

Wellbeing Report Spring 2016

<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. <i>Being contained in school, but still not conforming to school/class rules. More work on self-esteem and being able to make and maintain friendships needed.</i>	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. <i>Starting to have pride in what he can achieve. Struggles following school/class rules</i>	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	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.

		classroom setting 1-1 support is working well, his attachment skills are improving and his hours in school are being slowly increased.			Introducing Theraplay (attachment and play therapy) after Easter. 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. Slowly introducing sensory therapy work to encourage self-expression within boundaries. Independence from the class and lessen anxiety about change/transition.	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 +two younger siblings</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. <i>Developing coping strategies for child 8 and two younger siblings to help cope with feelings, emotions and worries about a parent who has a long custodial sentence. Supporting them through feelings of loss and grief.</i>		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
	Social and emotional support when needed to encourage positive	Struggling with transition to new class.	6	22	Social stories to help cope with family issues.

<u>Child 11</u>	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. Settled well in class, making and maintaining positive friendships. Behaviour much improved and able to access all parts of the school day.			Worked through transition issues now more settled. Ongoing Monitoring to help support continued improvement.
<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. In foster care.	1-1 session with kalmer counselling. While gaining more confidence and self-esteem, needs to understand boundaries during play. Initiating role play and showing great self-worth and confident Foster care placement now permanent.	16	17	Ongoing Kalmer ending at Christmas. I will continue to support. Moved to new school nearer foster home.
<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	More confident during conversation time, starting to initiate play. Working with story sacks to encourage interaction, memory skills and role play.	21	11	Ongoing

	and life skills. Emotions cards and pictures to develop language to improve communications around emotions.	Struggles to recount or predict so adult led conversation and prompts are always necessary.			
<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. Working on own feelings and self-worth. Developing empathy skills and building and maintaining positive friendships with peers.	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. More confident in discussing feelings and worries.	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. Mum more in need of counselling I have looked for a suitable service but language barrier is a problem.	NA	5	Ongoing No involvement at present.
	Social and emotional support Raise self-esteem	Referral following PPM Building self-			Initial intro/ sessions to start in January

<u>Child 19</u>	and ascertain any underlying worries.	confidence and self-worth through activities he is interested in.	8	21	
<u>Child 20</u>	1-1 And group work to improve self-esteem and social interaction.	Referral following PPM Building self-confidence and self-worth through activities he is interested in.	N/A	10	Initial intro/ sessions to start in January
<u>Child 21/22</u>	Emotional support using Drawing and talking to support loss. Stories and art work to develop strategies to cope following family/care breakdown.	Support to develop strategies to cope and build resilience to current situation. Using Drawing and Talking and play therapy.	<u>N/A</u>		Ongoing Introducing Theraplay (attachment and play therapy) after Easter.

I am planning group sessions of Theraplay to start after Easter.

This is a therapy for children and parents who have attachment issues and those who have suffered abuse or trauma to build resilience, self-confidence and trust.

