

# BAPT Annual Conference 2025

Unifying Play Therapy:  
shared values, diverse voices  
21st & 22nd November



accredited register



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## Welcome

A huge welcome to the BAPT conference 2025! It is wonderful to share this space with so many passionate, skilled, and like-minded individuals. We are incredibly excited for this year's conference for both its theme and the BAPT Play Therapists contributing and inspiring us with their expertise and knowledge throughout the keynotes, workshops and poster presentations.

Over the course of the two days, you will have the opportunity to deepen your current knowledge, perhaps learn or be inspired by something new and develop techniques to benefit your clinical practice. Finally, but most importantly, the chance to come together within this unique and special community - the wonderful world of Play Therapy!

We hope that this year's BAPT conference will excite, inspire, ignite, challenge, inform and validate your own practice and further benefit the children and families we all have the pleasure of working with.

Thank you for joining us, we hope you have a wonderful and enriching experience at the BAPT Play Therapy Conference 2025.



## What is BAPT?

Founded in 1992, the British Association of Play Therapists was the first governing body to represent Play Therapists in the UK.

BAPT seeks to relieve the needs of children, young people and adults suffering emotional and behavioural difficulties by promoting the art and science of Play Therapy and promoting high standards in the practice of Play Therapy for the public benefit, plus maintaining a Voluntary Register of members who demonstrate that they have met our standards.

BAPT maintains a Voluntary Register of Play Therapists. BAPT's register has been accredited by the Professional Standards Authority (PSA) under its Accredited Registers programme. BAPT's register is for members who are qualified Play Therapists who have met our standards for practice in terms of their education and training, professional practice, clinical supervision and Continuing Professional Development (CPD). BAPT registrants must demonstrate achievement of the BAPT Core Competences for Play Therapy and practice within the guidelines of the BAPT Ethical Basis for Good Practice in Play Therapy. BAPT registered play therapists must also confirm each year that they are in good health, maintain fitness to practice and have current DBS clearance, public liability/ professional indemnity insurance and have up-to-date Safeguarding/Child Protection training.

BAPT defines Play Therapy as:

*“Play Therapy is the dynamic process between child and Play Therapist in which the child explores at his or her own pace and with his or her own agenda those issues, past and current, conscious and unconscious, that are affecting the child's life in the present. The child's inner resources are enabled by the therapeutic alliance to bring*

*about growth and change. Play Therapy is child-centred, in which play is the primary medium and speech is the secondary medium.”*

BAPT is a members-led organisation, and we welcome each and every one of our members to join in with us to shape our future development. Our members are at the core of every decision we make, and we take great pride in offering a wide range of support to them.



## Conference Synopsis

BAPT's 2025 conference aims to provide keynote speeches, workshops, and poster presentations to develop and enhance attendees' Play Therapy knowledge, skills, awareness and practice. We are very proud to have a truly member-led lineup at this year's conference. We really wanted to celebrate our membership, not only within the UK, but globally. All of the keynotes, workshops and poster presentations are delivered by BAPT trained or trainee Play Therapists. We have highly skilled, knowledgeable and passionate speakers coming together to explore the role of Play Therapy in supporting children and families throughout the world, identifying unifying elements, embracing differences through attunement to diverse voices.

Prior to the BAPT conference, BAPT is offering two Masterclasses for Qualified/Registered/Certified Play Therapists and Therapists, plus a Student Class for Student Play Therapists on Friday 22nd November.

There are a number of packages, plus early bird prices before 31<sup>st</sup> July 2025:

- Full Conference Packages – Friday Masterclass & Saturday Conference
- Saturday Conference Package – Saturday Conference only
- Friday Masterclass/Student Class Package – Friday 1 x Masterclass or 1 x Student Class only

## Learning Outcomes:

- To broaden our understanding of Play Therapy on the worldwide stage.
- To further develop our knowledge of practising as a Play Therapist through a culturally sensitive lens.
- To deepen our skills of Play Therapy practice within a neurodivergent framework.
- To develop our understanding of children's exploration of gender fluidity.
- To gain essential professional development to inform our own practice and for Play Therapy credentialing purposes.
- To have the opportunity to come together, to laugh, to play, to share and to be in the presence of other passionate individuals committed to helping young people and their families through the unique therapeutic power of play.

## Conference Schedule: Day One, Friday 21<sup>st</sup> November

Time	Title	Presenters
1.30 to 4.30pm	<b>Masterclass Workshop A (Qualified Play Therapists &amp; Therapists only)</b> Defining Your Path: Crafting a Scope of Practice in Play Therapy	Dr. Natalie Hadiprodjo
1.30 to 4.30pm	<b>Masterclass Workshop B (Open to Everyone)</b> Culture, connection and Advocacy in Play Therapy: Celebrating the lessons that we learned from our Clients	Hend Badawy and Sara Gawdat
1.30 to 4.30pm	<b>Student Workshop (Student Play Therapists only)</b> Play Therapy and Special Educational Needs (SEN)	Sonia Murray
6.00pm	<b>Networking Drinks</b>	

## Conference Schedule: Day Two, Saturday 22<sup>nd</sup> November

Time	Title	Presenters
9.15 to 9.30am	Welcome to BAPT	Sarah Hickson (BAPT Chair)
9.30 to 10.50am	<b>Keynote Speech:</b> Shaping Our Profession: A Local and Global Journey	Dr. Natalie Hadiprodjo
10.50 to 11am	Question and Answers session	
11 to 11.15am	Coffee/Tea Break	
11.15 to 12.45pm	<b>Keynote Speech:</b> From Attitude to Action: Weaving Anti-Oppressive Practice and Culture Humility into Our Work	Hend Badawy and Sara Gawdat
12.45 to 2.00pm	Lunch	
2.00 to 4.15pm	<b>Workshop A:</b> 'White Lady Therapy' – an invitation to deepen and diversify congruence in our therapeutic practice	Ruth Lazarus
2.00 to 4.15pm	<b>Workshop B:</b> Wiggles, Whispers and Wonder: Holding Space for Playful, Powerful Connection	Mathew Walk-Ley
2.00 to 4.15pm	<b>Workshop C:</b> Gender and Sexual Diversity in Play Therapy	Jenny Reid
2.00 to 4.15pm	<b>Workshop D:</b> Neurodiversity-Affirming Play Therapy: Attuning to the Whole Person, Not their Mask	Casey Webster and Amy Wight
4.15pm	Charity Raffle Draw	
4.30pm	Conference Finishes	



## Meet The Speakers

The following pages are dedicated to our Masterclass Workshops, Student Workshop, Keynote Speeches and Workshops across our two-day conference.

You will be able to read about:

- The Masterclass Workshops, The Student Workshop, Keynote Speeches and Workshop Titles and Synopsis
- The Key Learning Objectives
- The Speaker's Biography

## Friday Masterclasses and Student Class

The Masterclass: *Defining Your Path: Crafting a Scope of Practice in Play Therapy* is open to qualified, registered and certified Play Therapists & Therapists. Qualifications/Registration Number will need to be provided. The subject in this Masterclass will be at an advanced level.

The Masterclass: *Culture, connection and Advocacy in Play Therapy: Celebrating the lessons that we learned from our Clients* is open to everyone.

There are only 60 places per Masterclass. Places will be allocated on a first-come, first-served basis.

The Student Class is open to Student Play Therapists. Student membership numbers will need to be provided. The subject in the Student Class will enhance the student's training. There are only 30 places for the Student Class. Places will be based on a first-come, first served basis.

## Masterclass Workshop A:

Defining Your Path: Crafting a Scope of Practice in Play Therapy

*Presented by: Dr. Natalie Hadiprodjo*



### Workshop Synopsis:

This Masterclass is designed for experienced play therapists and addresses a crucial yet often overlooked aspect of the profession: the need for a clearly defined professional scope of practice.

The concept of scope of practice is gaining traction worldwide, with ongoing reviews in allied and mental health sectors in the UK and Australia, but this is largely unexplored within play therapy.

Within this Masterclass attendees will have the opportunity to creatively explore their own scope of practice and consider essential elements in crafting a scope of practice for the profession of play therapy and how this may contribute to professional growth and recognition.

The aims of the workshop are:

- To explore the need for a clearly defined scope of practice for play therapy.
- To enhance the understanding and application of scope of practice among experienced play therapists.
- To foster professional growth, confidence, and identity within the play therapy community.

### Key Learning Objectives:

- Delve into what a scope of practice entails and why it is essential for play therapists to understand scope of practice.
- Explore how scope of practice applies to the individual therapist and the wider profession.
- Learn how a well-defined scope of practice can define the role of the play therapists, guide professional representation, and enhance confidence and professional identity.
- Discuss how scope of practice can help the profession be better understood, valued, and trusted by clients, employers, policymakers, and society.
- Explore how scope of practice is both limited and dynamic, evolving throughout a play therapist's career.

## Biography:

### Dr. Natalie Hadiprodjo – MA and PhD in Play Therapy

Dr. Natalie Hadiprodjo is a Senior Lecturer and Course Director of the Master of Child Play Therapy at Deakin University, Australia. With a well-traveled career spanning 25 years she draws on a broad range of clinical experience in mental health, paediatric, and school-based settings to inform her academic and teaching roles. Natalie is an APPTA Registered Play Therapy Supervisor and individual member of the International Consortium of Play Therapy Associations (IC-PTA).

Natalie commenced her career as an occupational therapist before completing a master's in counselling followed by an MA and PhD in Play Therapy from the University of Roehampton, London, where she spent eight enriching years living, studying, and working. Her PhD research broke new ground by introducing physiological monitoring into play therapy research, integrating insights from attachment theory, trauma, and neuroscience.

Now based at Deakin, Natalie is deeply involved in shaping the next generation of play therapists. A passionate educator and mentor, she teaches within the play therapy program and provides both research and clinical supervision to emerging professionals. She is also a published author and sits on the editorial board for the British Journal of Play Therapy and the forthcoming Australian Journal of Play Therapy.

Her current work has sparked a strong interest in the education and training of play therapists, as well as the global development of the profession - an area she's enthusiastic to keep exploring and advancing.

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## Masterclass Workshop B:

Culture, Connection and Advocacy in Play Therapy: celebrating the lessons that we learned from our Clients

*Presented by: Hend Badawy and Sara Gawdat*



## Workshop Synopsis:

In this Masterclass, we will take a deeper look at how our clients' cultural backgrounds, values, and lived experiences shape their therapeutic journey—and how our own identities as play therapists can influence the space we hold. Whether we are working with ethnic minority families or come from ethnic minority backgrounds ourselves, understanding the nuances of **equality, diversity, inclusion, and anti-oppressive practice** is essential to ethical and effective care.

We will explore real-life examples from diverse age groups and international contexts, reflecting on the power of culturally informed advocacy. Together, we will think critically about how to co-create holistic support plans that honour the richness of each client's identity while challenging systemic barriers that may stand in their way.

### Key Learning Objectives:

- **Reflect** on how our own cultural identity/and that of our clients and positionality may influence the therapeutic relationships and clinical decisions.
- **Sharing** examples of lessons we learned from our clients and how they helped us evolve.
- **Develop** an internal dialogue to help us assess our positions through the therapeutic process.
- **Create** a poster to celebrate lessons we learned from our clients that helped us grow in our cultural and racial humility.

### Biographies:

#### Hend Badawy – MA Play Therapy

Hend Badawy has over 15 years of experience working in the mental health field across Egypt and the UK. She supports children, adolescents, and adults through culturally sensitive, creative, and personalised therapeutic approaches.

With a background in medicine and a Master's in Neuropsychiatry, Hend began her career specialising in child and adolescent psychiatry. Her passion for creative modalities led her to complete a Master's in Play Therapy from Roehampton University. She has worked in a variety of settings—including private clinics, hospitals, schools, charities, and community centres—and offers therapy both in-person and online, in Arabic and English, to clients across all age groups.

Alongside her clinical work, Hend co-founded *HadiBadi*, an initiative promoting quality Arabic literature for children and teens.

#### Sara Gawdat – MA Play Therapy

Sara Gawdat graduated back in 2011 from the Play Therapy masters course in Glamorgan (Currently USW). Since then, she has been working as a freelance play therapist predominantly with children in care and neurodivergent children and their parents. In 2020, like many of us, Sara was looking at how to reach and support her clients. As online practice opened her reach to clients in the UK and beyond in time of the pandemic, she was struck by the many papers, books and courses that talked about inclusivity, equity and anti-oppressive practice. From that time of the pandemic until today, she has collaborated with many therapists who share her passion of finding a systemic way to culture humility and anti-oppressive practice.

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## Student Workshop:

Play Therapy and Special Educational Needs (SEN)

*Presented by: Sonia Murray*



## Workshop Synopsis:

This student workshop will explore how play therapy can support children with special educational needs and disabilities (SEND). Participants will gain an understanding of current legislation and the four areas of SEND. The session will also focus on how to adapt non-directive/child-centred play therapy approaches to meet individual needs, considering ethical issues, multidisciplinary collaboration, medical considerations and necessary modifications to materials, language and environment. This workshop offers practical guidance to help student play therapists develop inclusive, responsive practice when working with children who experience a range of developmental, emotional, cognitive, sensory and physical challenges.

## Key Learning Objectives:

- To identify the four areas of special educational needs and disabilities (SEND) and understand the relevant legislation and guidance impacting therapeutic practice.
- To explore how play therapy can be adapted to support children with a wide range of developmental, cognitive, sensory, physical and emotional needs.
- To further develop skills in making appropriate modifications to the therapeutic process, including adjustments to language, environment, materials and interactions, to ensure an inclusive and ethical practice.

## Biography:

### Sonia Murray

Sonia Murray, DipSW, BAPT full member, holds a Diploma in Social Work and is a BAPT Registered Play Therapist® and Supervisor®. She has over 35 years of experience as a practitioner in the fields of child abuse, social, emotional, and behavioural difficulties, children's mental health, childhood trauma, parenting programmes, and play therapy. Sonia trains nationally and internationally on topics related to play therapy, understanding behaviour, play, communicating with children, behaviour management, and positive parenting. Her work history includes employment as a childcare social worker, parent worker and play therapist in education and social care settings. Sonia provides consultation, supervision, and training in both statutory and voluntary fields of children's services and has contributed to many publications. Sonia served on the Board of Directors for the British Association of Play Therapists in a variety of capacities, including Treasurer and Chair of Business and Research sub-committees for nearly 15 years.

## Saturday Conference

### Keynote Speech:

Shaping Our Profession: A Local and Global Journey

*Presented by: Dr. Natalie Hadiprodjo*



### Keynote Speech Synopsis:

This Keynote address will delve into the international landscape of play therapy and its transformation from a therapeutic modality to an emerging profession. As play therapy continues to globalise, it is crucial for practitioners to understand their role within the broader professional context and how their contributions impact not only individual lives but the wider field.

This presentation will highlight the key features that define a profession, unifying global trends and inspiring local contributions. We will explore the future challenges and opportunities for play therapy, equipping attendees to confidently and humbly embrace and advocate for their profession. Together, we will reflect on our role in shaping the future of play therapy and spark our enthusiasm for the journey ahead.

### Key Learning Objectives:

- Compare global views of play therapy as a therapeutic modality versus an emerging profession.
- Identify the essential features that distinguish a profession.
- Evaluate how play therapy aligns with these characteristics and the resulting implications for practice.
- Reflect on the impact of local contributions on the international landscape of play therapy.
- Discuss potential challenges facing the play therapy profession in the future.
- Explore opportunities for growth, advocacy and professional development.
- Encourage attendees to embrace their role in shaping the future of play therapy.

## Keynote Speech:

From Attitude to Action: Weaving Anti-Oppressive Practice and Culture Humility into Our Work

*Presented by: Hend Badawy and Sara Gawdat*



## Keynote Speech Synopsis:

As our awareness of the therapeutic relationship evolves, we invite you, through this talk, to reflect on how our professional guidelines and core competencies meet this opportunity to thrive. This keynote will explore how practitioners can actively embed anti-oppressive practices and cultural humility into their everyday work—from assessment to intervention, supervision, and self-reflection.

Through our discussions, we will look at how placing these principles at the forefront of our work and being intentional in reflecting and communicating them has deepened our therapeutic relationships and enhanced trust and collaboration with clients from diverse backgrounds.

## Key Learning Objectives:

- **Differentiate** between the concepts of equality, diversity, inclusion and anti-oppressive practice in the context of play therapy.
- **Recognise** the importance of cultural humility and advocacy when working with clients from ethnically diverse backgrounds.
- **Apply** culturally-responsive and anti-oppressive principles when designing and implementing therapeutic interventions with children, families and communities and how we can revisit our intake forms, risk assessments and other therapeutic tools.
- **Identify** systemic barriers to mental health access and explore the therapist's role in supporting change through advocacy and holistic care.

## Saturday Conference Afternoon Workshops

### Workshop A

‘White Lady Therapy’ – an invitation to deepen and diversify congruence in our therapeutic practice.

*Presented by: Ruth Lazarus*



### Workshop Synopsis:

This workshop revisits one of the core competencies in therapeutic practice, congruence.

Together, we will explore our understanding of congruence and what it means to deepen this in our work. What and who do we bring into the therapy room and how do these parts of us ‘meet’ our clients? We will consider how, in deepening our congruence, we also diversify ourselves as therapists, reflecting more of our authentic, human selves. In conjunction, we will touch on some fundamental principles of anti-oppressive practice, such as the intersectionality of our identities, the distribution of power in the therapeutic relationship (and wider society) and the biases and assumptions therapists and therapeutic trainings can hold. We will aim to review some assumptions in traditional psychodynamic approaches and explore how we can show up in a more integrated and human way for our clients, in hope they can feel safe enough to bring all parts of themselves to us.

### Key Learning Objectives:

- To review our theoretical understanding of ‘congruence’, as a core therapeutic skill.
- Expand our awareness of how the complexity of our intersectional ‘identities’ can show up in the therapy room.
- To review our use of congruence in practice and consider ways of deepening a connection between the ‘professional’ and ‘personal’ parts of ourselves.
- Gain an overview of the key aspects underpinning anti-oppressive practice and consider how this impact the therapeutic relationship and space.
- Identify some practical ways we can show up differently for children, young people and their families so we can welcome all parts of their experience into the therapeutic process.

### Biography:

#### Ruth Lazarus

Ruth (she/her) is a Mancunian who followed her heart to live by the sea, in Brighton. Ruth is of Jewish European decent and is a Mother of two dual heritage children. Ruth celebrates the blend of racial, cultural and religious backgrounds in her own family and hopes to offer a space which can recognise, celebrate and value the beautiful diversity in her clients, taking into consideration all aspects of their intersectional identities.

Ruth is a Play & Filial Therapist with 20 years post-qualifying experience and over 30 years' experience working with children, young people and families. She currently works in the Child & Family Trauma Team at Beacon House Therapeutic Services. Ruth is also Clinical Lead and Director of Held in Mind CIC which is a systemic schools-based therapy service providing support for children and the adults around them. Ruth's professional experience includes working in residential care homes for children and young people, delivering youth and community projects, providing emotional and behavioural support in schools, delivering therapeutic services in schools and providing clinical leadership for therapy teams in schools. She also has over 14 years' experience working in specialist CAMHS teams which has included being part of the leadership team. Ruth has also provided clinical supervision for therapists and other practitioners for over 11 years and has delivered therapeutic trainings in various settings, such as CAMHS, Local Authorities and Universities.

Ruth is a member of BAPT and registered as an 'anti-discriminatory aware' therapist.

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## Workshop B

Wiggles, Whispers and Wonder: Holding Space for Playful, Powerful Connection.

*Presented by: Mathew Walk-Ley*



### Workshop Synopsis:

Get ready to play, explore and connect! This lively, hands-on, interactive workshop invites play therapists to explore the world of neurodivergent play and discover how to create a safe and welcoming space for children with autism, ADHD, and sensory processing differences. Through hands-on activities and creative, real-life strategies, participants will explore how to adapt play therapy techniques to support communication, sensory needs, and emotional expression. We'll get playful with alternative communication, experiment with sensory-friendly setups, and discover how to tune into each child's unique play style. Expect to get stuck into engaging activities and swap ideas as we explore how to balance structure with flexibility. Come ready to learn, laugh, connect, and leave with a toolbox full of practical tips and playful tricks to celebrate neurodiversity and strengthen the connection in the playroom!

### Key Learning Objectives:

- To empower participants to explore and implement diverse, non-verbal communication methods that affirm neurodivergent children's autonomy, rejecting the ableist assumption that spoken language is the only valid form of expression. Participants will learn to co-create communication strategies using AAC (Augmentative and Alternative Communication), visual supports, etc, ensuring that neurodivergent children are seen and heard in their own terms.

- To equip participants with knowledge and tools to design therapy spaces that actively resist sensory suppression and control, prioritising regulation, safety, and sensory freedom. Participants will learn to create environments where neurodivergent children can be their authentic selves without the pressure to conform or mask, using sensory-friendly elements to support connection and well-being.
- To support participants in unlearning traditional, limiting rules of play therapy and encourage the embracing of neurodivergent play as valid, powerful, and liberatory. Participants will develop skills necessary to join children in their preferred forms of play, including repetition, scripting, and sensory engagement, while resisting the urge to pathologise natural expressions of self and play.
- To foster a practice of ongoing self-reflection, where participants will identify and dismantle internalised ableism within their therapeutic practices and spaces. By cultivating curiosity, compassion, and critique, participants will learn to continuously challenge and adapt their approaches to align with neurodiversity-affirming values and create truly inclusive, safe, and supportive environments for all children.

## Biography:

### **Mathew Walk-Ley** – MA Play Therapy and Special Educational Needs

Mathew is a children and family therapist with five years' experience in therapeutic practice and 18 years of working with children in both mainstream and special education settings. He holds a Master's degree in Play Therapy and a Master's in Special Educational Needs with a focus on autism. Mathew is the founder of Horizon Play Therapy, where he provides neurodiversity-affirming, trauma-informed support to children, families, and schools.

As an author, Mathew has written several books for parents, teachers, and professionals, focusing on open communication, grounding techniques, emotional regulation, play-based support, and neurodivergent-friendly approaches. His work is practical, compassionate, and rooted in real-world experience.

Mathew is committed to creating supportive spaces where children and families can build emotional strength and connection.

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## Workshop C

Gender and Sexual Diversity in Play Therapy

*Presented by: Jenny Reid*



### Workshop Synopsis:

Children and young people today have access to a wider range of expressions of gender and sexual identity than previous generations, and constantly evolving ways to express and describe their experiences. This creative, interactive workshop will explore the changing landscape of gender and sexual diversity, considering the developmental needs of children and families within the wider context of scientific research and political debate. Through a combination of case study material and creative activities, participants will be challenged to explore their own core values and experiences and to consider how the core conditions of Non-Directive Play Therapy can be applied to work effectively with gender and sexually diverse families.

### Key Learning Objectives:

By the end of this workshop, participants will:

- Have an increased understanding of how children and young people understand and experience gender and sexual diversity.
- Feel confident in applying their Play Therapy skills and adapting their service structures to offer effective and affirming therapy to gender and sexually diverse children and families.
- Have a clear and up-to-date understanding of the current legal and political context, including recent changes to gender services in the UK.

### Biography:

#### Jenny Reid

Jenny trained as a Play Therapist at the University of York and qualified in 2005. Since then she has worked with children and young people aged from 4 to 25, adapting the Play Therapy approach to suit different age groups. She is now a Co-Director of the Apple Tree Centre, a private therapy service and Ofsted registered Adoption Support Agency, where she manages a multidisciplinary team of creative psychotherapists as well as continuing to offer Play Therapy and supervision.

Most of Jenny's work now is with children who are neurodivergent, adopted or Looked After, and/or exploring questions around gender and sexual diversity. Her interest in gender identity arises naturally from this work and from her overall interest in identity

development throughout childhood and adolescence and is also informed by personal and family relationships.

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## Workshop D:

Neurodiversity-Affirming Play Therapy: Attuning to the Whole Person, Not their Mask  
*Presented by: Casey Webster and Amy Wight*



## Workshop Synopsis:

This workshop invites play therapists to explore how the Neurodiversity Paradigm (NDP) aligns with the person-centred roots of non-directive play therapy. Drawing from lived experience as neurodivergent practitioners, we challenge pathologising narratives, ableist assumptions, and the pressure to conform to neurotypical expectations.

Rather than viewing ND traits as deficits, we explore how differences in communication, play, and regulation can be honoured as valid expressions of being. Participants are encouraged to reflect on how personal position, cultural norms, and systemic influences impact their practice.

We'll explore how masking, stigma, and taken-for-granted developmental norms can hinder authentic connection in the playroom. Through experiential activities, participants will build confidence in attuning to diverse styles of play and developing affirming, strengths-based goals for ND clients.

## Key Learning Objectives:

- Understand the Neurodiversity Paradigm and its ethical implications for practice.
- Differentiate between deficit- and strengths-based therapeutic approaches.
- Gain a deeper understanding of psychosocial factors that impact the Neurodivergent population in relation to established therapeutic concepts.
- Reflect on their own neurotype and practice context.
- Identify ableist and neuro-normative assumptions in theory, assessment, and goal setting.
- Feel more confident integrating up to date language, theory and research regarding Neurodivergent development into practice.
- Feel more confident attuning to diverse styles of play, connection and regulation, and supporting others to understand neurodivergent clients' needs.

- Gain tools to advocate for: the benefits of non-directive play therapy for neurodivergent clients, their rights and the need for more inclusive systems.

## **Biographies:**

### **Casey Webster – MA Play Therapy**

Casey Webster completed her studies at the University of Roehampton in 2023. Previously, she worked in SEND schools in London, supporting children with a range of complex educational needs. Since qualifying as a play therapist, she has been working in a Mental Health Support Team in London, providing short-term play therapy in schools to children with mild-to-moderate mental health needs. Casey is passionate about ensuring all children have a safe place to express themselves.

Casey is originally from Australia, where she achieved a B.Ed. in Primary Education and a B.A. in International Studies with a Major in Japanese.

### **Amy Wight – MSc Play Therapy, MSc Social Work, BA Sociology and Law**

Amy Wight is a BAPT-registered Play Therapist with nearly two decades of experience supporting children, young people, and adults across residential care, social work and community settings. She has recently set up private practice in Glasgow where she specialises in providing neurodiversity-affirming creative play Therapy for anyone who finds traditional talk therapies inaccessible or unhelpful, regardless of age or stage of life. Along with this she continues to work in residential care with young people who have experienced developmental trauma and significant disruptions, contributing to complex social, emotional and practical support needs.

Amy has been an active member of the neurodiversity movement since discovering her own neurodivergence in 2018. Her work is driven by the belief that play is a powerful tool for self-discovery, connection, and authentic expression across the lifespan -particularly for neurodivergent individuals whose communication and processing needs often go unmet in conventional therapeutic settings.

## Raffle Draw

We will have a prize draw at the end of the conference to raise some funds for the NSPCC. There will be a range of prizes including a free conference place for next year. In your pack, you will receive one free ticket, however you can purchase further tickets with all proceeds going to the NSPCC.

# NSPCC

National Society for the Prevention of Cruelty to Children

The NSPCC is the UK's leading children's charity, preventing abuse and helping those affected to recover. Their current aims are to

- Everyone plays their part to prevent child abuse
- Every child is safe online
- Children feel safe, listened to and are supported

For further information, please check out their website <https://www.nspcc.org.uk/>

## Conference Location:

Conference Aston, Aston University, Aston Street, Birmingham, B4 7ET

Tel: 0121-204-3011

The Hotel and Conference Centre is located on the green, landscaped campus of Aston University, right at the heart of Birmingham City Centre, easy to get to by road, rail and air.

How to Find us by Road, Rail and Air:

<https://www.conferenceaston.co.uk/files/conference-aston---hotel-and-conference-centre-map-and-directions-2024.pdf>

## Car Parking:

Electric vehicle charging points are available in the onsite car park, subject to availability, as well as public charging points outside the hotel and conference centre on Aston Street and Woodcock Street.

## WIFI info for delegates:

To be advised on arrival

## Conference Accommodation:

Please find below the promo link for delegates to book their accommodation.

<https://booking.eu.guestline.app/CONFASTON2/availability?hotel=CONFASTON2&arrival=2025-11-21&nights=1&adults=1&children=0&promoCode=BAPT2025>

## Conference Booking:

### Available Conference Packages

#### Full Conference Package (21<sup>st</sup> & 22<sup>nd</sup> November – Friday Masterclass & Saturday Conference)

	Early Bird Price until 31 <sup>st</sup> July 2025	Full Price
Full Package (BAPT Full Member)	£250	£280
Full Package (BAPT Retired Member)	£220	£250
Full Package (Non-Member)	£300	£340

#### Full Conference Student Package (21<sup>st</sup> & 22<sup>nd</sup> November – Friday Student Class & Saturday Conference)

	Early Bird Price until 31 <sup>st</sup> July 2025	Full Price
Full Package (BAPT Student Member – Student Class)	£155	£185
Full Package (Non-Member Student – Student Class)	£180	£220

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#### Friday ONLY Package (21<sup>st</sup> November – Masterclass only)

	Early Bird Price until 31 <sup>st</sup> July 2025	Full Price
Friday ONLY Package (BAPT Full Member)	£75	£95
Friday ONLY Package (Non-Member Masterclass Only)	£100	£125

#### Friday ONLY Package (21<sup>st</sup> November – Student Class Only)

	Early Bird Price until 31 <sup>st</sup> July 2025	Full Price
Friday ONLY Package (BAPT Student Member – Student Class)	£55	£70
Friday ONLY Package (Non-Member Student – Student Class)	£70	£95

### Saturday ONLY Package (22<sup>nd</sup> November - Conference only)

	Early Bird Price until 31 <sup>st</sup> July 2025	Full Price
Saturday ONLY Package (BAPT Full Member)	£175	£185
Saturday ONLY Package (BAPT Retired Member)	£150	£170
Saturday ONLY Package (BAPT Student Member)	£100	£115
Saturday ONLY Package (BAPT International and Associates)	£190	£200
Saturday ONLY Package (Non-Member)	£200	£215
Saturday ONLY Package (Non-Member Student)	£110	£125

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[www.bapt.info](http://www.bapt.info)

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[www.youtube.com/c/BritishAssociationofPlayTherapistsBAPT](https://www.youtube.com/c/BritishAssociationofPlayTherapistsBAPT)

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