

ELSA Contract and Review Record

Student name: _____ Tutor group: _____ Date: _____

ELSA name: _____

Agreed sessions	Date	Time	Location
Session 1			
Session 2			
Session 3			
Session 4			
Session 5			
Session 6			

What do you hope to achieve in your ELSA sessions, and why?

What would you like your ELSA worker to do, in these sessions, to help you?

What will you do, in these sessions, to help yourself?

Targets agreed:

1. _____

2. _____

Session 6: Final Review

What have you done in your ELSA sessions?

How did your sessions help you achieve your targets?

How helpful have you found your ELSA sessions? (Circle)

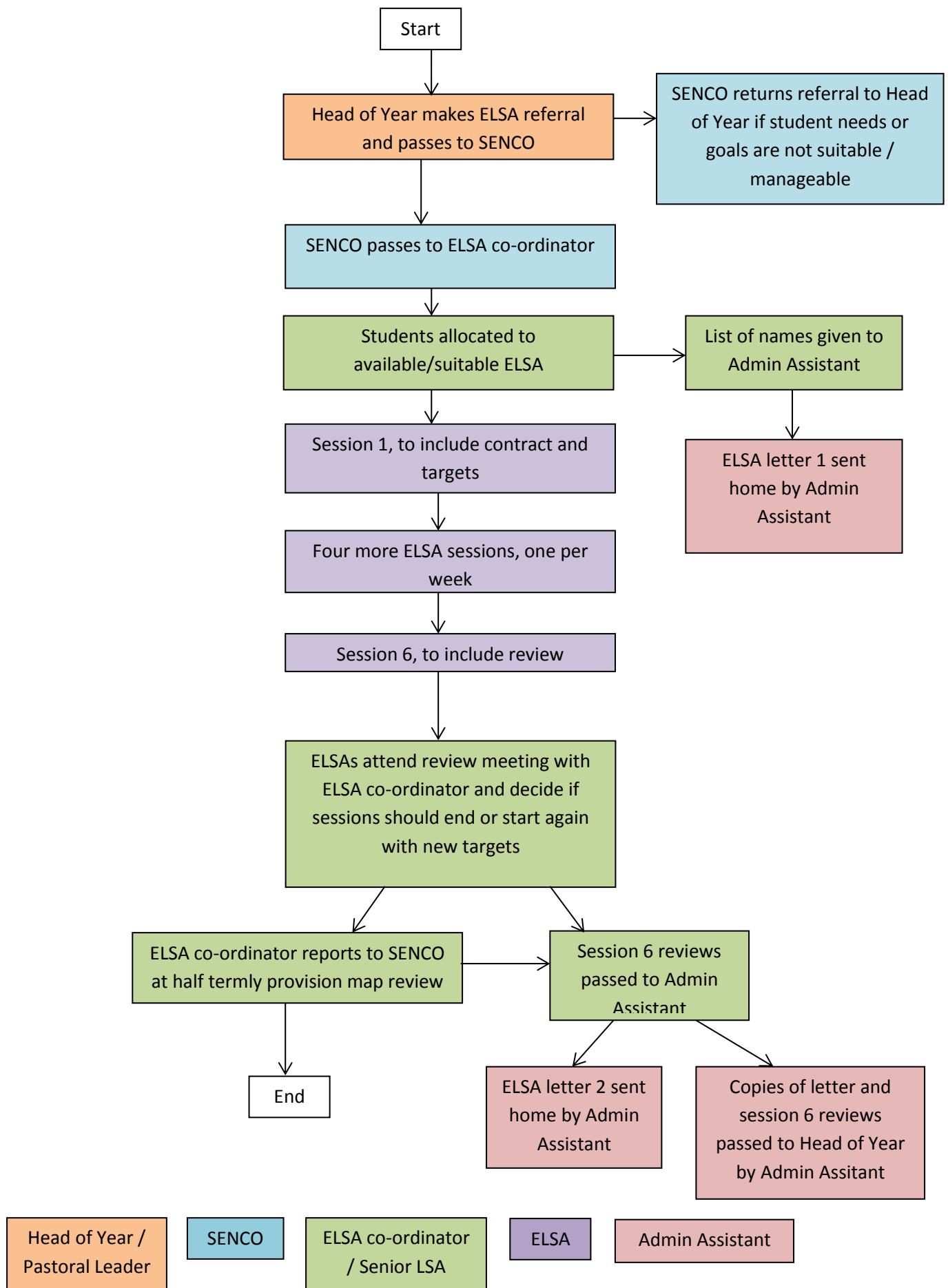
1	2	3	4	5	6	7	8	9	10	
Not helpful										Very helpful

Do you have any other comments?

Student signature: _____

ELSA signature: _____

Flowchart of ELSA procedures



ELSA letter 1

Dear _____

RE: Emotional Literacy Support Assistance (ELSA) for _____

Your child has been offered six ELSA sessions to help them with one (or more) of the following aspects of their learning:

1. Social skills
2. Friendships and relationships
3. Anger management
4. Loss and change
5. Self-organisation

_____ will be withdrawn from one lesson a week to attend these sessions.

At the end of the sessions, we will write to let you know about his/her progress. If you would like more information about ELSA, please visit the website:

<http://www.elsanetwork.org/>

Please note that because your child is receiving this support, their name is on our special educational needs register. If you have any questions about this, please contact me at school.

Yours truly,

SENCO

ELSA letter 2 review

Dear _____

RE: ELSA for _____

Your child has attended _____ of the six ELSA sessions offered this term.

His/her targets were:

1. _____
2. _____

Please discuss these targets with _____ and encourage them to explain to you how they have made progress; this will help them to be clear about what they have learned in their ELSA sessions.

If you have any further questions, please contact me at school.

Yours truly,

SENCO

CC: Pastoral Leader / Head of Year

ELSA/OLC Referral Request 2013-14

Student name + tutor group	Head of Year/Pastoral Leader	Date of referral
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A) Summary of difficulties experienced by the student:

B) Previous strategies/techniques/plans/actions attempted:

<i>Action taken</i>	<i>Date/s</i>	<i>Outcome</i>

C) a. What do you hope to achieve from ELSA intervention?

<i>Pastoral Leader comments</i>	<i>Student comment</i>

b. Suggested target/s for ELSA intervention (SMART)

1. _____
2. _____

D) SENCO comments

Referral returned to Head of Year/Pastoral Leader		Referral passed to ELSA	
Date:	SENCO signature:	Date:	SENCO signature:
Referral received by ELSA co-ordinator		Date:	Signature:

Please see reverse for guidance on completing this referral

Section A

Is this student suitable for ELSA?

ELSA stands for Emotional Literacy Support Assistance. ELSA workers provide individual or group sessions working on five areas of emotional difficulties: specified social skills; friendships and relationships; anger management; loss and change; and self-organisation. ELSA is *not* an ongoing provision and must be limited to training the student/s in a particular skill that will enable them to achieve agreed targets in their learning.

Students suitable for ELSA will have a specific emotional problem or difficulty, which the tutor and/or PL cannot resolve through normal pastoral strategies. For example, the student may have repeated fallings out with friends and need support with understanding how to resolve or avoid conflict. Or, the student may have had repeated episodes of unmanageable anger and need support with anger management strategies. Or, the student may have been bereaved and needs support with managing their emotions about their loss.

Section B

Please list all of the strategies, methods, techniques or actions you have taken to address the student's difficulties. This should include reference to the school Behaviour Management Policy. You can continue on a separate sheet, if necessary.

Section C

Any SEN provision must have a purpose that is summed up as a target. This section allows you **and the student** to explain what you think an appropriate target will be. You can make suggestions for SMART targets, or you can leave this section blank and allow the SENCO/ELSA to decide on the targets with the agreement of the student.

Section D

SENCO decision

The SENCO is responsible for deciding which students at school have any Wave 3 (individual) intervention. The SENCO will decide whether a student's learning needs can be met by the provision of ELSA. If the referral is not accepted, the reason will be noted on the request form and returned to the PL. Further requests for referral for the same student, with additional evidence, will be considered afresh.

What will happen if the request is accepted for the referral to ELSA?

If a child is referred to ELSA, their case will be discussed at a planning meeting, overseen by a senior LSA. Allocations of students to ELSAs are made at these meetings. ELSAs will typically plan a six week programme of sessions to address the student's needs. They will deliver the sessions at agreed (timetabled) times and then report on the student's progress towards their target/s through the regular SEN reviewing process. It may be that the student requires no more support, or they may qualify for additional programmes addressing different targets. Progress will be shared with tutors/Heads of Year/Pastoral Leaders and parents.