**Wellbeing Report Summer 2016**

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| **Child** | **Intervention** | **Impact / Development** | **SDQ** **Sp2 S2** | **Endings / Further support** |
| **Child 1** | 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.Continued support needed to develop self-esteem and self -worth and being able to make and maintain positive friendships. | 27 | N/A | Ongoing**Moved to new school summer term.** |
| **Child 2** | Social and emotional and behaviour support when needed. Social stories and games.  | Building his self-esteem and confidence.Starting to have pride in what he can achieve. Struggles following school/class rules | 15 | 13 | Ongoing work around engagement with his peers during lunch and playtimes especially as struggles with non- structured activities.Kalmer Counselling |
| **Child 3** | Group work and 1-1using Drawing and talking, social stories and games to encourage positive interaction with peers and develop strategies to understand own feelings and empathy.Ambivalent attachment | Support needed during process of possible adoption. Developing independence from 1-1 and positive interaction with peersCoping well within the classroom setting and the slow increase of time spent in school each day to now being full days. | 13 | 7 | Ongoing support during transition to possible adoptive family. |
| **Child 4** | Group work and 1-1using 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 Play therapy with student. | 12 | 11 | Play therapy to end and will begin working with kalmer counselling in September |
| **Child 5** | Group work and 1-1using 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 friendsh**ips.** | 21 | 16 | OngoingIntroducing to Theraplay group will continue in September. |
| **Child 6** | 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.Gaining more confidence to be independent. Starting to enjoy sensory work and time out of class to relax and choose own activities. Working with child 18 & 19 to improve relationship skills. | 17 | 22 | OngoingPositive improvements in relationships with peers. Beginning to initiate activities during group sessions. Introducing more children to the sessions to build positive relationships. |
| **Child 7** | 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. | Developed positive friendships, is able to cope in the classroom setting and work independently. | 14 | 10 | Transition work for moving to secondary education. |
| **Child 8**  | 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.Developing coping strategies to help cope with feelings, emotions and worries about a parent who has a long custodial sentence.Supporting through feelings of loss and grief. | 10 | 10 | OngoingLittle input needed at present as coping well.Will continue to monitor as possible stress could be caused once prison visits begin. |
| **Child 9** | * 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. | 9 | 8 | Emotional support as and when needed around older sibling having serious health problem and receiving treatment. Transition work for moving to secondary education. |
| **Child 10** | Group work and 1-1using 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.  | 11 | 4 | .No input needed at present. |
| **Child 11** | Social and emotional support when needed 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.Making good choices and maintaining positive friendships. Behaviour much improved and able to access all parts of the school day. | 24 | 20 | Social stories to help cope with family issues.OngoingMonitoring to help support continued improvement.Will need support during transition to new class. |
| **Child 12** | 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. | 14 | N/A | Transition work for moving to secondary education.Moved to new provision June 2016 |
| **Child 13** | Emotional support using Drawing and talking to support loss. Stories and art work to develop strategies to cope. | Developing coping strategies for child 13 to help cope with feelings, emotions and worries about a parent who has a long custodial sentence.Supporting through feelings of loss and grief. | 14 | 11 | Ongoing Group work to encourage positive relationships with peers.Introducing to Theraplay group will continue in September. |
| **Child 14** | 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. Emotions cards and pictures to develop language to improve communications around emotions. | More confident during conversation time, starting to initiate play. | 15 | 14 | OngoingTheraplay group sessions see separate report. |
| **Child 15** | Social and emotional support when needed | Work around attachment and making good choices.  | 26 | 22 | Theraplay group sessions see separate report. |
| **Child 16** | 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.  | 18 | 22 | Ongoing Kalmer counselling |
| **Child 17** | Social and emotional support when needed. | Emotional support in school to cope with domestic issues.More confident in discussing feelings and worries. | 27 | 19 | Ongoing |
| **Child 18** | Social and emotional supportRaise self-esteem and ascertain any underlying worries.  | Referral following PPM Building self-confidence and self-worth through activities he is interested in. Building positive friendships with child 19 and also introducing child 6 to the group help improve his relationship skills. | 23 | 23 | Ongoing  |
| **Child 19** | 1-1 And group work to improve self-esteem and social interaction. | Referral following PPMBuilding self-confidence and self-worth through activities he is interested in. Building positive friendships with child 19 and also introducing child 6 to the group help improve his relationship skills. | 10 | 10 | Ongoing |
| **Child 20/21** | 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. | L-13 | L-6 | Ongoing support during transition to possible adoptive family.Theraplay sessions see separate report |
| **Child 22** | Social and emotional support to encourage positive interaction with peers and develop strategies to control behaviour**.** | Struggling to accept boundaries reacts badly to any form of discipline. Using social stories to help and strategies to use when feeling upset. | N/A | 34 | Ongoing Educational psychologist assessment.CYPS referral  |
| **Child 23** | Theraplay group sessions to build self-confidence resilience and form positive attachments. |  | N/A | 11 | Theraplay sessions see separate report |
| **Child 24** | Theraplay group sessions to build self-confidence resilience and form positive attachments | No concerns in school, mam has requested support around disruptive behaviour at home. | N/A | 0 | Theraplay sessions see separate report |
| **Child 25** | Theraplay group sessions to build self-confidence resilience and form positive attachments |  | N/A | 25 | Theraplay sessions see separate report |
| **Child 26** | Theraplay group sessions to build self-confidence resilience and form positive attachments |  | N/A | 2 | Theraplay sessions see separate report |
| **Child 27** | Theraplay group sessions to build self-confidence resilience and form positive attachments |  | N/A | 6 | Theraplay sessions see separate report |
| **Child 28** | Theraplay group sessions to build self-confidence resilience and form positive attachments |  | N/A | 8 | Theraplay sessions see separate report |
| **Child 29** | Theraplay group sessions to build self-confidence resilience and form positive attachments | Developing coping strategies to help cope with feelings, emotions and worries about a parent who has a long custodial sentence.Supporting through feelings of loss and grief. | 7 | 2 | Theraplay sessions see separate report |
| **Child 30** | Theraplay group sessions to build self-confidence resilience and form positive attachments | Developing coping strategies to help cope with feelings, emotions and worries around being part of extended family with step siblings. | N/A | 12 | Theraplay sessions see separate report |
| **Child 31** | Group work to improve self-esteem and social interaction. | Following discussions with mam, needs to build relationships with his peers and become more independent at home and not manipulate adults at home to attend to his needs. | N/A | 6 | OngoingIntroducing to Theraplay group will continue in September. |
| **Child 32** |  Group work to improve self-esteem and social interaction. | Turn taking and listening skills to allow better interaction within the classroom. | N/A | 7 | Ongoing |
| **Child 33** | Group work to improve self-esteem and social interaction. | Poor organisation, skills. Games and turn taking to support strategies to cope. | N/A | 14 | Ongoing |
| **Child 34** | Emotional support to understand grieving for a sibling | Drawing and talking sessions to understand own feelings and how to cope with them. | N/A |  | Sessions started June 2016 Ongoing |

Theraplay groups see separate report

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.

Kalmer Counselling- I do not do any therapy work with these children but I am the named person to support if needed outside of these sessions.