



Emotional Literacy Support Interventions

Introduction

The Rainbow Room was set up in September 2017 and is part of the whole school approach to inclusion. The room is used in the morning to deliver bespoke work for children with Cognition and learning needs and is used by Mrs Winwood (Learning Mentor) In the afternoon to deliver bespoke emotional literacy support interventions to pupils in KS1 and KS2.

Purpose and Aims of the ELSA interventions

- To help children learn to behave appropriately, use their curiosity constructively, improve self-esteem and develop confidence through close and trusting relationships with adults and their peers.
- To provide on-going assessment and support for children showing signs of emotional stress and behavioural difficulties with the aim of enabling them to access the curriculum and participate fully in school life.
- To work in partnership with class teachers and parents to enable consistency of approach both at home and at school.

Afternoon interventions with the learning mentor –ELSA

We have a fully training learning mentor who is trained as an ELSA support assistant. The Emotional Literacy Support Assistant (ELSA) project was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. It recognises that children and young people learn better and are happier in school if their emotional needs are also addressed. Mrs Winwood is able to develop and deliver emotional literacy support programmes for pupils who have difficulties understanding, identifying and managing their emotions so that they can develop these skills and subsequently become more emotionally resilient. Some of the interventions that we offer include;

- Lego therapy
- Anger management
- Bereavement
- Confidence and self-esteem building
- Anxiety interventions
- Circle of Friends
- Talking Partners
- Happy to be Me

Selection Process

Referrals are made by the class teacher or Learning Mentor who then passes the referral to the SENCO. Children are observed in their mainstream classes and assessments are made using the Boxall Profile.

Sessions in the Rainbow Room are considered for children who are underachieving for social, emotional or behavioural reasons. This will include:

- Children, who are very restless, cannot listen, behave impulsively or aggressively.
- Children who are withdrawn and unresponsive and who may have difficulty relating to others.
- Children whose early or recent history suggests that they might be at risk.

The balance of the group with respect to gender and social, emotional & behavioural difficulties is considered at all times..

Children can be admitted at any point through the year as needs are identified and there is capacity.

Monitoring of Progress

Each child is monitored and reviewed on an ongoing basis by the learning mentor and SENCO. Boxall Profiles for each child are completed on a termly basis and progress is tracked. Termly Pupil Progress meetings with the Class Teacher and Senior Leadership Team to see if the interventions are having an impact on the child when they return to the classroom.

Parental Involvement

Parental involvement is an important aspect both to establish a link between home and school and to improve the continuity when dealing with difficult behaviours. Plans will be shared on a half termly basis and parents can contact any member of the SEND team directly via Class Dojo.

Rainbow room photos

