

EMOTIONAL LITERACY SUPPORT ASSISTANT

MRS FULLER IS OUR IN SCHOOL ELSA

Welcome to our school ELSA page!

We are pleased to be able to share with you information about our Emotional Literacy support in school.

There will always be children in schools facing life challenges that can detract from their ability to engage with learning, some require greater support than others to increase their emotional literacy. ELSA is an initiative designed and supported by Educational Psychologists. It recognises that children are happier and learn better if their emotional and social needs are being met. Mrs Fuller, our school ELSA, has received training from the Peterborough Educational Psychologists to be able to deliver individual or group interventions to address the needs of our pupils.

The sessions are tailored to meet the individual needs of the child, and the programme usually runs for 6-12 weeks. The sessions are fun and include activities like role-play, games, reading books, arts and craft and therapeutic activities such as mindfulness. ELSA sessions take place in a quiet clam area of the school which provides a calm and relaxing space where the children can explore their emotions and feelings in a safe and caring environment ensuring each child feels supported and nurtured.

ELSA aims to support a wide range of emotional needs including:

Recognising emotions

Anxiety

Self-Esteem

Social Skills

Anger management

Loss and bereavement

How does ELSA work?

If you have any concerns about your child's emotional wellbeing, please speak to your child's class teacher who will be able to offer advice and assistance in the first instance.

Children are usually referred to ELSA by their class teacher; however Mrs Fuller also works closely with Mrs Hibbitt our School SENCO and the wider Senior Leadership Team to identify children that would benefit from ELSA intervention.

Supporting not fixing

An ELSA's job is to support the children not to fix their problems, to provide them with the skills they need which can then be transferred into their school and home life. It also needs to be recognised that change cannot necessarily be achieved rapidly and is dependent upon the complexity of the presenting difficulties.