



# Futures in Mind

*bespoke psychology services for schools*

## **BESPOKE INTERVENTIONS AND SUPPORT**

*A range of bespoke, evidence-based interventions  
and support to help children and young people*



## BESPOKE INTERVENTIONS AND SUPPORT

We have a range of exciting, innovative and evidence-based programmes and interventions to support children and young people. These programmes of support have been designed to build staff capacity and help children and young people develop and learn.



### FOUNDATIONS FOR TALKING - SUPPORTING EARLY SENTENCE DEVELOPMENT (4-7 year olds)

#### DESCRIPTION:

A series of 8 small group sessions designed to support young children in developing early sentence structures through engaging, structured activities. Delivered weekly, the sessions are designed for children in the Early Years Foundation Stage (EYFS) into year 1, who are using single words or short phrases, and need to develop their use of longer spoken sentences. The programme helps develop and extend a child's use of spoken sentences, building foundational skills for effective communication.

#### DELIVERY:

8 weekly 30 minute group sessions (up to 10 hours of support)

For further details about our bespoke interventions and support, get in touch via phone, email or website

### SUPPORTING SPEECH SOUNDS & EARLY LITERACY

#### DESCRIPTION:

A workshop session developed to provide information along with practical strategies to understand and support children's speech sound development with confidence. This interactive session covers typical development, how to accurately screen children's speech errors, and engaging activities to strengthen speech sounds and phonological awareness for pupils in EYFS and KS1.

#### DELIVERY:

Half a day/3 hours practical workshop suitable for Teachers and/or Teaching Assistants. (3 hours + prep)

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## CRACKING THE CODE: DEVELOPING CONFIDENT COMMUNICATORS

### DESCRIPTION:

A half-day training package suitable for primary or secondary practitioners, designed to bridge the gap between SEMH (Social, Emotional, and Mental Health) needs and SLCN (Speech, Language, and Communication Needs). Effective social communication is key to building relationships, managing emotions, and navigating the world with confidence. This course explores how difficulties in understanding language, emotional literacy, inference and verbal reasoning, narrative skills, and social problem-solving can impact a child's well-being and interactions. Participants will gain practical, targeted strategies and resources to support communication development, helping learners unlock their potential and thrive in social and academic settings.

### DELIVERY:

Half day training package. One-off delivery (3 hours + prep)

## VOCABULARY FOR LEARNING AND ACHIEVEMENT

### DESCRIPTION:

A practical training session providing information on supporting vocabulary learning for children in the Primary years. Vocabulary learning is central to understanding language used in the classroom. Difficulties understanding vocabulary will therefore impact a child's ability to access learning. This session will provide practical strategies to develop vocabulary learning at whole class and individual levels. This workshop explores effective ways to introduce, reinforce, and embed new vocabulary, helping pupils build stronger communication skills and access learning with greater confidence.

### DELIVERY:

1.5 hours training session suitable for Teachers and/or Teaching Assistants. (2 hours + prep)

## SOCIAL SUPERPOWERS: SUPPORTING SOCIAL SKILLS

*(7-11 year olds)*

### DESCRIPTION:

Social Superpowers is a structured, evidence-informed intervention to support primary-aged pupils (aged 7-11) in developing social understanding and group participation skills. It focuses on key skills including initiating and sustaining interactions, active listening and turn-taking, understanding others' perspectives, and solving social problems. The programme supports pupils to build confidence, develop positive peer relationships, and participate more successfully in group learning and play.

### DELIVERY:

*Delivered in either small groups (2-4) or 1:1*

Flexible delivery to include staff feedback, planning, preparation and impact assessment/evaluation (Up to 17 hours of support)



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## **SOCIAL SKILLS TOOLBOX: SUPPORTING GROUP FUNCTIONING** *(12–17 year olds)*

### **DESCRIPTION:**

Social Skills Toolbox is a structured, evidence-informed intervention to support secondary aged pupils in developing social understanding and effective group participation. The programme aims to support a range of social interaction skills including recognising group expectations, understanding others' perspectives, active listening, contributing ideas, and managing challenges within group interactions. It supports pupils to build confidence, develop positive peer relationships, and participate more effectively in group learning across the school environment.

### **DELIVERY:**

*Delivered in small groups (2-4) or 1:1*

Flexible delivery to include staff feedback, planning, preparation and impact assessment/evaluation (Up to 17 hours of support)

## **ATTENTION AUTISM/ 'BUCKET TIME'**

### **DESCRIPTION:**

A 4-stage intervention working on the early fundamentals of language, including awareness of others, attention, listening and turn-taking. It provides an irresistible invitation to engage in an adult-directed activity. Developed for Autistic children, but can be effective for any children who struggle to focus, sustain and shift their attention, in a group of up to 6.

### **DELIVERY:**

A staff workshop suitable for Teachers and TA's covering all stages (1,2,3 & 4)

## **DIRECT INSTRUCTION AND PRECISION TEACHING**

### **DESCRIPTION:**

Evidence-based approaches for the development of academic skills. Direct Instruction is a teaching method and Precision Teaching is an assessment method to evaluate progress. They work well for spelling, writing, reading and number skills, and can be used hand-in-hand or in isolation.

### **DELIVERY:**

A Staff workshop suitable for Teachers and TA's (2hours plus prep)

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## RECIPROCAL TEACHING AND PAIRED READING

### DESCRIPTION:

Reciprocal Teaching is a guided teaching technique, aiming to improve reading comprehension by applying four explicitly taught strategies: Predicting, Clarifying, Questioning and Summarizing.

Paired Reading is an evidence-based method to support a child with reading through developing understanding, building confidence and improving fluency.

### DELIVERY:

A Staff workshop suitable for Teachers and TA's (2hours plus prep)

## ASSESSMENT OF LEARNING IN KEY AREAS (e.g. Numeracy and Literacy)

### DESCRIPTION:

Assesses cognitive skills including working memory, processing speed, verbal comprehension, and language abilities to help identify strengths and areas of need

### DELIVERY:

1 hour session + summary report to include recommendations, quality assured by an Educational Psychologist.

## LEGO THERAPY: USING LEGO TO SUPPORT SOCIAL SKILLS

### DESCRIPTION:

Lego-based therapy is an evidence-based skill-building approach using Lego play. Using the structured and predictable nature of Lego, Lego-based therapy attempts to improve a range of social interaction and communication skills including, starting verbal interactions, sustaining interactions, willingness to participate in organised games, greater awareness of feelings and behaviour, and the ability to solving problems.

### DELIVERY:

*Option 1:* Bespoke staff coaching model (up to 12 hours).

*Option 2:* Delivered as a one-off training programme to staff (3hours plus prep)



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## USING LEGO TO NURTURE WELL-BEING: A PLAYFUL, THERAPEUTIC APPROACH

### DESCRIPTION:

This intervention offers targeted support to children who are vulnerable and present with Social, Emotional and Mental Health (SEMH) needs. The trained facilitator guides the young person, or small group, to explore and build with LEGO, whilst offering help and support where appropriate. The playfulness and interactivity between the adult and child are key in developing a range of social-emotional skills, such as self-regulation, self-esteem and a sense of belonging, to promote positive mental health and well-being.

### DELIVERY:

**Option 1:** Bespoke staff coaching model (up to 12 hours).

**Option 2:** Delivered as a one-off training programme to staff (3hours plus prep)

## CIRCLE OF FRIENDS PROBLEM-SOLVING TO PROMOTE INCLUSION

### DESCRIPTION:

Circle of Friends, sometimes known as Circle of Support, is a powerful tool for inclusion. The intervention is aimed primarily at improving the inclusion of children with challenging behaviour, disability or social and emotional difficulties within mainstream schools. It works by gathering the pupils' peers in a circle of friendly support to help the young person with their problem solving. This approach can be widely used with pupils who are struggling to find support or friendship. Circle of Friends normally involves an initial 60 minute whole class session, followed by short (up to 25 minutes) weekly meetings, with a key adult, with those who have offered to support the 'target' pupil, plus the pupil.

### DELIVERY:

Support and facilitation in setting up and running the 'initial' whole class session, followed by support to plan for the first, and subsequent, group sessions. Total amount of support is equivalent to (3 hours + prep).

## COPING CAT - ANXIETY MANAGEMENT PROGRAMME

(7-11 year olds)

### DESCRIPTION:

'Coping CAT' is an evidence-based programme for primary-aged students. It is designed to help them recognize and understand anxious feelings, and develop strategies to cope with anxiety-provoking situations. Informed by cognitive-behavioural therapy, it involves a mixture of learning opportunities, practical tasks and homework activities.

### DELIVERY:

8-12 x 1 hour sessions + prep + 1 x parent session + pre and post evaluation + 2 staff feedback sessions.

18-20 hours  
(depending on group size / individual).

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## THE CAT PROJECT - ANXIETY MANAGEMENT PROGRAMME (12-17 year olds)

### DESCRIPTION:

Evidence-based programmes for young people aged 11-17 years. Designed to help them recognize and understand anxious feelings, and develop strategies to cope with anxiety-provoking situations.

Informed by cognitive-behavioural therapy, it involves a mixture of learning opportunities, practical tasks and homework activities.

### DELIVERY:

8-12 x 1 hour sessions + prep + 1 x parent session + pre and post evaluation + 2 staff feedback sessions

18-20 hours  
(Depending on group size / individual).

## HOMUNCULI APPROACH: SUPPORTING SOCIAL AND EMOTIONAL WELLBEING (8-16 year olds)

### DESCRIPTION:

It is a flexible, fun and engaging CBT programme for children and young people (aged between 8-16 years) with social, emotional and / or behavioural difficulties, including those with autism. A programme that develops social and emotional resilience through thinking skills, it helps participants to develop cognitive skills by teaching them the links between thoughts, feelings, and behaviour; how to stop, think and plan before acting; how to solve social problems; how to co-operate with others in learning tasks and how to make good choices.

### DELIVERY:

10 sessions + planning + staff feedback sessions + evaluation (18-20 hours)

## THERAPEUTIC STORY WRITING

### DESCRIPTION:

Therapeutic Story Writing uses storytelling and creative writing to help children and young people explore emotions, build resilience, and process experiences in a safe and supportive way.

### DELIVERY:

Delivered as a one-off training programme to staff (3 hours + prep)



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## BESPOKE TRAINING AND/ OR RESOURCES PACKAGES

### DESCRIPTION:

We can also offer a number of bespoke interventions to meet your individual needs e.g. paired reading, reciprocal teaching, systematic desensitisation, introduction to attachment, introduction to 'neurotypical' child development, introduction to Emotionally Based School Avoidance, social behaviour mapping etc.

### DELIVERY:

3 - 12 hours

Time dependent on topic; target audience; amount of information/ resources desired.



## EXPLORING WELLBEING

### DESCRIPTION:

A card sort activity completed with a child, to recognise important factors in maintaining emotional well-being at school and explore factors which may act as barriers to this. This could also be appropriate for young people displaying, or at risk of, Anxiety-Related Non-Attendance (ARNA). Accompanied by a report to outline the findings and an interpretation of these.

### DELIVERY:

Up to 3 hours.

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## **STUDY WITHOUT STRESS PROGRAMME** (12-17 year olds)

### **DESCRIPTION:**

Grounded in a cognitive-behavioural approach, Study Without Stress is a group-based (6 pupils max) intervention aimed at young people approaching formal assessments and examinations. This intervention is made up of 6-8 sessions exploring the concept of stress and its impact on the body and mind, along with very practical strategies that can be used to harness feelings of stress in helpful and proactive ways.

### **DELIVERY:**

Includes: 6 x 1.5 hour / 8 x 1 hour group sessions; + prep + 1 x parent session + pre and post evaluation + 1 staff feedback session.

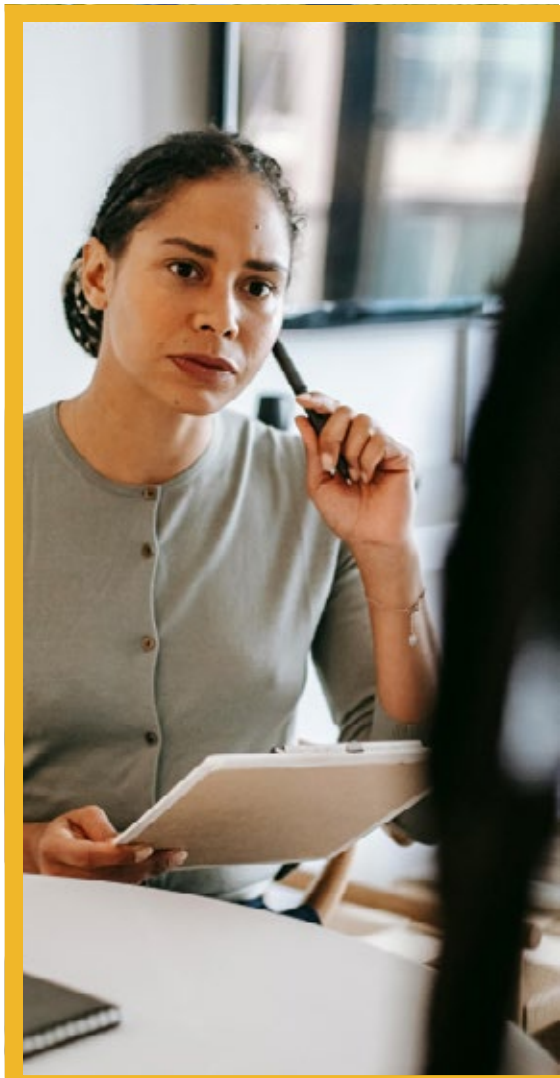
## **SENSORY PROFILING ASSESSMENTS** *Sensory Profiling Assessments* (up to 15 years old)

### **DESCRIPTION:**

A sensory assessment can identify how a child's / young person's behaviour is affected by their ability to process their senses. A bespoke sensory assessment can have several benefits, including: identify how sensory processing may be contributing to or hindering a child's / young person's functioning at home and school; develop a comprehensive understanding of the child's sensory strengths and challenges in context; and develop effective approaches and interventions that are helpful, doable and solution-focussed. Often very useful for children who have autism, and/or social communication and interaction difficulties.

### **DELIVERY:**

Assessment can include observations, questionnaires and summary report (up to 5 hours)



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## PLAY THERAPY

### DESCRIPTION:

Play therapy is a therapeutic approach that uses play, art, and creative activities to help children and young people express feelings, explore experiences, and make sense of what is happening in their lives in a safe and supportive environment.

It can help by:

- Supporting emotional regulation

- Reducing anxiety and stress

- Improving self-esteem and confidence

- Helping children process difficult experiences (e.g. loss, trauma, family changes)

- Developing communication and social skills when words are hard to find

Because children often communicate more naturally through play than conversation, it provides a safe way for them to express what they may not be able to say directly.

### DELIVERY:

From 6 sessions per child.



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