

Step Model Therapy

Sensory Friendly

Staff are attuned to young people's sensory needs and use timely sensory strategies for de-escalation and sensory modulation. Based on Sensory Environment Strategies

Totally Inclusive

Established belonging and boundaries that enable communication and openness, support development and involvement by all: young people and staff Based on Enabling Environment and 5 Good Communication Standards.

Enabling Standards

Staff create and maintain environments that support insight, confidence and independence through supervision, mentorship and reflective practice and regular audits of applied standards.

Positive personal progression

Journey of the young person through 3 distinct stages, measured by outcomes in consistent domains.

STEP Framework and its purpose

- Bring together a CAMBIAN /CWC ETHOS
- Help young people to understand their care pathways
- Sustain clear partnership working across teams
- Support families and authorities to understand how the young person is cared for
- Give clinicians and wider teams clarity on when and where to focus intervention approaches
- Have transparency on approaches used
- Articulate our therapeutic offering to external agencies
- Enable the marketing and costing of the pathway in a clear and consistent manner.

Pillar 3: The 3-Phased Journey of Engagement



Phase	Goals	Role of clinical services in Education
Stabilization	<ul style="list-style-type: none"> • YP have an initial risk assessment and care plan • YP know their own risk and care plan • YP are settled in the home and school • YP is supported to stabilise at the time of crisis 	<ul style="list-style-type: none"> • Auditing and understanding of placement requirements or objectives once in settings • Baseline assessments to set up a therapeutic plan • Classroom and house base observations • Developing a therapeutic relationship with the YP • Offering consultation to staff • Therapy plan, formulation and goal setting
Strengthening	<ul style="list-style-type: none"> • Managing YP needs and risks • Attending and achieving in education • Productivity in community and leisure activities 	<ul style="list-style-type: none"> • Individualised interventions identified through care planning • Appropriate crisis management interventions if and when required • Individual Care planning • Risk Assessment and management plans • Environmental development to enable YP to engage independently • Regular liaison and feedback to families, social services and local authorities as appropriate • Liaison with external professionals and services relating to ongoing care and crisis management as appropriate
Transition	<ul style="list-style-type: none"> • Self-Management • Independence from the therapist • Successful transition to new placement 	<ul style="list-style-type: none"> • Transition plan development and implementation • Capacity assessments in terms of choosing next placements, if required • Independence coaching • Tools and approaches to allow YP to voice own choices for next placement • Liaison with future placement to aide successful transition • Liaison with external professionals to pass over responsibility for care

Universal, Targeted and Specialist Service Delivery

