

Learn with Confidence

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ELSA Policy

Version 1.5

1. Policy Statement

Learn with Confidence (LwC) is committed to providing a nurturing, emotionally supportive learning environment for all students, particularly those with Special Educational Needs (SEN) and Social, Emotional and Mental Health (SEMH) needs. The Emotional Literacy Support Assistant (ELSA) programme is a nationally recognised intervention developed by Educational Psychologists to help children and young people understand and manage their emotions.

"ELSA support is designed to target specific aspects of a child's emotional needs."

ELSA provision at LwC is intended to complement, not replace, specialist mental health services. It provides structured emotional literacy support that helps students develop confidence, resilience, and positive coping strategies.

2. Aims of ELSA Provision

LwC aims to:

- Identify students who would benefit from emotional literacy support.
- Provide structured, evidence-based interventions delivered by trained ELSAs.
- Promote emotional wellbeing, self-awareness, and positive relationships.
- Work collaboratively with families, schools, and external professionals.
- Ensure safeguarding and emotional needs are recognised and responded to appropriately.

3. Legislative Framework

This policy is informed by:

- Children Act 1989
- Children and Families Act 2014
- SEND Code of Practice 2014
- Equality Act 2010
- Keeping Children Safe in Education (latest version)
- Working Together to Safeguard Children (latest version)
- UK GDPR

4. What ELSA Support Provides

ELSA intervention supports students with:

- Anxiety
- Low self-esteem
- Emotional regulation
- Social skills
- Friendship difficulties
- Anger management

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- Loss and bereavement

It is a short- to medium-term intervention focused on helping students develop emotional literacy and coping strategies. For most LwC learners who have complex needs and backgrounds, however, this process is a long-term intervention and will continue until it is no longer required.

"An ELSA's aim is to provide emotional support, not to fix problems."

5. Safeguarding and Confidentiality

Safeguarding is paramount. All ELSAs follow LwC's Safeguarding and Child Protection Policy.

Confidentiality is respected, but never overrides safeguarding duties.

Information is shared sensitively and only with those who need to know, in the best interests of the student.

6. Referral and Access

ELSA support is offered to all students at LwC. Referrals may come from:

- Families
- Teachers
- SENCo
- Wellbeing Coordinator
- EHCP recommendations

Families may accept or decline support at any time.

7. Monitoring and Review

LwC monitors the effectiveness of ELSA provision through:

- Regular review meetings
- Half-termly supervision sessions with a qualified educational psychologist
- Student voice feedback
- Collaboration with families
- Oversight from the Wellbeing Coordinator
- Annual policy review

8. Professional Standards and Supervision

All ELSAs at LwC:

- Undertake professional training by clinical educational psychologists before ELSA sessions can be delivered.
- Receive **12 hours of supervision per year** from a trained Educational Psychologist
- Attend **weekly internal support meetings**
- Follow the national ELSA Network Code of Practice
- Engage in ongoing professional development

This ensures safe, ethical, and high-quality practice.

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9. Ending ELSA Support

ELSA intervention is time-limited. Support ends when:

- Targets have been met
- The student is ready to move on
- A different type of support is more appropriate

Students with long-term or complex needs may require additional specialist services.

Version Control			
Version No.	Date	Author	Notes
1.0	5 th May 2025	S Hutchings	Initial Draft
1.1	8th May 2025	S Hutchings	Updated Edits
1.2	9 th July 2025	K Perry/S Hutchings	Updated Edits
1.3	4th Sept 2025	S Hutchings	Updated Edits
1.4	1/11/25	K Perry	Reviewed
1.5	5.9.26	KP	Amended