



The Russett School



Our Curriculum:

Emotional Literacy Support Assistants

Date: 2020 -2021



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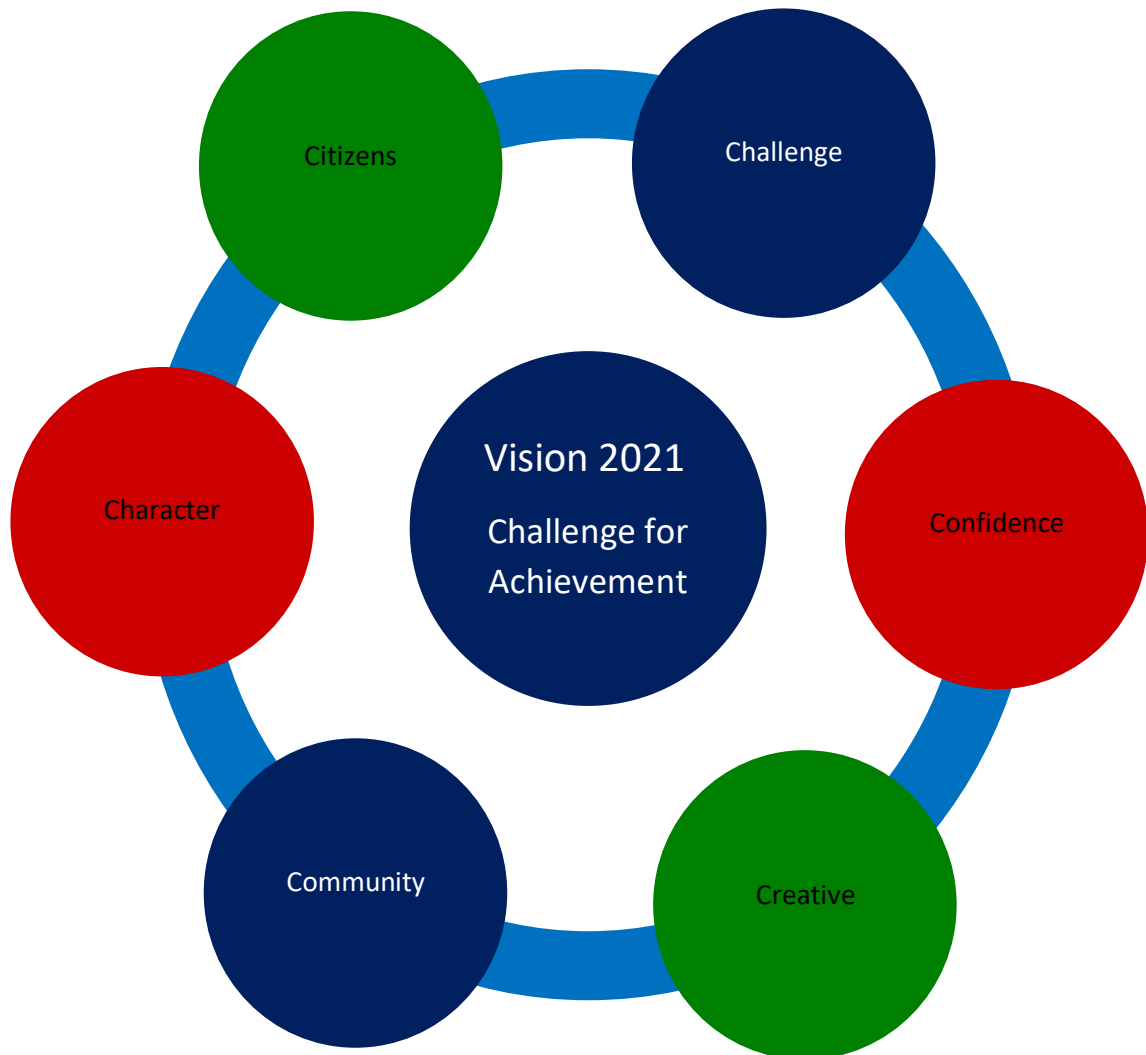
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Introduction

The fundamental vision of The Russett Learning Trust is to be a Centre of Excellence in providing Outstanding Training, education and care.

WHAT DRIVES US

The mission of the Trust is that we will “**Challenge for Achievement**” and be relentless in our pursuit of ever improving outcomes for all, through delivering the six C’s of





Through the 6 C's of:

Citizens

1. To prepare pupils/students for the next stage of their development.
2. To develop appropriate employability skills.
3. To provide learning outside of the classroom.
4. To encourage engagement in their local community.

Confidence

1. To be confident and happy in all their learning.
2. To prepare pupils/students to be as independent as possible.
3. To develop pupils/students understanding and resilience to change.
4. To promote individual life chances and develop skills for future needs

Challenge

1. For all pupils/students to be lifelong learners
2. To develop pupils/students' skills to be able to stay safe.
3. All pupils/ students to develop resilience to change and unpredictability.
4. To achieve excellent outcomes for all pupils /students.

Creative

1. Pupils/students to develop a love of learning.
2. To deliver individual learning pathways.
3. To use technology to learn and develop creative thinking and independence.
4. To motivate and enthuse pupils/students through a personalised curriculum.

Community

1. To promote understanding of their community.
2. Each pupil/ student has a place in society.
3. Pupils/students to engage in enrichment activities.
4. To be aware of the environment in which they live and have a understanding of the wider world.

Character

1. To develop personal qualities and promote tolerance and strength.
2. To promote self - reliance.
3. To promote pupils /students understanding of health, wellbeing and family life.
4. To develop well rounded pupils/ students.



Our Curriculum Offer (Intent)

At the Russett School we recognise that some of our pupils and young people face life challenges that detract from their ability to engage fully with learning. As a result of this, we believe that some pupils require greater support to increase their emotional literacy than others. ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are met alongside their academic ones, therefore the role of ELSA interventions is to address this.

ELSA can be used to support a wide range of emotional needs including:

- recognising emotions
- Self-esteem
- Building resilience
- Social skills
- Friendship skills
- Anger management
- Therapeutic and social stories
- Loss, bereavement and change within families.

Given the added difficulties that many of our pupils face it is appreciated that change cannot necessarily be achieved rapidly and is dependent upon the context and complexity of the presenting issues. For pupils with severe learning needs as well as complex or long-term emotional needs it is unrealistic to expect ELSA interventions to resolve all their difficulties, however support is designed to target specific aspects of a child's need and differentiated appropriately. By providing a programme that addresses these, the aim of ELSA at the Russett School is to further reduce any barriers to learning or wellbeing for pupils and support them to have happy, healthy lives both in school and as members of the community.



How our ELSA Curriculum is Structured (Implementation)

At the Russett School we currently have three ELSA trained staff who provide two full days' worth of emotional literacy support. All ELSA staff have completed six days of ELSA training provided by Educational Psychologists at Cheshire West and Chester. All staff also receive twice termly, supervision from an Educational Psychologist providing them with opportunities for reflective practice, supportive challenge and personal support.

Pupils are referred for ELSA support by the staff who work day to day with them in the classrooms and who know them well. All staff across the academy receive regular refresher training from ELSA's about the programme and are supported to refer pupils who may benefit. Once a referral form has been completed the ELSA team meet along with the Family Liaison Worker, Health Assistant and Behaviour Leads to identify which pupils would benefit the greatest from intervention at that time. Priority is currently given to our pupils in receipt of Pupil Premium Funding.

Class staff are asked to complete pre-intervention questionnaires as a baseline in order to ascertain the priority areas for support. This information is also used to develop SMART targets to pinpoint the area that the child needs development in. These targets may be less challenging in the first instance to create a successful mind-set and more challenge is introduced gradually as the pupils confidence builds. For each session a plan is written, implemented and evaluated which then feeds into the next session/s. All relevant information is passed onto the class team following each session.

The ELSA programme is delivered in our wellbeing room. This room has been chosen to allow for a quiet space where the children are made to feel welcome and comfortable. Sessions can take place on a one-to-one basis or within small groups, depending on the needs of each individual and the aspects of emotional literacy which are being addressed. With two days dedicated to the ELSA programme, the team have the capacity to see eight pupils on a weekly basis. Each intervention usually last for between half an hour and forty-five minutes, however, flexibility can be given, and session times altered depending on the needs, age and stage of each pupil. Likewise, each pupil is usually seen for half a term, but this may be reduced for our younger children or extended for pupils whose emotional needs still remain great.



Evaluating our ELSA Curriculum (Impact)

It should be acknowledged that the impact of ELSA is not always easy to measure given the nature of our pupils and the complexity of their needs, however we look to monitor the impact through a number of means. Individual work books are kept for each pupil accessing ELSA. These provide a session by session account of topic areas covered and showcase photographic evidence to demonstrate successes and achievements. The ELSA team also regularly write case studies to highlight particular successes of the programme. These are shared with senior leaders and the Local Governing Committee.

Every term ELSA's meet with the academy Health Assistant and Family Liaison Worker to discuss the progress, impact, and way forward for each pupil. The Family Liaison Worker will use this opportunity to also feedback any information that may have been given by parents as to the progress they have seen at home. During this meeting, the team also review SMART targets and check if children are on track to meet these within the timeframe set. Depending on progress decisions can be made in relation to:

- Increasing session length/ frequency
- Taking a break in the programme
- Amending targets
- Moving to group or individual sessions
- Swapping the ELSA delivering the sessions.

Post intervention (most commonly after six weeks), class staff and pupils are asked to complete questionnaires (Appendix 1) to provide quantitative and qualitative data which is then compared to pre-intervention data. This comparison can be used to indicate the success of particular interventions. Where interventions have been successful we may see impact in the form of:

- Increased periods spent within class by the pupil
- The pupil's ability to stay on task for longer
- Less disruption individually, with their peers and ultimately whole class.
- Reduced barriers to learning e.g. behaviours, emotional overload and anxiety levels
- Pupils using strategies learnt directly from ELSA sessions to self-regulate.

Where appropriate and with support of an adult, pupils are also asked to complete post intervention questionnaires (Appendix 2) Responses from these can be used to support the evaluation of sessions by ELSA's who regularly adapt specific activities and approaches in light of pupil voice.

All data collected is then triangulated against other indicators of success such as frequency of behaviour incidents and pupil progress. Once all the data and evidence has been reviewed further decisions are made as to whether a pupil continues to participate in the ELSA programme.



Appendix 1

Review of ELSA sessions and their impact- Staff Questionnaire.

- 1) What was the referred child's ability beforehand in relation to the targets set by the class team and ELSA?

- 2) What is the referred child's ability now ELSA sessions have been implemented?

- 3) How has ELSA supported the referred child's wellbeing and ability to further access their education in class? How can this be seen?

- 4) Have you any concerns still regarding the set targets for this child?

- 5) Do you have any further comments/suggestions for us as a team to continue provision alongside a child's learning?



Appendix 2

My time in ELSA- Pupil Questionnaire

1) Have you enjoyed coming to ELSA sessions? Circle which number you feel...

1 2 3 4 5 6 7 8 9 10
Not much it's been ok I have really enjoyed ELSA

2) How has ELSA helped you? What have you learnt?

3) Would you ever like to do ELSA sessions again?

4) What can we make better about ELSA?

5) Do you have any other comments/suggestions for us?



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