

Lesley Wardrop
Play and Creative Arts Therapist
Supporting children, young people and their families



Lesley Wardrop
Certified Play and Creative Arts Therapist
Clinical Supervisor of Play and Creative Arts Therapists
Play and Creative Counselling of Children and Young People (trainee)

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Experience, Qualifications and Training



I have been working with children and families in a variety of settings throughout my career – as a nanny, on a maternity unit and special care baby unit, nursery settings, after-school and holiday clubs. My decision to train as a play therapist in 2012 was driven by my desire to specialise in an area of child development that I have always felt needed valuing and supporting as children navigate their way through their school years and beyond.

My professional training has included:

- Post Graduate Certificate in Therapeutic Play Skills - 2014
- A Post Graduate Diploma (Distinction) in Practice Based Play Therapy with PTUK 2015
- Post Qualifying Certificate in Clinical Supervision for Play and Creative Arts Therapists – PTUK 12.23
- Post Qualifying Certificate in Play and Creative Arts Counselling of Children and Young People – currently trainee
- Advanced diploma in Neuro-Dramatic Play – Dr Sue Jennings
- Certificate in Integrative Sandplay Studies - Association of Integrative Sandplay Therapists – June 2017
- Diploma in Integrative Sandplay Studies – Association of Integrative Sandplay Therapists - 2020
- ‘Family life in the Therapeutic Space’ – Advanced Practitioner Certificate achieved - Dr Lynne Souter-Anderson and Chris Wise MA - February 2020

My on-going training has allowed me to evolve as a therapist in supporting children, young people and their families. I am a child/person-centred therapist. This means my focus is on allowing the client the time, space and the opportunity to explore and discover aspects of themselves that may be creating uncomfortable feelings and/or behaviours both externally and internally. The creative process encourages the client to consider possibilities and allows conversations to open up and ‘nudge’ the client to consider behaviours, feelings of being stuck and resolutions from different perspectives.

Children and young people can experience a change in behaviour. Behaviours can become more extreme when they feel unsettled, afraid, confused – rages, self-harm, school refusal, they can become withdrawn, suffer with headaches, stomach aches, ticks, enuresis.....

Children and young people don't always have the ability or confidence to express themselves verbally. So by introducing play, creative materials, the use of stories including metaphors and symbols, these all allow the client a non-threatening vehicle to use to look at, express and explore difficult relationships, events and experiences from a safe perspective and a medium that gives the client autonomy within the natural process of healing and moving forward.

“You can learn more about a person in an hour of play than a life time of conversation” (Plato)

Child and person centred therapy is anchored in establishing a trusting relationship with the client. Other characteristics that are essential to promoting the therapeutic process include – confidentiality, acceptance, attunement, respect, acknowledgement and trust in the process - as Bowlby suggested:

“the human psyche like human bones is strongly inclined to healing.” (Bowlby)

I like to work holistically involving significant adults that care for the client - that might be parents, carers and/or teachers. I have found the opportunity to offer ideas and explore strategies to support the child's overall well-being very rewarding in many therapeutic interventions.

Play and Creative Art Therapy is influenced by a number of theorists including Carl Jung, Winnicott, Bowlby and Erikson. Their work has been enhanced by the discoveries found through the advances in neuroscience. The scientists today can literally see the impact to the developing brain of trauma and neglect and the positive impact of creative materials on firing up the neurons in the brain. The experts in this field are sharing their findings and promoting a range of therapies that can support healing. I am proactive in exploring and including

those healing therapies within my practice and like to feel that I am able to consider the needs of the individual client.

My latest interests include working in nature, introducing mindfulness, yoga exercises and story massage.

It is understood that play in all its forms from mud pies, building towers, painting, dancing, sport, singing, storytelling they all have the capacity to release hormones and chemicals that promote a sense of well-being, joy and have the capacity to heal the hurts that the child has experienced.

*“We don’t stop playing because we grow old,
we grow old because we stop playing.”*

George Bernard Shaw

I am very happy to offer an initial consultation to allow a relationship and conversation to develop to ensure that the client, parent/carer (and me!) that we all feel comfortable with becoming involved in the therapeutic process.

“The privilege of a lifetime is to become who you truly are”

Carl Jung

Who would benefit from Play and Creative Art Therapy?

There are moments or events in life when it is acknowledged that a child or young person can become unsettled, their self-esteem or confidence is knocked:



- a bereavement
- a family break up or difficult family relationships
- moving house, moving school
- being bullied or bullying
- friendship or relational issues
- anxiety created by peer pressure, social media, exam pressure, the pandemic
- children and young people who struggle to manage anxiety sometimes with a diagnosis or characteristics associated with ADHD, ASD, OCD
- Children and young people who have been adopted or fostered who have experienced numerous changes and find building relationships difficult or who struggle with managing overwhelming emotions.
- Children and young people who are non-verbal or have a diagnosis of development delay

Play and creative art therapy does not necessarily 'fix' a problem but offers a safe therapeutic space to aid healing and that can take time and it maybe that a child or young person begins a journey of therapy as different issues arise as they grow and develop.

Play Therapy at The Studio, Corner Cottage, Wadhurst.

I have a dedicated studio to offer individual play therapy including counselling skills for children and young people. I have offered family group sessions as part of the therapeutic intervention if requested or thought to be helpful. I have created a space that is flexible and able to shift to ensure each client feels welcome and



able to enter into the therapeutic process and relationship.

The referral process includes meeting with the parent/s to discuss the difficulties their child presents with. SDQ evaluations and consent forms are sought. Lesley is happy to contact the school or work with the school to share information if this is appropriate.

A time for a play therapy session is decided and this is a regular session at the same time each week to provide the

consistent, reliable space necessary as part of a play therapy intervention. A review meeting will be organised around the eighth session.

I ask parents not to quiz the child on what they have been doing in the session but respect the child's confidential space. Very often children are happy to share their play experiences.

I do share themes and/or strategies to support the child if they are relevant and helpful.

At times it can be helpful to invite the parent/s into the play room for a session again a discussion will take place to prepare and consider the purpose of this in relation to the therapeutic process.



Clinical Supervision of Play and Creative Arts Therapists

Clinical Supervision is an essential requirement for trainee and qualified play and creative art therapists. As a supervisor I offer a safe welcoming space where a trusting relationship can develop that will allow open and honest conversations to take place that will encourage curiosity, exploration, and reflection.

I see it as a dynamic relationship where good and effective practice shared to support the professional development of therapeutic practitioners.

I am able to offer:

- 1:1 supervision sessions to support a supervisees professional development
- Group supervision sessions where therapists can feel a sense of connection to other therapists, share their practice and work together to enhance their knowledge.
- Workshops for professional teams of practitioners to consider different themes for example - safety, attachment, self- confidence, inclusion, anxiety. My approach is to offer a creative experience to open up possibilities and inspire practitioners to consider themselves and their practice.

Supervisees have said about individual supervision:

Lesley always provides a warm, safe, and non-judgmental space. I recall feeling nervous before my first session; however I soon felt at ease and feel able to explore my beliefs and practice without fear of judgement. Using a combination of creative activities and discussion, Lesley has greatly supported my developing knowledge and skills, meeting both my training and personal needs throughout the process. Lesley has supported me to explore, reflect and develop my practice and relationship with my clients, while developing my own professional identity and interests.

Supervisee 10.23

Thank you Lesley as ever for your ongoing support and expertise!

Supervisee 10.23

Really useful and there is always a range of talking things through and creative activities during the sessions.

Supervisee 10.23

Supervisees have said about group supervision:

'It is really helpful to speak and share with others who are going through similar experiences to you and you can learn from others and take on what works for them. It was a great supervision and it was nice to be able to share with others and do activities all together.'

Trainee therapeutic play practitioner 9.23

'After feeling anxious about the experience, I really enjoyed it! It was great to have the opportunity to discuss my play therapy journey with other trainees, especially as I was given some guidance regarding the diploma course.'

The activities were ideal for me as I prefer to work independently, but I still felt challenged as they were creative activities that I sometimes struggle with. We had the opportunity to discuss our work after each activity, and I felt safe and confident in doing this. I think the small group size helped me to feel comfortable when sharing.

The length of the session was also ideal. I felt that there was plenty of time for discussion as well as the activities, but wasn't an overwhelming amount of time.'

Therapeutic Play Practitioner 9.23

Reviews from Group Workshops – 10.23

This was a very positive experience the team appeared to really enjoy it – a lot of interaction. Fantastic training.

Deputy Manager

Have learnt lots today on interaction. Given us loads of ideas and also been good in team (staff) building.

Really enjoyed the day, brought the team together and gave us lots of useful ideas.

Amazing interactive workshop that got me to think through play how can I support the young people and also good for us all.

Really enjoyed, done the team good, all worked together. Lots of fun. Great course.



An idea of what a play therapy intervention involves.

I will arrange to meet parents/carers to share an understanding about the child at home, the family history, introduce myself and explain the therapeutic process.

I use the standard Goodman SDQ (strengths and difficulties questionnaire) as part of my assessment with the parents and professionals. The SDQ is completed at the beginning, review and end of the therapeutic intervention. The score gives an insight into where the difficulties might lie and will form part of the discussion in informing the length of intervention appropriate for the individual child. The on-going scores can represent change for the child, are used for research purposes by PTUK (all data is anonymized and allow for evaluation of the Play Therapy for the referrer).

I also use other informal creative assessment techniques within the sessions to gauge emotional well-being and resilience.

The number of sessions offered to a child can vary it is considered good practice to offer a minimum set of 12 sessions initially this is considered short term. Long term intervention is anything longer than 12 weeks and regular reviews and considerations will need to be discussed and a decision to close will be based on the result of these considerations. It is important for the child where possible to have a planned ending. Each session lasts between 30 and 45 minutes depending on the developmental stage and emotional development/well-being of the client.

I like to facilitate a review meeting after 8/10 weeks. I will talk to class teacher and/or parent/carer to get a feel for if there have been any observable changes for the client and make a decision for on-going support. This is preferably a face to face meeting but can be conversation on the phone. Any face to face meetings can include the child and supporting adults.

The client's time in the playroom is confidential – it is a therapeutic space for the client to be able to feel they are able to say anything, do anything without feeling judged. A relationship based on trust is crucial to the process.

I will share thoughts, ideas and strategies to support the child's on-going needs

in the classroom/setting or at home.

Before a play therapy intervention can begin consent from both parents or the adult with parental responsibility needs to be sort.

I do like to keep in contact with parents/carers to build trust and be available during the therapeutic process to offer support if I can.

Providing a Play Therapy Service for Primary Schools.

I am able to provide a play therapy service to primary schools supporting:

- One child on an individual basis
- Supporting 2 or more clients during a morning or afternoon session

The cost of a Play Therapy Service varies depending on timing, number of clients and agreement with the school.

I provide all I that I need to set up a therapeutic play room. The room needs to be a safe, consistent, uninterrupted room to work in. (Ideally with a sink)

I will liaise with the referrer - class teacher, SENCo, social worker or other professionals as appropriate through the referral process.

It is sometimes helpful for me to observe the child in school as part of my assessment process.

Therapeutic Group Work in a school setting.

A group would be made up of 4 children or young people. I would plan for 6 sessions of an hour in length. For groups of more than 4 children 2 adults would need be required:

Consent from parents/carers would be required.

Therapeutic Groups can support children with:

- Boosting self-esteem
- Relational difficulties, friendship issues
- Anxiety, exam stress
- Managing loss – bereavement/family break-up
- Considering and managing behaviour issues.
- Transition times – new terms, end of year



Safeguarding Policy - 2023

I (Lesley Wardrop) believes that it is always unacceptable for a child or young person to experience abuse of any kind and I recognise my responsibility to safeguard the welfare of all children and young people, by a commitment to a practice which protects them.



I recognise that:

- the welfare of the child/young person is paramount
- all children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse
- working in partnership with children, young people, their parents, carers and their agencies are essential in promoting young people's welfare.

The purpose of the policy:

- To provide protection for the children and young people who receive therapeutic services including supervision from **Lesley Wardrop**.
- To provide colleagues and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing or be at risk of harm.

This policy applies to the therapeutic and supervision services provided by **Lesley Wardrop** .

I will seek to safeguard children and young people by:

- Valuing them, listening to and respecting them.
- Adopting child protection guidelines provided by individual schools and/or the local county council through procedures and a code of conduct.
- Sharing information about child protection and good practice with children, parents, colleagues.

- Sharing information about concerns with agencies that need to know and involving parents and children appropriately.
- Providing effective management for colleagues through supervision, support and training.
- A current Enhanced DBS certificate is registered with www.gov.uk/dbs
- Current Professional Civil Liability Insurance – certificate available upon request

Lesley Wardrop is committed to reviewing my policy and good practice annually.

Lesley Wardrop will access regular safe guarding training:

- Advanced Safeguarding Children (level 2) (High Speed raining) August 2022
- Prevent Awareness course - December 2022

I will always work with schools to follow Safeguarding policy and procedures as guided by the statutory guidance September 2021 – Keeping Children Safe in Education’

Confidentiality Policy 2023

Play Therapy

Play therapy sessions offer the client a confidential space to express themselves both verbally and creatively.

I don't share the details of the sessions unless I feel there is a safeguarding issue and then I will discuss with the client and decide who we need to share the information with in line with my or the schools Safeguarding Policy.

I do share strategies in conversations or reviews if I feel that it will be supportive of the client and the development and well-being of the client.

The confidentiality policy is explained to the client regularly at the beginning of sessions and shared with parents/carers at the beginning of a play therapy intervention.

The therapeutic space should be uninterrupted during sessions unless there is an emergency.

Health and Safety Policy – 2023

Annual Risk Assessment is in place and available upon request - 2023

Children

- During the sessions children are able to choose to use creative materials. Protective old shirts/t shirts/aprons are available. However, children do not always choose to wear protective clothing and accidents can happen. Lesley will support the child in protecting themselves and clothes during the session.
- If an accident does occur and clothes are soiled from the creative materials or bodily fluids and the child becomes distressed Lesley will stop the session.
- Children can choose to remove socks, shoes, jumpers and jackets during the session.

Photographs

- Lesley Wardrop does not take photographs of individual children. She does at times take photographs of sand trays and/or art work for reflection and consideration of the therapeutic process.

Data Protection Policy (DPP) including record keeping 2023

It is my intention to follow the seven key principles as set out by the UK GDPR:

1. Lawfulness, fairness and transparency
2. Purpose limitation
3. Data minimisation
4. Accuracy
5. Storage limitation
6. Integrity and confidentiality (security)
7. Accountability

PTUK have created a model Data Protection Policy which I have adopted. It is extensive and very thorough. A full digital copy is available upon request. I am now using Fortuna a secure record keeping system provided by PTUK.

It is my intention to work with schools to ensure that my DPP reflects and supports DPP requirements within individual schools and make all users of my Play Therapy services aware of the importance of protecting individual persons data.

Any paper records – current consent forms are kept securely at my office and destroyed when the intervention is complete unless required to be stored for the regulated amount of time (7years) or longer if requested.

Lesley Wardrop - Data Protection Register number: ZA306751

Play Therapy UK - Data Protection Register number: ZA107748

Complaints Procedure 2023

If you have a concern or a complaint against Lesley Wardrop and feel you are unable to speak directly to Lesley, the school or her clinical supervisor. PTUK have a complaints procedure and information can be accessed via the PTUK website:

<http://www.playtherapy.org.uk/Standards/EthicalFramework/EthicsProfessionalConductProc1.htm>

School Setting

Lesley will work closely with the SENCo/Inclusion Manager or identified responsible person for Safeguarding to be aware and follow the Child Safeguarding Policy, Data protection policy and Health and Safety requirements.

COVID 19 – January 2023

I will follow any current government guidance.

My aim is to provide and effectively reduce risks and create an inherently safer environment.

Control measures:

1. Ensure good hygiene for everyone
2. Maintain appropriate cleaning regimes
3. Keep occupied spaces well ventilated
4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19

All procedures will be regularly reviewed, included in my current risk assessment and reflect Government guidelines and/or individual school policy.

September 2023

Testimonials

“Your communication and rapport with the children is incredible. You have had a huge impact on the children you work with within our school. The children feel safe when they are with you and all have said they enjoy the sessions that they have with you.”



SENCo – Sandhurst Primary School, Kent

“Really professional service and thought provoking feedback, which impacts the way teachers and other staff support some very complex children, helping them to view situations in school from the child’s perspective.”

SENCo – Cranbrook Primary School, Kent

“Having worked with a child for the last 9 months, I can see a real change in her ability to communicate. She seems calmer and has made huge progress.”

Headteacher – Sissinghurst Primary School, Kent

“M’s behaviour, attitude to learning is significantly better.” Class teacher

“A seems much happier this term – although he still gets upset if in trouble he is much calmer and seems to have more confidence.” – Class teacher

“M’s behaviour has considerably improved over the past 5 months – he seems much more emotionally stable and better equipped to deal with everyday challenges. It feels like our little boy is back!” - parent

“Lesley provides an invaluable intervention that we rely heavily on to support our most vulnerable children. Children under her care thrive in her intervention and all come through the process with improved mental health and well-being.”

SENCo Sandhurst Primary School 2020

“When dealing with a bit of a situation between your client T and a yr 5 boy, T ended up (through restorative justice) asking the yr 5 boy if he’d like help with

his anger and offering him 10 minute slots to teach him strategies that he'd learnt in (through) play therapy that have helped him change.

T also said that play therapy has really helped him understand how to talk and reason things through."

Thank you so much Lesley!

Tenterden Primary School Assistant Head and T's class teacher.

Valuable to have someone who is not part of the school and who can see things through a fresh pair of eyes. For T, was good for him to have someone from outside to get to know and build trust with, he always looked forward to his 'Lesley days'. For us, has helped to have someone get to know T and see beyond the issues he has at school – Lesley's input has helped both us and the school better understand how he thinks and how we can help him. Parent

'To Lesley – thank you for being there when I needed it and merry Christmas' child 11 years

'Thank you for all your help and support – you're truly wonderful' Parent

'A big thank you for helping C he has really enjoyed the time with you. He was so excited to bring his box home and couldn't wait to show everyone what he had been doing' parent

'To Lesley I had a lovely time with you! Thank you for helping me think about my emotions' child 7 yrs

'Just wanted to say a 'MASSIVE THANKY YOU' for all your support from working with A to advice and guidance you have given me through phone calls, meetings etc' Parent

Lesley – You have been a lovely addition to COPES. I really enjoy your warmth, enthusiasm, humour and questioning mind. You've picked up a lot of new training in a short time and formed good relationships with everyone you've come into contact with. I'm looking forward to developing new areas of work

with you. I'm very impressed with your range of skills and interest and how you've handled some of your life experiences. Carry on doing what you're doing!
Manager

Group work feedback

"A said that Lesley was kind and absolutely wonderful. She really enjoyed her time with you. A also said how amazing and kind you were and would like to see you more! Thank you for making her happy" - parent

"A really enjoyed the sessions he talked about them and how much he liked you and the activities." – parent