**Wellbeing Report Summer 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 | 16 | Increase of hyperactivity, parent has sort medical advice.Develop strategies to support in school. |
| **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 rulesResponding to a nurturing approach. | 23 | 21 | Moved to specialist provisionEnd of June 17 |
| **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 | 21 | Responing slowly toKalmer counselling. Support around building and maintain positive frienships. |
| **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 | 18 | Support around changes in family circumstances.kalmer counselling to continue. |
| **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 | 21 | 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 | 18 | No work at present due to CSC interventionResponding well with Kalmer counselling, to continue.Will monitor and support when necessary |
| **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 | 8 | Will continue to be emotional support as and when needed. |
| **Child 8** | Build self-confidence resilience and form positive attachments. |  Drawing and talking.A gentle non- intrusive method of working with children who need a little help to support their emotional and learning needs. | N/A | 6 | Continue to support, building self-esteem and confidence and introduce social stories. |
| **Child 9** | Social, emotional and behaviour difficulties due to family difficulties. | Referred to Play therapy student with sibling. (Completed) | 26 | 16 | Continue to support, building self-esteem and confidence and introduce social stories. |
| **Child 10** | Social, emotional and behaviour difficulties due to family difficulties. |  Referred to Play therapy student with sibling. | 12 | 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 | 29 | Moving to specialist provision September 17 |
| **Child 12** | Emotional and attachment supportStrategies 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 | 10 | Ongoing family support with regular sessions to write letters/draw pictures to keep contact with parent in prison, and discuss any issues. |
| **Child 13** | Build self-confidence resilience and form positive attachments | Developing coping strategies to help cope with feelings, emotions and worries | N/A | 18 | Continue with emotional support to understand own feelings and build self-esteem |
| **Child 14** | Emotional and attachment issues.  |  Support to build self-esteem understand feelings and build resilience | 26 | 19 | Continue to work on positive friendships and self-esteemKalmer counselling  |
| **Child 15** | Emotional and attachment supportSelf-esteem and control. | Strategies to understand own feelings and how to cope with them. | N/A | 20 | Ongoing supportOnce gained more self-esteem will look at friendship groups.  |
| **Child 16** | Grief and attachment therapy | strategies to cope with the loss of a family member | 16 | 17 | No further support required. |
| **Child 17** | Group work to improve self-esteem and social interaction | Support to build self-esteem understand feelings and build resilience | 23 | 20 | ASD diagnosis will support during transition and use social stories and visual timetables to support. |
| **Child 18** | Group work to improve self-esteem and social interaction | Support to build self-esteem understand feelings and build resilience | 19 | 16 | Introduce social stories to help understand empathy.  |
| **Child 19** | Emotional and attachment supportStrategies 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 | 18 | Further work around making and maintaining positive friendships and understanding own emotions around loss of contact with a parent. Ongoing family support with regular sessions to write letters/draw pictures to keep contact with parent in prison, and discuss any issues. |
| **Child 20** | 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 | 23 |  Emotional literacy to help understand own emotions and cope with family issues. |
| **Child 21** | Emotional and attachment supportStrategies 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 | 7 | Ongoing family support with regular sessions to write letters/draw pictures to keep contact with parent in prison, and discuss any issues. |
| **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. Understanding of family separation and possible abuse. | 3 | 5 | Ongoing 1-1support as and when needed. Further family issues will continue to monitor and support. |
| **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 | 13 | Gained more confidence and self-esteem. Transition work after SAT’sOngoing Transition work as and when needed. Till end of term then moving on to Y7 |
| **Child 24** |  Group work to improve self-esteem and social interaction.ASD | Social interaction games to build self-esteem and resilience.Build and maintain positive relationships. | 17 | 20 | Gained more confidence and self-esteem, better social interaction.Higher SDQ due to anxiety around transition to Y7Transition work as and when needed. Till end of term then moving on to Y7 |
| **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 | 4 | Gained more confidence and self-esteem, better social interaction.Transition work as and when needed. Till end of term then moving on to Y7 |
| **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 | 3 | Gained more confidence and self-esteem, better social interaction.Transition work as and when needed. Till end of term then moving on to Y7 |
| **Child 27** | Emotional and attachment supportStrategies to cope with loss of parental figures.  | No concerns in school, mam has requested support around disruptive behaviour at home. | 16 | 15 | Responded well to Play Therapy sessions to finish at the end of term |
| **Child 28** | CP Emotional and attachment support | Support to build positive relationships with peers and attachment issues. | 28 | 20 | Ongoing support and Kalmer |
| **Child 29** | CP Emotional and attachment support | Support to build positive relationships with peers and attachment issues. | 20 | 18 | Responding well to play therapy which will continue in September.Support with social stories. |
| **Child 30** | CPEmotional and attachment support | Support to build positive relationships with peers and attachment issues. | 12 | 14 | Further work around making and maintaining positive friendships. Continue to work on building self-esteem. |
| **Child 31** | CPEmotional and attachment support | Support to build positive relationships with peers and attachment issues. | 29 | 14 | More confident around peers and gaining self -control of emotions. Will continue to support and build strategies to continue with this. |

**KEY:**

**Priority**

**Closed/closing**