

SOCIAL, EMOTIONAL AND MENTAL HEALTH

INTERVENTIONS MENU



Not all interventions are run at all times, however many of the intervention within the menu below are run regularly.

Name of Intervention	Purpose of Intervention	Timescale	Description of Intervention
Meet and Greet	To settle children who may be anxious or get stressed on entry to and exit from school	On-going of the needs of the specific child 15-20 minutes daily	<ul style="list-style-type: none"> Adult to support the child to settle into the school day by giving them the opportunity in a smaller and more secure and safe setting for them. Enable the child to talk about anything they want in regards to home/school life, share the timetable and any possible changes for the day and generally calm the child at the beginning of the morning/end of the day.
Lunch Club	To enable children to have a calmer and quieter lunch period in a smaller setting supported by adults.	Dependent on the emotional needs of the child 45 mins per day	<ul style="list-style-type: none"> Lunch eaten as a group and shared discussions take place. The children have time to play together.
Communication and Play	Children who struggle to make friendships and to communicate	3 weekly sessions Half a term in the first instance	<p>Communication and play is an intervention to support children who struggle to make friendships and communicate effectively. It also supports:</p> <ul style="list-style-type: none"> <i>Developing and fostering children's friendships</i> <i>Communication</i> <i>Understanding emotions and appropriate behaviour in a school environment</i> <i>Forum for children to share worries or concerns</i>
Social Skills groups	Children who struggle to make appropriate friendships and need to develop self-esteem/self-confidence	Weekly session Half a term in the first instance	<ul style="list-style-type: none"> <i>Promote self-esteem and self confidence</i> <i>Promotes and develops team work</i> <i>Promotes positive peer relationships</i>
Funtime	Children who have difficulty with social skills, emotions and communication	Daily sessions for a term in the first instance	<p>'Fun Time' uses small group situations with activities for developing talking and social skills, attention and listening for children who need extra support in these areas. Children can enjoy and benefit from this adult support in a friendly, purposeful atmosphere. Most children learn to relate to other people naturally through playing with adults and other children. They learn that communication between two people requires:</p> <ul style="list-style-type: none"> <i>eye contact</i> <i>turn taking</i> <i>attention and</i> <i>listening</i> <p>Some children may have difficulties in the following areas:</p>

			<ul style="list-style-type: none"> • <i>waiting</i> • <i>using other children's names</i> • <i>anticipation</i> • <i>making choices</i> • <i>asking for help</i> • <i>coping with winning and losing</i> • <i>sitting in a circle next to others</i> • <i>limited vocabulary</i> <p>For some children these skills don't come naturally and need to be taught. Learning through play and enjoyment in a structured, safe and fun session can be a good way for children to experience and practise these skills.</p>
Emotional Literacy – Feelings programme (language based)	Children who have difficulty understanding and expressing emotions	Dependent on the emotional needs/understanding of the child 45 minute weekly session	The intervention supports children who have difficulty understanding and expressing emotions. It develops a greater understanding through discussion, role play, drawing and emotive work with the pupils.
Volcano in my Tummy Anger Management programme	Children who have difficulty in self-regulating their behaviour, anger and emotions	Weekly sessions A term in the first instance	Helps children understand and deal constructively with their anger and give appropriate strategies to enable them to self-regulate.
Starve the Anger Gremlin	Children who have difficulty in self-regulating their behaviour, anger and emotions	Weekly sessions A term in the first instance	Based on cognitive behavioural principles, this intervention uses fun and engaging activities to teach children how to manage their anger by changing how they think and act – getting rid of their Anger Gremlins for good!
Starve the Anxiety Gremlin	Children who need help to understand and manage their anxiety	Weekly sessions A term in the first instance	Based on cognitive behavioural principles, this workbook uses fun and imaginative activities to teach children how to manage their anxiety by changing how they think and act – getting rid of their Anxiety Gremlins for good!
Lego™ Build to Express	Children who have difficulty understanding and expressing emotions	Dependent on the emotional needs/understanding of the child 30 minutes weekly session	The intervention supports children who have difficulty understanding and expressing emotions. It develops a greater understanding through inspiring discussion and reflection amongst children and support them in expressing their thoughts and ideas.
Play Interaction	Children with ASD	Weekly sessions	The Play Interaction intervention is used to support children who have been diagnosed with Autistic Spectrum Disorder (ASD). However it is also a programme which can be used to support children with social and emotional needs in a safe and secure positive environment. Play Interaction:

	Children with social and emotional needs	A term in the first instance	<ul style="list-style-type: none"> • <i>Focuses on the role of play in social and academic development</i> • <i>Develops and fosters peer to peer friendships</i> • <i>Develops self-esteem and self-confidence</i>
Theraplay Activities (Based on Theraplay approaches)	Children who are withdrawn, passive, or depressed, children who are overactive or aggressive, children on the autism spectrum, and those afraid of relating or attaching because of adoption, losses, or trauma	Weekly sessions Half a term in the first instance	<p>Theraplay is a child and family therapy for building and enhancing attachment, self-esteem, trust in others, and joyful engagement. It is based on the natural patterns of playful, healthy interaction between parent and child and is personal, physical, and fun. Theraplay interactions focus on four essential qualities found in parent-child relationships: Structure, Engagement, Nurture, and Challenge. Theraplay sessions create an active, emotional connection between the child and parent or caregiver, resulting in a changed view of the self as worthy and lovable and of relationships as positive and rewarding. The school carried out the activities with pupils needing the intervention and support.</p> <ul style="list-style-type: none"> • <i>Nurturing activities to re-inforce the message that the child is worthy of care</i> • <i>Structuring activities to organize and regulate the child's experiences</i> • <i>Engagement activities to connect with the child in a playful and positive way to focus intently on the child, encouraging the child to enjoy new experiences</i>
Nurture Group	Children who have social and emotional difficulties and who need the opportunity to develop self-esteem and self-confidence	3 days per week whole afternoon sessions For two to three terms	<p>Nurture groups are founded on evidence-based practices and offer a short-term, inclusive, focused intervention that works in the long term. Nurture groups are classes of between 6-8 children from Year 3 currently. Each group is run by two members of staff. Children attend nurture groups but remain an active part of their main class group, spend appropriate times within the nurture group according to their need and typically return full time to their own class within two to three terms. Nurture groups assess learning and social and emotional needs and give whatever help is needed to remove the barriers to learning. There is great emphasis on language development and communication. Nothing is taken for granted and everything is explained, supported by role modelling, demonstration and the use of gesture as appropriate. The relationship between the two staff, always nurturing and supportive, provides a role model that children observe and begin to copy. Food is shared at 'breakfast' or 'snack time' with much opportunity for social learning, helping children to attend to the needs of others, with time to listen and be listened to.</p>
Lego Therapy	Children with ASD (Autism Spectrum Disorder) and related social communication difficulties	One session per week (1 hour max.) As long as the 'therapist' deems it necessary	<p>Lego Therapy includes the presence of a 'therapist' who guides the children and encourages them to address and resolve their problems. Through Lego Therapy, children can learn to communicate with others, express their feelings, change their behaviour, develop problem-solving skills and develop a relationship with the world around them.</p>
Drawing and Talking Therapy	Children who need support with their social, emotional and mental health needs	One session per week (20mins – KS1 / 30mins – KS2) For 12 weeks	<p>Drawing and Talking therapy is based, directly, on Dr John Allan's Serial Drawing Technique which he has used in his clinical work with children – both 'normal' children in classrooms and those traumatised by abuse, emotional neglect and terminal illness. This intervention will be used either prior to or post-Play Therapy if it is felt a child needs further support for their social, emotional and mental health needs.</p>

<p>Play Therapy</p>	<p>Children with whom we may need to prevent or resolve psychosocial challenges</p>	<p>Weekly sessions of 40 minutes</p> <p>As long as the Play Therapy Practitioner deems it necessary</p>	<p>Play therapy is a form of counselling or psychotherapy that uses play to communicate with and help people, especially children, to prevent or resolve psychosocial challenges. This is thought to help them towards better social integration, growth and development, emotional modulation, and trauma resolution.</p> <p>Play therapy can also be used as a tool of diagnosis. A play therapist observes a child playing with toys (play-houses, pets, dolls, etc.) to determine the cause of the disturbed behaviour. The objects and patterns of play, as well as the willingness to interact with the therapist, can be used to understand the underlying rationale for behaviour both inside and outside of therapy session.</p> <ul style="list-style-type: none"> • <i>Better communication</i> • <i>Self-regulation</i> • <i>Happier</i> • <i>Respect</i> • <i>Self-worth</i> • <i>Confidence</i> • <i>Academic & Attendance improvement</i> • <i>Problem finding solutions</i> • <i>Empathy</i> • <i>Social skills</i>
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