**ELSA Request form**

Please use this form when you are considering if a child would benefit from ELSA support. It should be completed by the adult referring the child/young person in discussion with the ELSA.

Notes about completion of this form:

* It should be done by a member of staff who knows the child/young person best.
* The person completing this form should have a good undertsanding of ELSA intervention.

|  |  |
| --- | --- |
| Pupil: | Class teacher/form tutor:  |
| Date of assessment: | Date of review: |

Background information (e.g. previous support, successes, what has triggered the current request?):

What do you hope the ELSA sessions can support this child/young person? [[1]](#footnote-1)

**Target Monitoring and Evaluation** (this should be filled in with the child/young person during an ELSA session if appropriate.):

|  |
| --- |
| Target 1: Rating: 1 2 3 4 5 6 7 8 9 10Descriptor of baseline level: Descriptor of level achieved:  |
| Target 2: Rating:1 2 3 4 5 6 7 8 9 10Descriptor of baseline level: Descriptor of level achieved: |

ELSAs are trained to support children and young people in the areas detailed below. This chart can be used as a pre and post assessment tool if required:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Intervention areas  |  | Ability |  |  |  |  |
|  | Skill | **1** (very poor) | **2** | **3** | **4** | **5** (very good) |
| Emotional awareness  | Ability to recognise how they feel  |  |  |  |  |  |
| Ability to say how they feel and why  |  |  |  |  |  |
| Social skills | Making eye contact  |  |  |  |  |  |
| Taking turns  |  |  |  |  |  |
| Speaking in a pleasant tone of voice  |  |  |  |  |  |
| Sharing |  |  |  |  |  |
| Asking for help  |  |  |  |  |  |
| Paying attention when spoken to  |  |  |  |  |  |
| Friendship skills  | Ability to initiate friendships  |  |  |  |  |  |
| Ability to maintain friendships |  |  |  |  |  |
| Understanding what friends do and do not do  |  |  |  |  |  |
| Self-esteem  | Ability to identify strengths  |  |  |  |  |  |
| Ability to accept praise |  |  |  |  |  |
| Ability to accept constructive criticism  |  |  |  |  |  |
| Perseverance for tasks they find difficult  |  |  |  |  |  |
| Ability to cope with new experiences/change  |  |  |  |  |  |
| Managing strong emotions (anger or worry)  | Ability to recognise when feeling angry/worried  |  |  |  |  |  |
| Knowledge and use of strategies to help calm down when angry/worried |  |  |  |  |  |
| Ability to seek adult help when angry/frustrated or nervous/worried |  |  |  |  |  |
| Ability to reflect on situations that have made them feel angry/worried |  |  |  |  |  |
| Coping with grief and loss  | Ability to express how they are feeling in relation to an event  |  |  |  |  |  |
| Knowledge and use of strategies to help manage feelings  |  |  |  |  |  |
|  |  |  |  |  |  |

1. Please see suggested areas of support on the following page. Please also note that ELSA programmes should normally be completed within 8-12 weeks. [↑](#footnote-ref-1)