

What happens in Emotional Literacy sessions delivered by our ELSAs?

Provision will be matched to your individual child's needs. Children participate in individual or small group sessions usually once a week.

- ✓ Focused activities using the arts to explore emotions/ situations/ strategies needed for school life
- ✓ Games with a focus on particular aspects of Emotional Literacy.
- ✓ Direct teaching and modeling of skills/ coping strategies.
- ✓ Role play of situations to practice/ explore new strategies and responses.
- ✓ Explore the link between thoughts, feelings and behaviour
- ✓ Use of 'therapeutic stories' to teach different attitudes or ways of perceiving things.
- ✓ Pupils are helped to find their own solutions
- ✓ Providing support for mental health issues such as anxiety, low mood and poor self-esteem

Who delivers Emotional Literacy and Mental Health interventions?

1. Mrs Gough and Miss Innes are our trained Emotional Literacy Support Assistants (ELSAs). They are teaching assistants who have had special training from educational psychologists to support the emotional development of children in school. Both have a wealth of experience. Miss Innes is a trained Emotional First Aider. Mrs Gough has a PGC in Therapeutic Arts and has just started an MA in Child Integrative Psychotherapy.
2. Primary Mental health Workers (PMHW). The PMHW works with individual pupils on specific aspects of emotional literacy. They are part of the CAT and CAMHS (see below) and can work with pupils at school or at home.
3. Child and Adolescent Mental Health Service (CAMHS). This service consists of Psychiatrists and Therapists and they deal with more extreme emotional literacy needs and/or diagnosis of conditions such as ASC, ADHD, anxiety and depression.



Caversham Park
Primary School

Together we enjoy, create and achieve

A large, hand-drawn style thought bubble with a scalloped border. Inside the bubble, the words "Emotional Literacy and Mental Health" are written in a bold, black, sans-serif font, stacked vertically. Below the main bubble are three smaller circles of decreasing size, connected by a vertical line, representing the tail of the thought bubble.

**Emotional
Literacy
and Mental
Health**

Emotional Literacy is the ability of people to recognise, understand, handle and appropriately express their own emotions and to recognise, understand and respond appropriately to the expressed emotions of others.

The understanding and management of emotions are increasingly being seen as central to the whole process of growth and development into adulthood. As a school, we recognize that children learn better and are happier in school and at home if their emotional and mental health needs are supported.

Over the past 2 years, we have participated in the School's Link Project whereby all teachers and teaching assistants have been trained in various aspects of mental health, emotional well-being and understanding different types of behaviour. Miss Innes, Mrs Gough and Mrs Potter have received significant further training in these areas.

ELSAs help children learn to understand their emotions and respect the feelings of those around them. They provide the time and space for children to think about their personal circumstances and how to manage them.

ELSAs can help with:

- **Recognising and understanding emotions**
- **Social skills**
- **Self-esteem**
- **Friendships and relationships with others**
- **Anxiety**
- **Anger management**
- **Loss and bereavement**
- **Relaxation techniques**
- **Mindfulness**
- **Transition**
- **Sensory activities**
- **Sibling groups**

How is support planned and reviewed?

Children are identified as needing ELSA support in discussion with class teachers and parents/carers. Where required, an Emotional Literacy Checklist is used to measure the pupil's, parents and teachers perceptions of the pupil's behaviour and so identify whether they might benefit from support and what areas this should focus on. Children's progress in the sessions is regularly reviewed and monitored by the ELSAs and Mrs Potter. Class teacher, pupil and parent/ carer feedback is also used to monitor progress.

