**To be of high quality, therapy offered to students at home should…**

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|  | **Characteristic** |  |  |  |
| 1 | be **prioritised** to focus on interventions with the most potential for enabling positive clinical change and minimising risk of reduction in physical and/or mental health status during this period |  |  |  |
| 2 | be **consensual** so that the student, family and therapist are in agreement about the interventions to be provided |  |  |  |
| 3 | be **safe** for the student and those supporting them to engage in, without the physical presence of a therapist |  |  |  |
| 4 | be **part of a coherent and holistic package** of learning and support for the student |  |  |  |
| 5 | be **individualised**, linked to the student’s own targets and goals, which may have been revised as a result of the current situation |  |  |  |
| 6 | be **easy to understand** for those supporting the student at home and, as far as possible, for the students themselves |  |  |  |
| 7 | be **consistent with previous practice** in college as far as possible to provide continuity for the student |  |  |  |
| 8 | be **engaging** so that the student is motivated to participate |  |  |  |
| 9 | be **realistic and achievable**, given the home circumstances (constraints, conflicting demands on families etc) and not overwhelming for either student or family/supporter |  |  |  |
| 10 | **fit into the daily lives** of the student and those supporting them, as easily as possible, e.g. through embedding into daily tasks and routines in the home or being delivered at a time to suit the student/family |  |  |  |
| 11 | remain **consistent with professional standards** and be **evidence-based** |  |  |  |
| 12 | be **consistent with any organisational policies and procedures** for the provision of therapy, including those relating to safeguarding, confidentiality and any specific to the COVID-19 pandemic |  |  |  |