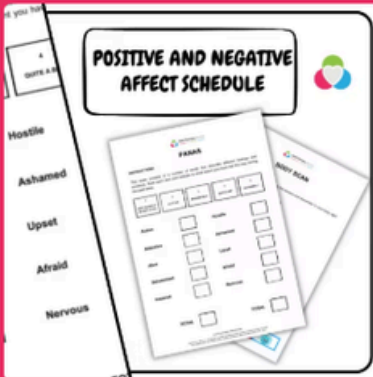
Pupil Voice



Rosenberg Self-Esteem Scale



SUD Scale Assessment Form



Positive and Negative Affect Schedule

SEMh Tracker					
Pupil:					Assessor:
Domain	Description	1 = Not Met	2 = Developing	3 = Met	Baseline (1-3) Mid (1-3)
Self-Awareness	Recognises, labels, and links internal emotional and physical states to events, using accessible emotion words, visuals, or symbols.	Unable to identify or name feelings; unaware of triggers, body cues, or energy changes.	Begins to notice/name feelings; unaware of link feelings to events when prompted.	Independently recognises and names emotions/body sensations; links to situations; describes change over time.	2
Emotional Regulation	Uses co- or self-regulation strategies (movement, sensory tools, stimming, breathing, help-seeking) to manage arousal and recover after stress.	Overwhelmed/shutdown; relies fully on adult nervous system support to regulate.	Uses some strategies with adult co-regulation; recovery time reducing.	Selects strategies that work for their body; regulates and re-engages with minimal prompting.	RAG Choose 1, 2, or 3
Social Communication	Understands and uses communication — verbal, visual, written, gestural, or movement-based — to connect and repair misunderstandings authentically.	Attempts often missed/misunderstood; may rely on behaviour, silence, or repetition when dysregulated.	Expresses wants/ideas/emotions in chosen mode (speech, sign, AAC, text, drawing, shared activity) with scaffolding; partners adapt style/visuals; repair supported.	Communicates thoughts/needs/emotions confidently in preferred mode; initiates/maintains/repairs communication when breakdowns occur.	
Empathy & Perspective-Taking	Recognises and interprets others' feelings and perspectives; expresses understanding through words, gestures, or supportive action; empathy begins with safety/regulation.	Focused on own experience when stressed; may miss or misread emotional cues; needs co-regulation to notice others.	Recognises simple feelings in others when calm; offers comfort/help/shared activity when prompted.	Identifies a range of feelings/perspectives; responds with authentic understanding; reflects on own impact.	
Pro-Social Interaction	Engages in reciprocal, parallel, or collaborative play/shared activities; cooperates, takes turns, and offers/accepts repair when safe and regulated.	Interaction feels unsafe/unpredictable; may withdraw or control; limited awareness of repair/shared goals.	Participates in shared/parallel tasks with structure and trusted support; begins cooperative behaviours and repair with modelling.	Works cooperatively and flexibly in preferred contexts; initiates/accepts/offers repair; maintains respectful relationships.	
		Not met/unnatural	Accepts small changes with	expected/unnatural	

#Annual Members Only

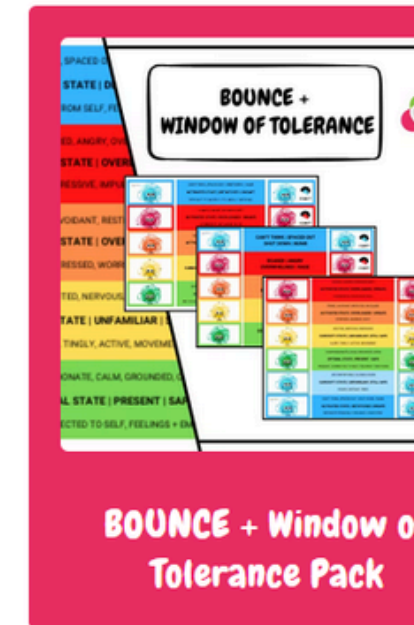
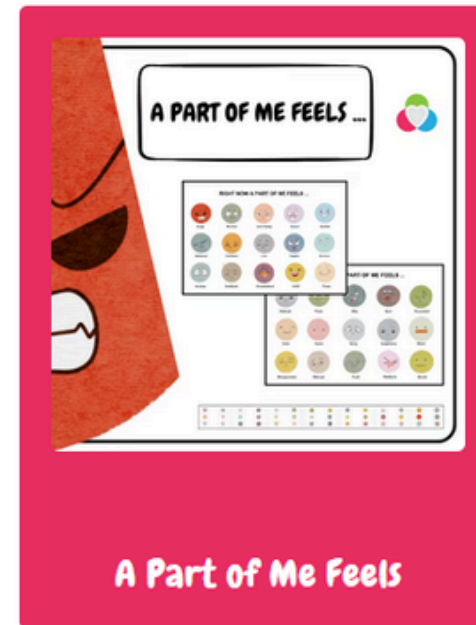
Resources

Resource Bank

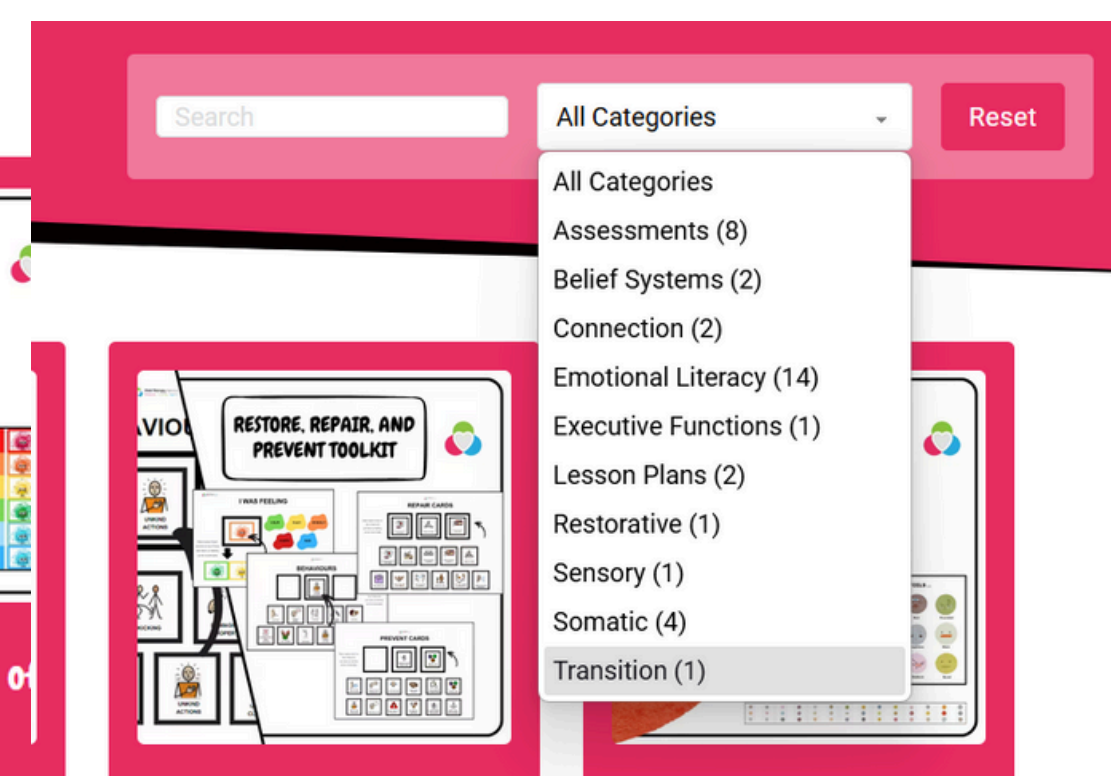
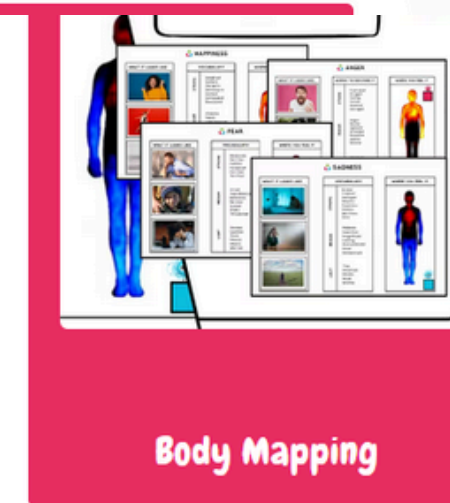
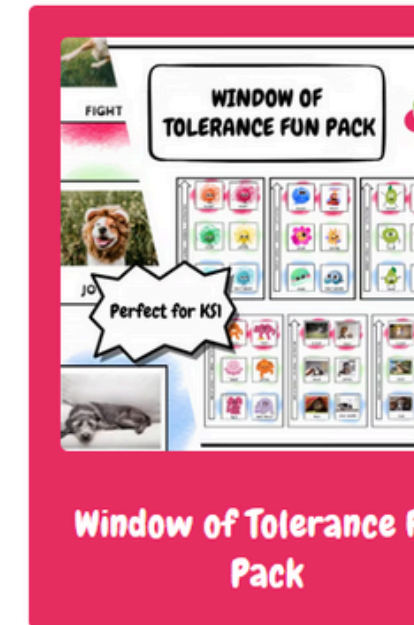
A complete bank of downloadable PDFs — ready to print, share, and use straight away in classrooms or services.

- **Assessments:** Track emotional literacy, wellbeing, and self-esteem with easy-to-use tools.
- **Belief Systems:** Worksheets and activities to challenge unhelpful thoughts and build positive mindsets.
- **Connection Tools:** Visual packs and cards to support communication and peer relationships.
- **Emotional Literacy:** Fans, strips, and activities to help children recognise and share feelings.
- **Executive Functions:** Prompt cards to build organisation, memory, and planning skills.
- **Restorative Resources:** Toolkits for repairing conflict and building trust.
- **Sensory & Somatic Packs:** Activities for grounding, regulation, and body awareness.
- **Transitions:** Practical supports to reduce anxiety and make change smoother.

Why it works: Ready-made resources save staff hours of planning, give families simple tools at home, and ensure consistent support across settings.



A Part of Me Feels



Our Impact

Case Study: White Hall Academy

In partnership with White Hall Academy (a high-ACEs primary school), we delivered a targeted daily Grounding Intervention, with measurable impact:

- 36 children assessed for dysregulation
- 29 identified for daily grounding support
- Staff trained to deliver 1:1 activities during arrivals and transitions
- Noticeable improvements in assessment scores and self-regulation
- Positive feedback from both children and staff

"He particularly likes the times table one. Sometimes, he prefers to have a quick chat instead, as once he's told someone what he wants to say, he generally settles down. The other children in the class also wanted to be grounded, so we let them do the breathing activity during mindfulness. I would definitely recommend that others try it."

— LSA, Year 5

IMPACT Due to the success of using The Grounding Intervention, the school continued this in the academic year 2022/2023. Grounding activities are used for key children at different points of the day, such as key transition points, as advised by CTS, and this has helped children to feel safe within the school environment.

— Helen Pearce, SENDCO
White Hall Academy

[illegible]

In one high-ACEs school, daily grounding reduced dysregulation for 29 children in just one term

[READ MORE](#)



READ MORE

>1,000s+

Membership Demand

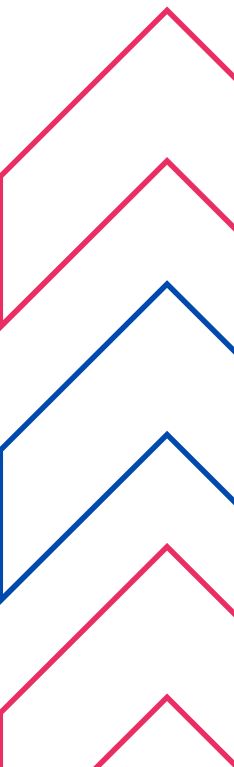
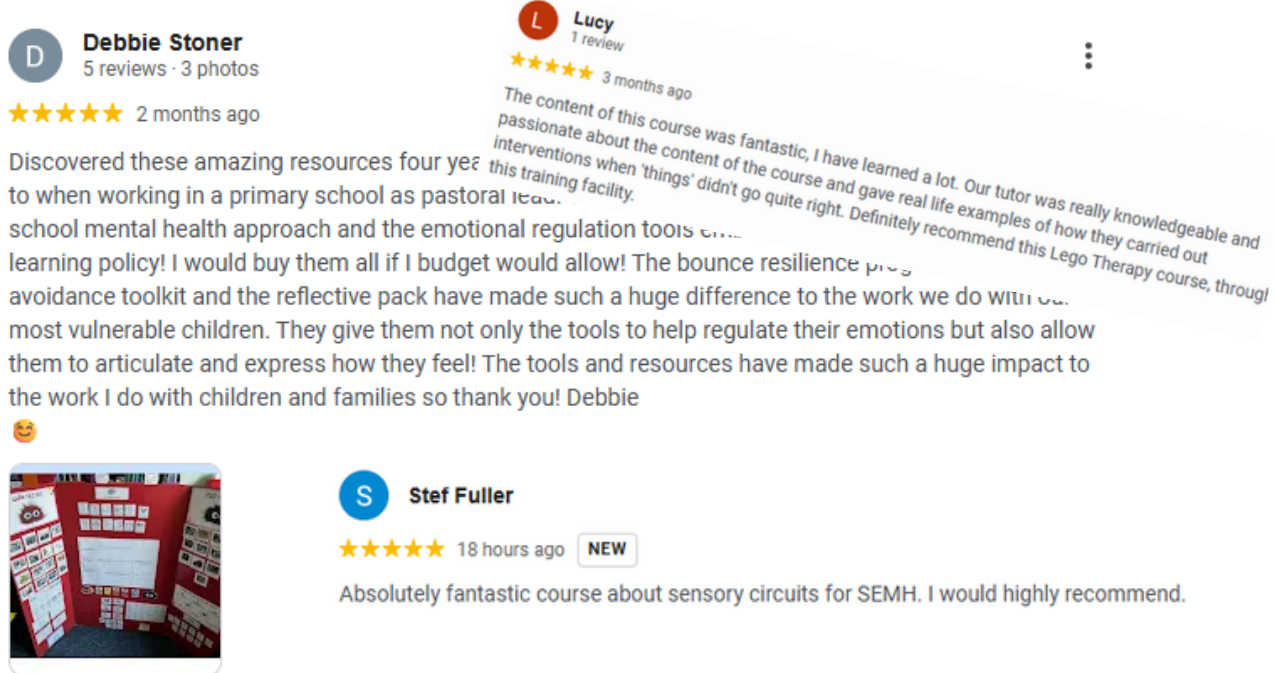
Since launching our new Learning Portal, membership has grown into the thousands – now spanning schools, colleges, and NHS services.

This growth reflects the rising demand for trauma-informed, neuro-affirming resources that equip staff to support emotional wellbeing and behaviour with insight, compassion, and practical tools.

"This has been an extremely helpful resource for both our staff and our parents."

Always very responsive to emails, offering advice and very reassuring to know **we have a wealth of knowledge and training to support us."**

-Caroline Hoffman, Deputy Headteacher, Crooks Barn Primary School



Prices

Teams & Settings

We know the pressures leaders face: stretched budgets, high staff turnover, rising SEMH needs, and the challenge of evidencing EHCP provision while keeping children engaged in class. External training can be costly and inconsistent, leaving staff without the confidence or shared language they need to succeed.

That’s why the Learning Portal for Teams & Settings brings everything in-house.

With one affordable licence, your whole team gains unlimited access to CPD-certified training, lesson plans, strategies, toolkits, and resources that can be used straight away in classrooms and care settings.

Staff are supported weekly through live drop-in sessions, while Provision Planners link directly to outcomes — making it easy to evidence progress for inspections and reviews.

And because inclusion doesn’t stop at the school gate, every team membership also comes with free family accounts — extending the same tools into the home. This consistency between staff and families reduces exclusions, strengthens relationships, and ensures children experience the same supportive strategies wherever they are.

The result? A confident staff team, families who feel included, and children who are calmer, more regulated, and ready to learn.

All of this for **less than the cost of sending just a handful of staff on external training.**

Invest once — and give your **entire setting the confidence, consistency, and impact it needs.**

	1 STAFF £229 NO FREE FAMILY ACCOUNTS	
UP TO 5 STAFF £449 (£89 pp) PLUS 10 FREE FAMILY ACCOUNTS	UP TO 10 STAFF £599 (£59 pp) PLUS 25 FREE FAMILY ACCOUNTS	UP TO 15 STAFF £699 (£46 pp) PLUS 50 FREE FAMILY ACCOUNTS
UP TO 25 STAFF £849 (£33 pp) PLUS 100 FREE FAMILY ACCOUNTS	UP TO 50 STAFF £1,149 (£23 pp) PLUS UNLIMITED FREE FAMILY ACCOUNTS	UP TO 100 STAFF £1,599 (£15 pp) PLUS UNLIMITED FREE FAMILY ACCOUNTS



[EXPLORE OPTIONS](#)

Book a Demo?

Book a demo today and see how the Learning Portal can bring affordable, consistent, and evidence-based support to every child in your setting



[CLICK HERE TO
BOOK A DEMO](#)



Thank You



PHONE

01323 749434



ADDRESS

14 St Gregory Close
Eastbourne
East Sussex
BN20 7JL



ONLINE

hello@childtherapyservice.org.uk
www.childtherapyservice.org.uk

Child Therapy Practitioners Limited is proud to support the work of Child Therapy Service CIC. Created to protect the intellectual property and original content developed by Tracy Chadwick, the limited company ensures resources remain secure while being used for the benefit of the wider community through the CIC's not-for-profit work.

"I wanted to extend my heartfelt thanks for your invaluable contribution to SEND Live 2025. Your workshops were a highlight of the event, and the feedback from attendees has been overwhelmingly positive. Your expertise and dedication truly made a difference, and we are grateful for the time and effort you put into preparing and delivering your sessions."

From the insightful discussions to the practical strategies shared, your workshops have provided our delegates with valuable knowledge and tools that will undoubtedly benefit their work with children and young people. The passion and commitment you demonstrated were inspiring, and we are fortunate to have had you as part of our event. Once again, thank you for your support and for helping to make SEND Live 2025 a success. We look forward to working with you again in the future."

Lydia Martin, Senior SEND Project Officer, Oxford SEND Conference 2025

"Tracy's webinars are jampacked with real up to date knowledge and information. She creates her webinars using a very clear, concise and easy to understand approach."

She is passionate about helping children and offers realistic strategies to try straight away. I have already adopted one of her strategies from the 'Managing Demand Avoidance' webinar and that's ...'dip their toe in..'. 😊

So easy to use when choosing your battles and making the right choices! Thank you Tracy"
Toca

