**Wellbeing Report Spring 2017**

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| **Child** | **Intervention** | **Impact / Development** | **SDQ**  Spring / Summer | | **Endings / Further support** |
| **Child 1** | Develop strategies for behaviour management of self. Making good choices. | Supporting with 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. | 9 |  | Ongoing  Support around play & lunchtimes |
| **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  Responding to a nurturing approach. | 23 |  | Ongoing work around engaging with his peers during lunch and playtimes especially as struggles with non- structured activities.  Kalmer Counselling |
| **Child 3** | Group work and 1-1using, social stories and games to encourage positive interaction with peers and develop strategies to understand own feelings and empathy. | Responding to a nurturing approach.  But is becoming reliant on this, so empowering independence. | 28 |  | Ongoing support  Struggling with emotions, friendships and attachment to family  Reffered to kalmer counselling |
| **Child 4** | Group work social stories and games to encourage positive interaction with peers and develop strategies to understand own feelings and empathy. | Responding to a nurturing approach.  Still struggles to build and maintain positive friendships with peers. | 21 |  | Ongoing support around friendships.  kalmer counselling |
| **Child 5** | Group work 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**.**  Bereavement work following death of stepdad. | 17 |  | Ongoing work around engaging with his peers during lunch and playtimes especially as struggles with non- structured activities.  Kalmer counselling |
| **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. | 20 |  | No work at present due to CSC intervention  Kalmer counselling |
| **Child 7** | Develop strategies for behaviour management of self. Making good choices.  Building self-esteem. | Supporting with 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. | 13 |  | Ongoing |
| **Child 8** | 1-1 sessions for emotional support | Drawing and talking.  A gentle non- intrusive method of working with children who need a little help to support their emotional and learning needs. | 11 |  | Ongoing  Needs continued support to develop socially and emotionally. |
| **Child 9** | Social, emotional and behaviour difficulties due to family difficulties. | Referred to Play therapy student with sibling. | 26 |  | Ongoing play therapy and continued support as and when needed. |
| **Child 10** | Social, emotional and behaviour difficulties due to family difficulties. | Referred to Play therapy student with sibling. | 12 |  | Ongoing play therapy and continued support as and when needed. |
| **Child 11** | Develop strategies for social and emotional and behavioural difficulties and Insecure attachment  . | Referred to Kalmer counselling  For family therapeutic work. | 27 |  | Continued support as and when needed. |
| **Child 12** | Emotional and attachment support  Strategies to cope with loss of parental figure | 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. | 13 |  | Ongoing |
| **Child 13** | Grief and loss therapy | Developing strategies to cope with the loss of a family member |  |  | No work at present |
| **Child 14** | Emotional and attachment issues. | Support to build self-esteem understand feelings and build resilience | 26 |  | Kalmer counselling  Ongoing |
| **Child 15** | Grief and loss therapy | Developing strategies to cope with the loss of a family member |  |  | No work at present |
| **Child 16** | Grief and attachment therapy | strategies to cope with the loss of a family member | 16 |  | Referred to Kalmer |
| **Child 17** | Group work to improve self-esteem and social interaction | Support to build self-esteem understand feelings and build resilience | 23 |  | Ongoing |
| **Child 18** | Group work to improve self-esteem and social interaction | Support to build self-esteem understand feelings and build resilience | 19 |  | Ongoing |
| **Child 19** | Emotional and attachment support  Strategies to cope with loss of parental figures | 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. | 9 |  | Ongoing |
| **Child 20** | 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. | 24 |  | Ongoing |
| **Child 21** | 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. |  |  | No work at present |
| **Child 22** | Support to cope with emotions and confidence. | Developing coping strategies to help cope with feelings, emotions and worries around being part of extended family with step siblings. Understand of family separation and possible abuse. | 3 |  | Ongoing 1-1support as and when needed. |
| **Child 23** | Group work to improve self-esteem and social interaction. | Social interaction games to build self-esteem and resilience.  Build and maintain positive relationships. | 15 |  | Ongoing  Transition work after SAT’s |
| **Child 24** | Group work to improve self-esteem and social interaction. | Social interaction games to build self-esteem and resilience.  Build and maintain positive relationships. | 17 |  | Ongoing Transition work after SAT’s |
| **Child 25** | Group work to improve self-esteem and social interaction. | Social interaction games to build self-esteem and resilience.  Build and maintain positive relationships. | 4 |  | Ongoing  Transition work after SAT’s |
| **Child 26** | Group work to improve self-esteem and social interaction. | Social interaction games to build self-esteem and resilience.  Build and maintain positive relationships. | 5 |  | Ongoing Transition work after SAT’s |
| **Child 27** | Emotional and attachment support  Strategies to cope with loss of parental figures. | No concerns in school, mam has requested support around disruptive behaviour at home. | 16 |  | Referred to play therapist |
| **Child 28** | Emotional and attachment support  Strategies to cope with loss of parental figures | Supporting with 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 |  | Ongoing |
| **Child 29** | CP  Emotional and attachment support | Support to build positive relationships with peers and attachment issues. | 28 |  | Ongoing support and Kalmer |
| **Child 30** | CP  Emotional and attachment support | Support to build positive relationships with peers and attachment issues. | 20 |  | Ongoing support and Play Therapy |
| **Child 31** | CP  Emotional and attachment support | Support to build positive relationships with peers and attachment issues. | 12 |  | Ongoing |
| **Child 32** | CP  Emotional and attachment support | Support to build positive relationships with peers and attachment issues. | 29 |  | Ongoing work around engaging with his peers during lunch and playtimes especially as struggles with non- structured activities. |

**KEY:**

**Priority**

**Closed**