

# Listening and Relationships

## Meeting Emotional Needs

Prior to September 2023





# Raising Self-esteem

## What were we asked to do?

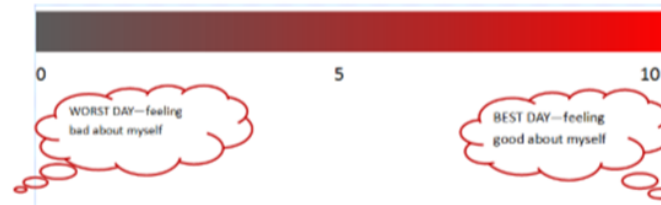
- Improve the pupil's self-esteem and confidence.
- To help the young person to accept praise.

## What did we do?

- ✓ Used person-centred approaches to find the pupil's strengths.
- ✓ Used craft-based activities that allowed the pupil to be successful.
- ✓ Recorded and reflected on their achievements and strengths through a "Proud of" book and bespoke scaling.



*"I am really proud of all the things we have made"*



## Who else did we support through this intervention?

All sessions were delivered with a teaching assistant present. This allowed them to upskill in the approaches delivered and continue the work. They also used the activities with other pupils.

## Impact

Was able to say their work was '**amazing**'.

Was able to accept direct praise from the TA and Inclusion Facilitator.

The young person was able to feel confident about the transition to high school.

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# Interoception Intervention

## What were we asked to do?

Sensory interventions that would then allow the pupil to engage in lessons.

Skill up staff to be able to be confident in their approach with the pupil.

To help the pupil understand their emotions.



## What did we do?

- ✓ Weekly sessions to improve understanding of emotions and feelings within the body (interoception) and outside of the body (proprioception).
- ✓ Based activities on the child's interests. The activities included social and therapeutic stories, body maps, bespoke match-up card games, and drawing.
- ✓ All the activities were delivered in a way that encouraged sensory feedback.

*"Instead of screaming she now tells me when there is a volcano in her tummy"*



## Impact

- The TA has a wide knowledge of how to support the pupil's sensory needs.
- The pupil can now be in the classroom and can engage in the lesson for over 30 minutes longer than prior to the Inclusion Facilitator's involvement.
- The pupil can tell the adults in the room how they are feeling.

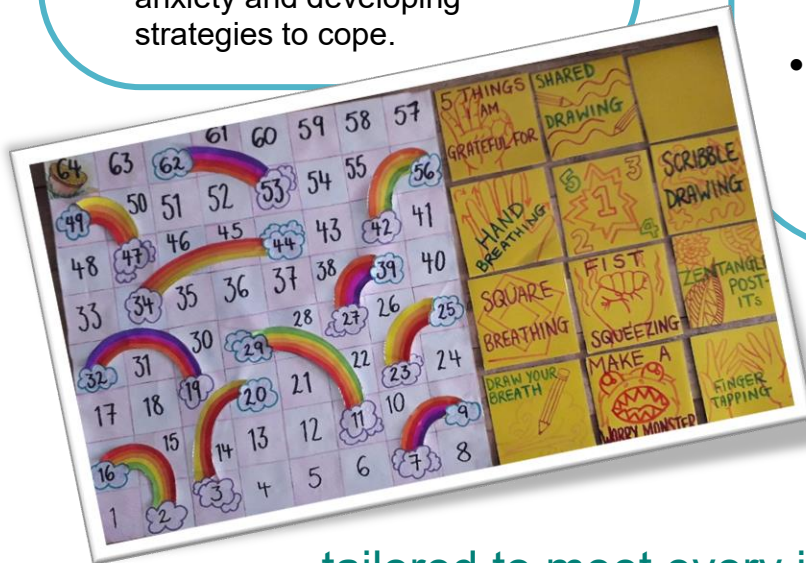
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# Anxiety and Transition – Year 3 to 4

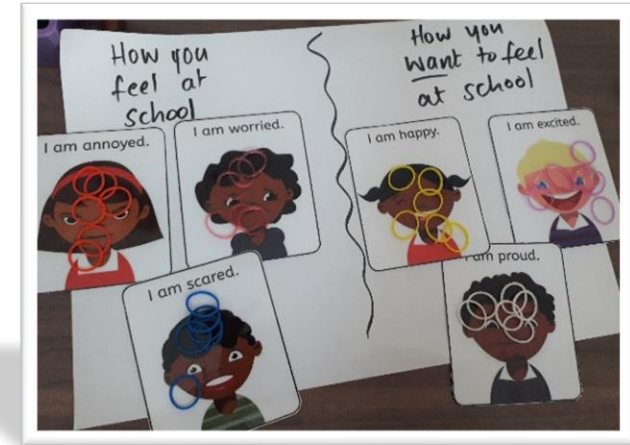
## What were we asked to do?

- To support the child to transition back to mainstream school, having been at a PRU. When previously they've been unable to attend school and work within their mainstream class.
- To provide time with a trusted adult to discuss and explore concerns.
- To work on reducing levels of anxiety and developing strategies to cope.



## What did we do?

- Used person-centred approaches to build trust and to gain the child's views.
- Practised self-regulation strategies, such as art-based techniques, mindfulness, and play, using a boardgame format.
- Created and used a bespoke scale to measure feelings towards going back to school.
- Understanding how our bodies feel when we are anxious and practising strategies at times of calm.
- Collaboration with other professionals to create a multi-agency approach. Sharing ideas and knowledge with TRFs, EWOs, Family Services, the school and family.



*"She trusts you..."*

## What was the outcome for the child?

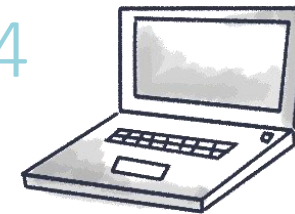
- The child is attending mainstream education and engaging in group work.
- They can model their chosen therapeutic activities, to use when they begin to feel anxious.
- The child has started to build a trusting relationship with their TA.



*"You've really helped"*

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# Working Virtually, Understanding Emotions – Year 4



## What did we do?

- Stayed in touch with the child and completed emotion-focused activities via video calls, firstly at home and then school.
- Created a 'mood scale' to support the child to indicate their emotions and what support they may need.
- Ensured the child had a key adult to continue the work we had started.



*"Having the tools that you have shown us has really been beneficial"*

## What was the outcome for the child?

- Experienced fun and creative ways for learning about emotions and how to express these in a safe way.
- They had a plan and felt supported by the new adults in their life to be able to move forward with some small next steps.

*"The mood meter is helpful"*



*"The resources were really helpful... to show how to support (him)"*

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# Year 5 at Risk of Non-Attendance Sensory Profile

## What were we asked to do?

Provide a Sensory Assessment following an EHCNA.

***"We have already been able to put so much of it into place... and it's working!"***

### Sensory One Page Plan



#### Environment needs to be:

##### Controlled with reduced sensory input

- ✓ sit where there is minimal visual distractions
- ✓ needs space around her to ensure she is not bumped into or unexpectedly touched by other children
- ✓ Noise levels should be kept low and where possible inform there is going to be a loud noise (such fire drill) and create a plan to reduce the noise for Grace

##### Have opportunities for increased sensory input, for example:

- ✓ Providing sensory breaks in spaces with lots to look at

### Sensory Snacks



These should be built into daily routine to provide regular regulatory resets

- Sensory fiddle items should be available throughout the day, G is able to notice when she needs to use these and is able to access them herself.
- Activities that involve moving her hands. These could be completed as a class before starting writing task or during as a movement break.

### Ways to soothe and calm...

...when dysregulated or overwhelmed by sensory input.

- Using comforting sensory items such as a soft toy
- the smell of 'Pikmi Pops' calming
- Providing a quiet space that G could access with a friend

### Next Steps:

- School to co-create a plan to agree how she is able to communicate when she is feeling uncomfortable.
- Co-create a plan with and home to agree a 'sensory sandwich' – how can we support to feel regulated as she come into school – which key adults are there to meet her?

#### Notice:

When avoiding movement, sitting unusually still or holding a stiff body position...



Do: ... check for possible sensory stimuli that she could be sensitive to for example a peer sitting too close to her.

When showing signs of seeking visual input, such as watching movement around the room ...



Do: ... provide the opportunity to have a sensory break to allow her to regulate her need to gain movement and visual stimuli, for example though giving her a job to take something to another part of the school

When distracted by noises within the environment...



Do: ... try using background noise to override other input such as white noise or music that identifies as being calming.

## What did we do?

A Sensory Profile that:

- Took into consideration both home and school's views.
- Included activities that helped the young person to share their voice.
- Included a co-created, person-centred plan, to implement advice that was contributed to by the young person, her family, and the key adults at school.

## Impact

Opened more effective communication between home and school.

The young person now attends for the whole school day.

The young person had choice and control over the plan and was at the centre of decision making about how she wanted to be supported.

The family felt heard and supported with strategies that they could use at home.

***"She had the opportunity to see all of the support she is getting and share how she felt about it."***

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# Anxiety and Reintegration – Year 8

## What did we do?

- ✓ Used person-centred approaches to build trust and to gain the child's views.
- ✓ Practised self-regulation strategies chosen by the child, such as art-based techniques, mindfulness, and movement. We did this through the medium of a co-created boardgame.
- ✓ Created and used a bespoke scale to measure feelings towards going back to school.
- ✓ Work on understanding how our bodies feel when we are anxious and when to use strategies to help improve feelings of self-control.



Child: "This is great, I love that we did it (worry box) as a Ninja Turtle"



## What was the outcome for the child?

- The child is attending school full time, despite saying at the beginning that they would never return.
- They have been able to produce their own adapted strategies to use at home and in school.
- The child can express their concerns in a safe environment.

Parent: "I've noticed a difference since he's been seeing you, He's been a lot more positive"

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# Reintegration and Goal Setting – Year 11

## What were we asked to do?

- To support the young person to reintegrate back into secondary school and positively engage with staff.
- To provide time with a trusted adult to discuss and explore concerns.

## What did we do?

- Used person-centred approaches to build rapport and trust.
- Used Three Session Change to facilitate goal setting and eliciting virtues, to inspire motivation and help reduce feelings of guilt and being overwhelmed.
- Psycho-educated around motivation and necessity for basic needs to be met, alongside promoting positivity towards self.
- Created and used bespoke scales and questionnaires to measure feelings towards school and own perceived progress, as well as obtaining school staff and parent's interpretations.
- Facilitating communication between all those involved, ensuring the young person's voice was heard.

## What was the outcome for the young person?

- The young person has an increased sense of belonging to their school and increased attendance.
- Communication has greatly improved.
- The young person has reconnected with their friends.
- The young person feels more motivated and positive about themselves overall.



*Young Person: "Things are happier all-round"*

*Parent: "He's going out to see friends again..."*

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# Year 11 EBSA

## What were we asked to do?

For CYP to have support around anxiety and non-attendance.

## Who else did we support?

Senior Inclusion Facilitator (IF) has also provided mum with the relevant trauma support needed.

## What did we do?

- ☒ CYP had temporary support from Alternative Tuition Service (ATS). IF and Senior IF worked together to help foreground CYP view and explain their anxieties. With this, ATS were able to continue to support throughout year 11.
- ☒ IF worked on self-esteem and confidence with CYP, completing a One-Page Profile, Ideal Self, scaling, and strengths activities. Another worry for the CYP which appeared during these sessions was future thinking and Post-16 options, therefore, we worked through a Big Life Journal, discussing the CYP's likes and dislikes, things they are good at, and potential jobs that are linked to her strengths. We also completed a Mini-PATH to support with next steps.



## Impact

- The impact that our joint work has had, means that the young person is now able to work with other professionals, for example, is currently engaging with a Young Person's Worker and with a Key Adult from their current school provision.
- ATS have also mentioned in several review meetings that the CYP's confidence has grown, and their communication has massively improved. They can say when they need support, laugh when they get something wrong, and feel confident to try new tasks.
- The CYP will be sitting her GCSE exams this year and will be carrying on her education come September.

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# Reducing Anxiety of Transition to School

## What were we asked to do?

To support the child to manage their feelings of anxiety around the transition into school.

To work on reducing levels of anxiety and developing strategies to cope.



## What did we do?

- ✓ Completed activities to form a transition lapbook.
- ✓ Worked on understanding how our bodies feel when we are anxious.
- ✓ Practised self-regulation strategies such as using mindfulness and therapeutic activities.
- ✓ Created a bespoke tool from something this child already loves (keys), as a visual aid to support staff to recognise when to help.

## Impact

The transition journey to school has been managed very well, and a consistent adult is identified who is able to give person-centred support.

The child was able to identify and give meaning to each key, then link them to feelings. Now, whenever they want help, they have the keys as a powerful aid – to independently reach out for the support they need.



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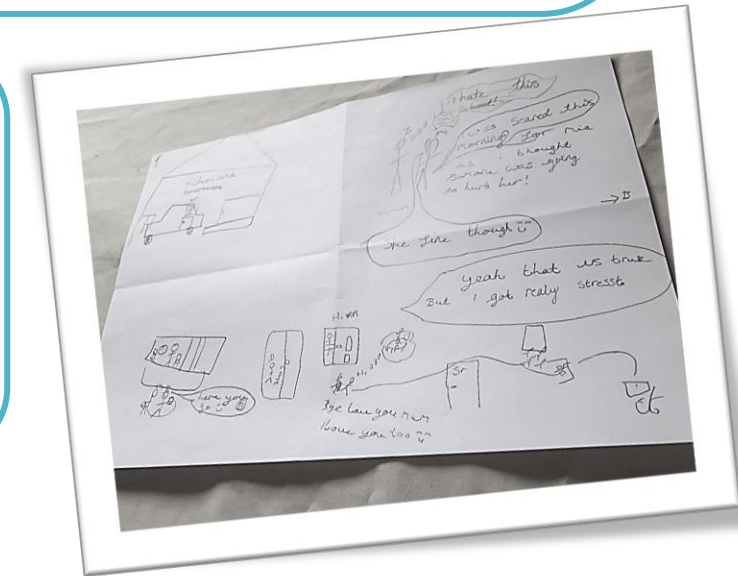


## What did we do?

- Practised self-regulation strategies such as using mindfulness and therapeutic activities together.
- Explored personal construct theory, using the 'Ideal Self'.
- Created bespoke scaling with this child to measure his anxiety levels.
- Work on understanding how our bodies feel when we are anxious.
- Used comic-strip conversations to explore tricky situations in school.

The pupil has learned different mindfulness strategies. He now uses these, unaided, to calm and enable him to go into class.

*"After your sessions my child has been seen to calm"*



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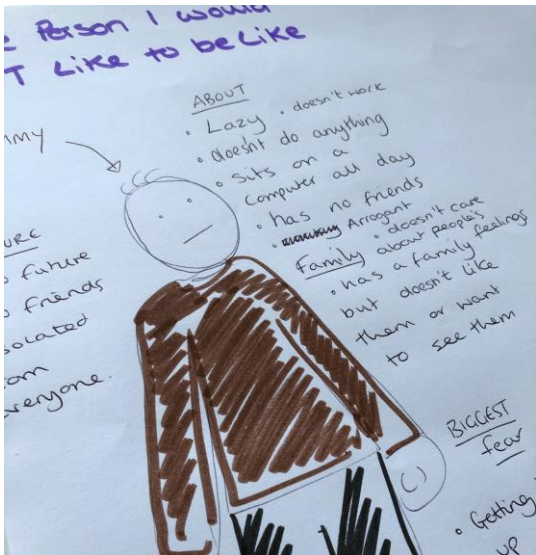


# Transition and Self-awareness

## What were we asked to do?

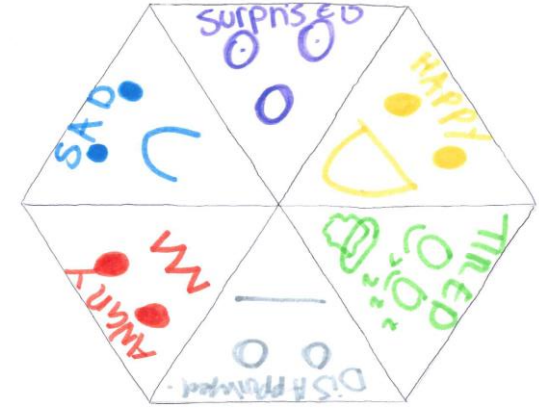
To support the young person's transition from mainstream to a PRU.

To improve self-awareness.



## What did we do?

- Built the young person's trust.
- Created and used a bespoke scale to measure feelings towards the new education provision.
- Used emotional literacy questionnaires, the ideal-self, and other self-awareness drawing activities, to gain a better understanding of the young person's view of themselves and others.
- Formed a strong relationship with the designated teacher, communicating with the school to address any issues that arise for the young person.



## Outcomes

- The young person has nearly an 100% attendance rate and feels a sense of belonging to the setting.
- The young person has a clear understanding of their own values and strengths.

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# Person-Centred Planning





# Child In Care – Y11 PATH

*“Inspiring”...“Positive”...“Eye-opener”*

## What were we asked to do?

Support the CYP with a PATH to help them in their school and care placement, as well as build a clearer picture of their further hopes and aspirations.

## What did we do?

- ✓ Met with the CYP to explain the PATH process, giving them choice and control over whether this was something that they were interested in being supported with.
- ✓ Organised the PATH meeting, inviting supporting adults chosen by the CYP, and including the CYP's preferences (refreshments, colours, music) to tailor the PATH experience to them.
- ✓ Met with the CYP and other invited attendees in a place chosen by the CYP. Had the PATH meeting to envision what a positive future could look like for them and plan actionable next steps.

*“Wanting the best for [CYP]”*



*“Amazing”... “Awesome”*



## Impact

- CYP felt that their voice had been heard regarding their thoughts about their future.
- CYP was able to identify next steps for support following the PATH, with the help of supportive adults.
- Supporting adults were given a space to communicate collaboratively regarding how best to meet the CYP's needs.

*“[CYP] will have a clear record of their thoughts of their future”*

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# SEND Setting- Y11 PATH

## What were we asked to do?

- Help the young person to think about their future and plan with all the people who are important to them
- Help prepare the young person for their transition to college.



"Thumbs up!"

"Really Positive"

"Awesome, excited for the future"

## What did we do?

- ✓ We met with the young person to find out about what is important to them, to explain what will happen at the PATH, and to check that they are happy to have a PATH.
- ✓ We had a PATH meeting. This is a person-centred planning tool that helps the young person to make a plan for their future and goals for the next year.
- ✓ The young person was at the centre: they chose who was there, what music was playing and what snacks were there.

"A truly great experience for everyone"

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# Longer-Term Impact - Year 11 PATH

Young person: "I feel I've got control"

## What did we do?

- Using a person-centred approach, we met with the young person at home to begin to build rapport, as they were highly anxious. We then maintained this connection over the COVID lockdown, helping them to understand how a PATH could benefit them.
- Whilst ensuring the young person's voice was heard, we facilitated communication between all those involved, as the young person was working with the Youth Justice Service and, following the COVID lockdown, had begun the process of transition into a PRU.
- Following their positive PATH experience, we checked-in with the supporting adults to hear how the young person was getting on with their 'Next Steps' and if further support was required from our Inclusion Facilitation Service.

## What was the outcome for the young person?

- **2021:** The young person is now engaging well at school, is in lessons, and is comfortable talking to staff (when previously they were unable to attend for an extended period): "[YP's] attendance is incredible... enjoying being at school... getting lots of awards for her work".
- **As of 2023:** They have been successfully attending college and are currently exploring options for university to begin their journey towards working in law.
- **Testimony from YJS:** "This is an incredible story of how a child can overcome the odds; from being entrenched in the criminal justice system, to moving on into a positive, pro-social future – overcoming the challenges of stigma and personal anxiety. We are all very proud, and the family specifically asked for their thanks to be passed on to those who supported them in their journey."



"It feels positive..."

"Being able to see it all, and it's doable".

"It's been a journey...another chapter".

"Empowering".

"Emotional".

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