

Some final things to remember

- ELSAs need a timetable for their work which includes time for planning as well as intervention (it is recommended that ELSAs have at least one day a week for ELSA work)
- ELSAs need to be released for supervision, weekly sessions with pupils, and planning/preparation time
- ELSAs need a manageable workload of pupils, as well as a quiet space to undertake interventions
- ELSAs work best when supported by other school staff, and when there is a collaborative 'team around the child' approach

For further info please email:
sutton.elsa@cognus.org
or have a look on:
www.elsanetwork.org

What isn't ELSA

ELSA work should be fun - that's what makes the difference. It isn't a reward for bad behaviour. It is also important to acknowledge that whilst ELSAs are capable of some fantastic work, they only receive limited training. Here are some examples of intervention that does not fall within the remit of ELSAs:

- × Long-term counselling
- × A nice chat
- × A reward for unacceptable behaviour
- × Behaviour management
- × An alternative to CAMHS
- × Family therapy
- × Self-harm nurse
- × A quick fix
- × Magical problem-solver!

The ELSA isn't there to 'fix' the pupil. For pupils with complex and long-term needs, it's unrealistic to expect ELSA support to resolve all their difficulties.

Emotional Literacy Support Assistants (ELSA) in Sutton

Tips for school communities



What is an ELSA?

ELSAs are Emotional Literacy Support Assistants. They have had training from Educational Psychologists (EPs) to plan and deliver programmes of support to pupils in their schools/settings who are experiencing social and emotional needs. ELSAs have regular psychological supervision from EPs to help them in their work.

The four key roles of an ELSA can be understood as someone who:

1. Helps children to learn and practise social and emotional skills
2. Provides additional individual time and space to develop a supportive relationship within which the child feels accepted and valued
3. Helps all staff to understand and support the child
4. Supports the development of emotional literacy across the school

What is ELSA work?

ELSAs help children and young people learn to understand their emotions and respect the feelings of those around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them.

ELSA's are trained to work with children and young people to support with the following social and emotional needs:

- Emotional awareness
- Social skills
- Friendship skills
- Self-esteem
- Anger and anxiety regulation
- Loss, bereavement and resilience

Most ELSA programmes will last for 8 to 12 weeks, and help a pupil to learn new skills or coping strategies to manage a social or emotional need. ELSA interventions focus on SMART targets which are set at the start of the intervention and reviewed throughout and at the end.



How can you help?

ELSAs help children and young people learn to understand their emotions and respect the feelings of those around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them.

ELSAs can be put to best use in schools when:

- All staff know about, and support ELSA work
- Staff give the ELSA relevant background information about the child and family
- The ELSA liaises with teachers and TAs to discuss progress and support with transferring new skills into the classroom
- The ELSA has regular time for planning and delivering interventions