

Training Modules

Day One

Raising Emotional Literacy Awareness

Emotional Literacy in Schools

Day Two

Building resilience and self confidence part 1

Day Three

Building resilience and self confidence part 2

Day Four

Managing Emotions

Social and Friendship Skills

Day Five

Supporting children through Loss, Bereavement & Family Break Up

The use of story in ELSA work

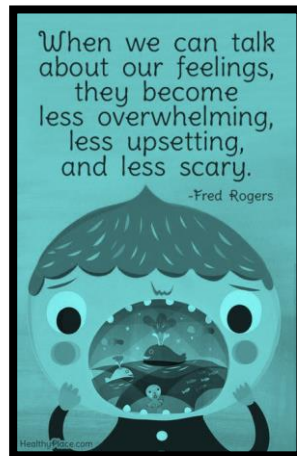
Day Six

Active Listening and Reflective Conversations

The use of puppets in ELSA work.

ELSA Programme in Halton

"I feel empowered to go back to school and make a point to make sure everyone is aware that this is just as important as Maths and English."



Overview

The ELSA project is designed to support schools in meeting the needs of **emotionally vulnerable pupils** through the development of **Emotional Literacy Support Assistants**.

The programme consists of 6 days of training and subsequent **on-going clinical supervision** from an Educational Psychologist. All training is guided by psychological theory and grounded in scientific evidence.

ELSAs plan and deliver programmes of intervention to identified children within school. Children may, for example, receive support to recognise and manage their emotions, raise their self-confidence, improve peer relationships or recover from loss.

Up to 2 primary and 3 secondary staff can be trained. It is essential that dedicated time can be set aside for this role.

Previous Research

The ELSA programme was first piloted and evaluated by Sheila Burton (2004) before a graduated roll-out began nationally.

The programme has a **strong evidence base** with studies across the country indicating that ELSA intervention can offer a wealth of benefits. These include **improved behaviour** (Burton, Osborne and Norgate, 2010), increased **emotional literacy skills** (Murray, 2010), and **emotional wellbeing** (Mann, 2014), increased **self-efficacy** (Grahamslaw, 2010) and improvements in **social behaviour and relationships, self-esteem and feelings, social and emotional confidence and learning and concentration** (Mann and Russel, n.d; Bravery and Harris, 2009).

Dodds, Blake, Shotter and Garland (2015) investigated the effectiveness of ELSAs in schools in Plymouth. Head Teachers and SENDCos reported that **behaviour had improved, attendance had increased and exclusions had decreased** as a result of having an ELSA in school. They also noted that having an ELSA impacted upon the whole class as there were **fewer barriers to learning** and found that even very challenging children could be supported with the skills and resources developed from the ELSA course.

The ELSA model in York has been recognised by Ofsted and published in a report as being an asset in developing pupils' social and emotional skills, subsequently enabling them to be successful learners (Hardman, 2014).

Halton's Pilot Programme

Halton's first ELSA programme ran over the Spring and Summer term of 2017/18 with 20 delegates from across 15 schools.

Delegates came from both primary and secondary mainstream settings as well as a primary special educational needs provision.

The programme consisted of 5 days training (this has now been revised and is 6 days). Each session was facilitated by 2 EPs (a total of 5 EPs delivered the programme). Delegates continue to received clinical supervision on a half-termly basis.

Delegates were from a variety of roles including Learning Mentors, Teaching Assistants, SENDCos, a Family Support Worker and an Assistant Vice Principal.

The aims of the programme were to:

- Capacity build within schools through the development of ELSAs.
- Develop the knowledge, skills and confidence of ELSAs in planning and delivering programmes of support to children and young people with additional emotional needs.
- Continue to support and develop ELSAs through ongoing clinical supervision.

"Everything was useful."



ELSA Feedback

"Thoroughly enjoyed all the sessions. Can't wait to get stuck in now that I have had a practice."

"Everything was useful. I feel energised in my role again."

"Looking at how I can break down targets for children who need to develop social communication skills has been really helpful, as has feeding back to each other strategies positive and negative issues we have faced in practice and the support we give each other."

"I've realised my own emotional flaws and how I can improve this."

"It has given me so much more information and knowledge with regards to children's emotional wellbeing."

"I plan to work on changes I can make instead of focusing on those I can't."

"I felt very relaxed, engaged, welcomed and have now lots of knowledge to take back to school."

For more information, please contact

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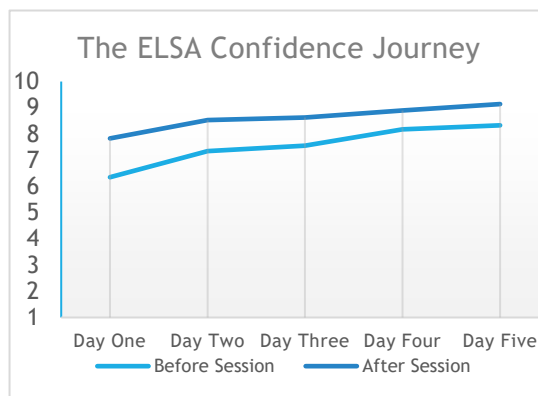
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Impact

"Sharing experiences with others has been so useful as well as realising how important ELSA support is in my setting."

Confidence in Supporting Emotional Needs

On a scale of 1 – 10, delegates were asked before and after each training session to rate their confidence in supporting the needs of children and young people. The average confidence before the programme was 6.35, increasing to 9.14 after the last training session. This indicates that the ELSA programme is highly effective in developing staff confidence in supporting emotional needs, thus building schools' capacity to support such needs from within their own resources.



A sample of Year 5 class work on externalising emotions facilitated by an ELSA trainee.

How much did they enjoy the programme?

9.22 out of 10

How useful did they find the programme?

9.3 out of 10

How engaged did they feel during the programme?

9.18 out of 10

Moving Forwards

"I now feel I have the ability to help children who feel isolated to develop and become more included."

Short Term

We are looking to run the ELSA programme again across the Spring and Summer term of the 2018/19 academic year.

The ELSA programme has been revised to incorporate the most up to date research in children's emotional development, considering how these findings should translate into practice.

All ELSA trainees will continue to receive clinical supervision with an Educational Psychologist each half term with their annual subscription.

Follow up research is currently being developed to investigate the impact of Halton's ELSA interventions on our children and young people.

Longer Term

We are aiming to run the ELSA programme at least once per year.

It is hoped that every school in Halton will have the opportunity to have at least one member of staff trained as and receiving clinical supervision as an ELSA in their setting. Thus, developing the confidence and capacity within schools to support emotionally vulnerable children and young people.

"I feel energised in my role again."