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INTERVENTION OVERVIEW

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| **NAME OF INTERVENTION** | | | | |
| Boxall Group | | | | |
| **AREA OF FOCUS (PLEASE HIGHLIGHT)** | | | | |
| ***COGNITION AND LEARNING*** | ***COMMUNICATION AND INTERACTION*** | ***SOCIAL, EMOTIONAL AND MENTAL HEALTH*** | ***PHYSICAL AND SENSORY*** | ***SELF-HELP AND INDEPENDENCE*** |
| **INTENT** | | | | |
| To support pupils towards improved emotional literacy/awareness, social skills, relationships with peers, self-image, and confidence. To develop skills in identifying feelings with strategies to self- regulate feelings and associated behaviours.  To improve students' behaviour; enabling pupils to achieve academic progress and attainment. | | | | |
| **IMPLEMENTATION** | | | | |
| Students share planned experiences with an emphasis on promoting social, emotional and behavioural skills such as local ‘walk and talks’, country park visits, café visits and preparing and eating food together, as well as class discussions and learning exercises including questionnaires and reflection journals.  Students experience planned learning activities and experiences in an open and supportive environment in which they can develop self-awareness and confidence, build trusting relationships with adults and gain the skills they need to achieve personal learning goals.  Students are assessed systematically using the Boxall Profile assessment; online  assessment tool for social emotional and behavioural (social emotional, mental health) difficulties for children and young people. Boxall profiles contribute towards the development of student support plans. | | | | |
| **IMPACT** | | | | |
| Students demonstrate improved emotional literacy, social skills, relationships, and behaviours.  Students identify specific targets to work towards based on individual needs.  Student feedback is extremely positive; students express that they value the sessions and are motivated to develop social, emotional, and mental health awareness and strategies. Students value the nurture approach activities and demonstrate improved self-awareness and confidence and trust and respect towards other group members through contributions during sessions.  Student Boxall profile assessments identify personalised targets to support learning plans/ personal learning goals which have been shared with class teachers to further support students. | | | | |