Willow Room Interventions - Data Analysis

January – February 2021

Pupils access Willow Room Interventions: Planned interventions; Social Skills work; Personal intervention programmes; as part of de-escalation procedures; or during crisis.

Willow Room Intervention records engagements and emotional impact for pupils after intervention to help measure success.s

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Intervention Reason** | **No.** | **%** | **Intervention Type** | **No.** | **%** | **Engagement** | **No.** | **%** | **Emotional State**  **Before Intervention** | **No.** | **%** | **Emotional State**  **After Intervention** | **No.** | **%** |
| Planned Intervention | 220 | 66 | Anger Management | 7 | 2 | Verbally | 0 | 0 | Angry | 3 | 0.3 | Angry | 0 | 0 |
| Disengaged | 2 | 0.6 | Art Therapy | 15 | 4 | Active Listening | 1 | 0.35 | Annoyed | 10 | 3 | Annoyed | 1 | 0.3 |
| Sensory Issues | 2 | 0.6 | Basic Skills | 28 | 8 | Fully Engaged | 329 | 99 | Anxious | 5 | 1 | Anxious | 1 | 0.3 |
| Individual Strategies | 50 | 15 | Creative Thinking | 54 | 16 | Physical Expression | 0 | 0 | Bored | 21 | 6 | Content | 60 | 18 |
| Pupil Support | 5 | 1 | Cultural Capita | 3 | 1 | No Engagement | 0 | 0 | Content | 44 | 13 | Grateful | 24 | 6 |
| Reward | 6 | 1.1 | Curriculum | 2 | 0.3 | Sporadic Engagement | 0 | 0 | Grateful | 0 | 0 | Energetic | 2 | 0.4 |
| Staff Request | 3 | 0.6 | Emotional Literacy | 33 | 10 | Partly Engaged | 0 | 0 | Excited | 6 | 1 | Excited | 7 | 2.3 |
| Pastoral Request | 5 | 1.1 | Emotional Regulation | 11 | 3 | Disruptive | 2 | 0.65 | Happy | 46 | 14 | Happy | 88 | 26 |
| Mindfulness | 46 | 14 | Individual Strategy | 5 | 1 | Total | 333 | 100 | Hyperactive | 34 | 10 | Hyperactive | 1 | 0.3 |
| Total | 333 |  | Lego Therapy | 4 | 1 |  |  |  | Negative | 20 | 6 | Negative | 1 | 0.3 |
|  |  |  | Mindfulness | 1 | 0.2 |  |  |  | Neutral | 97 | 29 | Neutral | 3 | 0.4 |
|  |  |  | Person-Centred | 17 | 5 |  |  |  | Poorly | 1 | 0.2 | Relaxed | 22 | 6 |
|  |  |  | Reflection | 1 | 0.2 |  |  |  | Positive | 21 | 6 | Proud | 48 | 14 |
|  |  |  | Sensory Therapy | 16 | 4 |  |  |  | Reflective | 4 | 0.5 | Positive | 60 | 18 |
|  |  |  | Social Skills | 147 | 44 |  |  |  | Relaxed | 10 | 3 | Reflective | 17 | 4 |
|  |  |  | Support in class | 2 | 0.3 |  |  |  | Subdued | 10 | 3 | Subdued | 1 | 0.3 |
|  |  |  | Total | 333 | 100 |  |  |  | Tired | 10 | 3 | Settled | 10 | 3 |
|  |  |  |  |  |  |  |  |  | Upset | 7 | 1 | Tired | 3 | 0.4 |

**Impact of intervention**

**How time is used**

**66%** of Willow staff time is used conducting planned interventions targeting pupil’s individual needs. These are identified through pupils EHCPs, PLPs and staff referrals.

**22%** 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.

**12%** of Willow staff time is used conduction reward interventions, this is where pupils haver cashed in their respect points to gain time in willow accessing games with their preferred members of staff.

**What Willow Interventions support and develop**

**44%** of Willow interventions support the development of pupil social skills, this is integral in meeting the majority of pupil EHCP outcomes.

**12%** of Willow interventions support the curriculum, which is offering support to pupils learning in class, providing academic interventions for curriculum subjects or targeting gaps in basic skills.

**14%** of Willow interventions support Person centred planning, these are interventions which target specific objectives on pupil Personal Learning Plans, these are reviewed half termly.

**30%** of Willow interventions supports the development of emotional literacy this enables pupils to access activities that support positive mental health with peers across the school.

**Impact of intervention on pupil mental health**

**99%** or pupils are fully engaged in all their Willow 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.

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

**26%** of pupils indicate to staff they feel **happy** after interventions in willow.

**18%** of pupils indicate to staff they feel **content** after interventions in willow.

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

**18%** of pupils indicate to staff they feel **positive** after interventions in willow.

**18%** of pupils indicate to staff they feel **proud** after interventions in willow.

**5%** of pupils indicate to staff they feel **reflective** after interventions in willow.

**1%** of pupils indicate to staff they feel **settled** after interventions in willow.