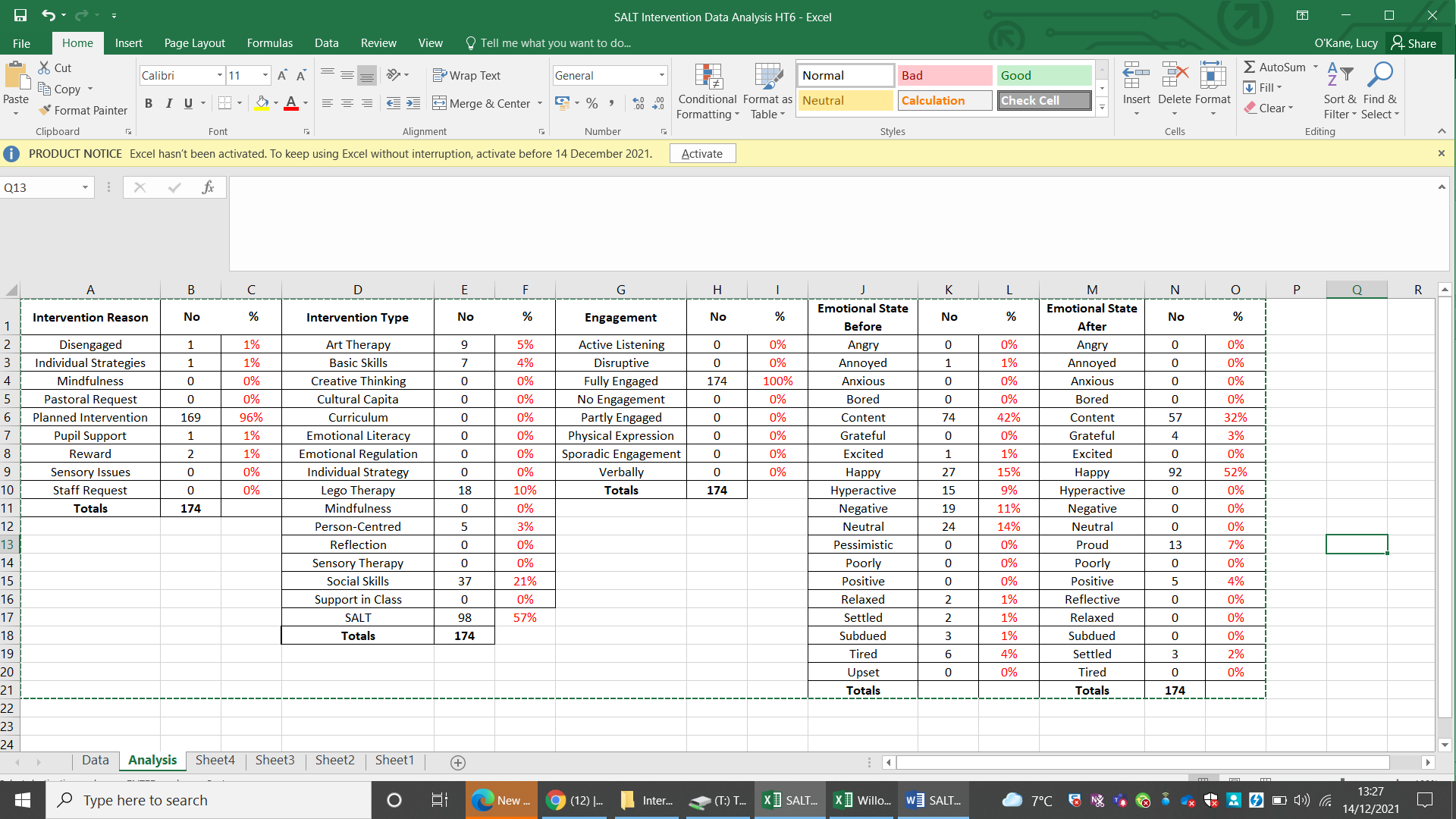
SALT Willow Room Interventions - Data Analysis

June 2021 – July 2021

Pupils access now access SALT intervention via the Willow Room Interventions: These are planned interventions following a SALT intervention plan developed by our SALT and delivered via the HLTA in charge of SLC.

Pupils also continue to engage with additional interventions such as social skills work; personal intervention programmes; as part of de-escalation procedures; or during crisis.

SALT Willow Room Intervention continues to record engagements and emotional impact for pupils after intervention to help measure success. Success will also be measured via formal curricular assessments.



**Impact of intervention**

**How time is used**

**96%** of SLC HLTA staff time is used conducting planned interventions targeting pupil’s individual needs. These are identified through pupils EHCPs, PLPs and staff referrals.

**4%** Willow staff time is used conducting individual support sessions responding to pupil needs, this may be drop sessions, supporting pupils after incidents, or supporting individuals in class.

**What SALT Willow Interventions support and develop**

**57%** of SLC HLTA interventions target work on specific SALT plans

**21%** of SLC HLTA interventions support the development of pupil social skills, this is integral in meeting the majority of pupil EHCP outcomes.

**10%** of SLC HLTA interventions supports the delivery of SALT plans via Lego therapy. This work enables pupils to access activities that support following instructions, conceptual planning, gross and fine motor control.

**9%** of SLC HLTA interventions supports the development of emotional literacy via Art and basic skill support. This work enables pupils to access activities that support positive mental health with peers across the school.

**Impact of intervention on pupil mental health**

**100%** or pupils are fully engaged in all their SALT interventions, this reflects the positive impact, school ethos and pupil appreciation of the intervention programme.

Pupils enter interventions in a wide variety of differing emotional states. This is reflected in the Emotional state before intervention column.

Pupils provide their pupil views and pupil voice throughout interventions this is supported by staff via differentiated feeling resources. The Emotional state after intervention column shows the impact of the intervention on the pupil’s wellbeing.

**52 %** of pupils indicate to staff they feel **happy** after interventions in willow.

**32%** of pupils indicate to staff they feel **content** after interventions in willow.

**7%** of pupils indicate to staff they feel **proud** after interventions in willow.

**2%** of pupils indicate to staff they feel **settled** after interventions in willow.