

Wellbeing Report Autumn 2015

<u>Child</u>	<u>Intervention</u>	<u>Impact / Development</u>	<u>SDQ</u>		<u>Endings / Further support</u>
			<u>S2</u>	<u>A2</u>	
<u>Child 1</u>	Develop strategies for behaviour management of self. Making good choices and managing crisis and working through feelings of conflict and anger.	Continual daily support and time out strategies, some improvement in behaviour when using these strategies. Social stories to help develop empathy.	32	27	1-1 support in class introduced to prevent exclusion. ongoing
<u>Child 2</u>	Social and emotional and behaviour support when needed. Social stories and games.	Coping well in class and playtime, chicken duty as reward for improvement in his work which is having a positive impact. Building his self-esteem and confidence.	22	16	Ongoing
<u>Child 3</u>	Group work and 1-1 using Drawing and talking, social stories and games to encourage positive interaction with peers and develop strategies to understand own feelings and empathy. Ambivalent attachment	Time spent in 0-3 provision during breakdown of foster care helped to support emotionally, now back in Nursery. My working 1-1 and being his significant adult in school is helping to develop his attachment skills. Struggling to form relationships with his peers within the classroom setting	N/A	12	Needs to develop attachment and belonging to class, build and maintain positive friendships. 7-12-15 Attending half days until Christmas with 1-1 support. Review January. Ongoing
<u>Child 4</u>	Group work and 1-1 using Drawing and talking, social stories and games to encourage positive interaction with peers and develop strategies to understand own feelings and empathy.	Taking part in Art therapy with student.	N/A	12	Ongoing art therapy

<u>Child 5</u>	Group work and 1-1 using Drawing and talking, social stories and games to encourage positive interaction with peers and develop strategies to understand own feelings and empathy.	Using art and play therapy to encourage self-awareness of own behaviour. Build and maintain positive friendships.	N/A	15	Ongoing
<u>Child 6</u>	Group work to develop social skills. Use social stories and games to improve behaviour and empathy. Emotions cards and pictures to develop language to improve communications around emotions.	Developing social stories to help with day to day situations and transition. Visual timetables and regular updates on any changes to routine to support.	21	21	Ongoing
<u>Child 7</u>	Group work to develop social skills. Use social stories and games to improve behaviour and empathy. Emotions cards and pictures to develop language to improve communications around emotions.	Art therapy now finished, will have regular sessions to consolidate this work.	15	13	Ongoing
<u>Child 8</u>	Emotional support using Drawing and talking to support loss. Stories and art work to develop strategies to cope.	Coping well at present. Regular sessions to support emotionally.		7	Ongoing
<u>Child 9</u>	1-1 And group work to improve self-esteem and social interaction.	Working with social stories and mind mapping to develop strategies to support confidence and self-pride.	12	6	Settled well into new class, gaining more confidence. No input needed at present

<u>Child 10</u>	Group work and 1-1 using social stories and games to encourage positive interaction with peers and develop strategies to control behaviour.	Strategies developed in class to support behaviour and emotional needs are working well. Regular update sessions to consolidate.	21	6	Worked through transition issues now more settled. No input needed at present
<u>Child 11</u>	Social and emotional support when needed to encourage positive interaction with peers and develop strategies to control behaviour.	Struggling with transition to new class. Strategies developed in class to support behaviour and emotional needs are working well. Regular update sessions to consolidate.	6	22	Social stories to help cope with family issues. Worked through transition issues now more settled. Ongoing
<u>Child 12</u>	Social and emotional support when needed to build and maintain relationships especially within the classroom setting.	Time out sessions at break and lunch time are working well. Child 12 is choosing to use this opportunity to calm down. Kalmer counselling.	19	19	Ongoing
<u>Child 13</u>	Social and emotional support when needed to encourage positive interaction with peers and develop strategies to control behaviour.	1-1 session with kalmer counselling. While gaining more confidence and self-esteem, needs to understand boundaries during play.	16	17	Ongoing Kalmer ending at Christmas. I will continue to support.
<u>Child 14</u>	Group work and 1-1 to develop social skills. Use social stories and games to improve cognitive understanding. Story sacks to develop role play, imagination and life skills.	More confident during conversation time, starting to initiate play.	21	11	Ongoing

	Emotions cards and pictures to develop language to improve communications around emotions.				
<u>Child 15</u>	Social and emotional support when needed	After a wobbly start in new class child 15 has started to settle. Work around attachment and making good choices.	N/A	18	No input needed at present
<u>Child 16</u>	Social stories and games to encourage positive interaction with peers and develop strategies to control behaviour. Develop strategies to understand own feelings and empathy.	Using art and play therapy to encourage self-awareness of own behaviour.	21	16	Ongoing
<u>Child 17</u>	Social and emotional support when needed.	Taking part in the Dare project. Emotional support in school to compliment this.	NA	27	Ongoing
<u>Child 18</u>	Emotional support when needed for bereavement of a parent.	Coping in class at present, mother struggling to support when questioned about the bereavement so when needed, will support using social stories and bibliography.	NA	5	Ongoing
<u>Child 19</u>	Social and emotional support Raise self-esteem and ascertain any underlying worries.	Referral following PPM	8	21	Initial intro/ sessions to start in January

<u>Child 20</u>	1-1 And group work to improve self-esteem and social interaction.	Referral following PPM	N/A	10	Initial intro/ sessions to start in January