

ELSA Training Commitment

The ELSA Programme

The Emotional Literacy Support Assistant (ELSA) programme is an evidence informed approach to supporting the social, emotional and mental health (SEMH) of children and young people. The nationally recognised programme builds capacity within primary and secondary schools to support SEMH needs through training teaching assistants to develop and deliver individualised support programmes. ELSA training and supervision is delivered by experienced Educational Psychologists. Further information about ELSA can be found on the ELSA Network: www.elsanetwork.org

Commitment from the training provider- Warwickshire Educational Psychology Service

The Warwickshire Educational Psychology Service will deliver 6 days of ELSA training (9:30-3:30), followed by four 2 hourly group supervision sessions (2026-2027, facilitated half-termly) and six 2 hourly group supervision sessions in academic year 2027-2028 (facilitated half-termly).

The following topics will be covered:

- Emotional Literacy, Emotional Awareness and Emotional Regulation
- Building Resilience and Self-esteem
- Loss and Bereavement
- Social and Friendship Skills
- Setting SMART Targets
- Facilitation of Active Listening and Reflective Conversations

In addition to the six days of training, there are also group **supervision** sessions which will be scheduled approximately every half-term, starting with the term **after day 6**. ***In order to receive your ELSA certificate, it is essential that ELSAs attend each of the six days and the supervision sessions.*** We will agree the dates and times of the supervision sessions with you during the course of the programme.

On-going supervision: The Warwickshire Educational Psychology Service will offer half-termly supervision sessions for qualified ELSAs. If you are a practicing ELSA, accessing supervision is integral and **essential** to your continuing professional development and role as an ELSA. Guidance from the ELSA Network states that ELSAs should access on-going supervision from qualified Educational Psychologists in order to continue to be able to offer ELSA support in their settings. ELSAs who do **not** access supervision will be at risk of being **de-registered**.

Commitment from the School/Setting

The commitments laid out below are essential to provide the very best foundation for ELSA work to be maximally beneficial in your school. From experience, where schools have been able to effectively implement and maintain the standards below, the work undertaken by the ELSA(s) has produced positive outcomes for children and young people.

- The school will nominate staff (identified as having the necessary prerequisite skills to train as an ELSA, see attached [ELSA Person Specification](#).) who will then be released for the **six whole-day training sessions** and **half-termly supervision sessions**.

- The school will also need to release each ELSA for at least **1 day per week/5 hours (or 1/2 day in schools with less than 100 pupils) to plan, deliver and evaluate** programmes of support to individual pupils identified by the school. Interventions are delivered at a regular time in a quiet room each week. In this respect, such sessions should be regarded as no different from ‘booster’ sessions for literacy and/or numeracy or any other additional support and intervention approaches.
- **A member of the teaching staff should be nominated to line-manage their ELSA (e.g. SENCO or another senior manager in the setting).** The effectiveness of the ELSA approach is most successful when there is strong support and guidance from the school's senior management team. The aim is for an ELSA to receive ongoing support and guidance from their line manager to ensure there is an understanding of the ELSA approach throughout the whole school community. **NB: Line Managers are required to attend on Day 1 from 3:00-4:00pm.**
- Establish and use a **referral system** and ensure a clear and shared understanding of the ELSA role in schools. Examples will be shared; however, many schools prefer to develop their own processes to best fit their individual systems and context.
- As far as is possible, the school should allocate a (small) budget each year to enable ELSAs to develop an appropriate bank of resources in response to needs. Setting to purchase ***Emotional Wellbeing: An Introductory Handbook for ELSAs and Pastoral Support Staff, 3rd Edition (2025)*** written by Gillian Shotton and Shelia Burton.
- Provide a consistent space to work that affords some privacy to children/young people receiving support, that includes some storage and display space for ELSA resources.
- The school agrees to release fully qualified practicing ELSAs for 6 half-termly supervision sessions during an Academic Year. Guidance from the ELSA Network states that ELSAs should access **on-going supervision** from qualified Educational Psychologists in order to continue to be able to offer ELSA support in their settings. *ELSA's who do **not** access on-going supervision will be at risk of being de-registered.*

If you have any questions or queries, please do not hesitate to contact: gemmagough@warwickshire.gov.uk; 01926 742911 (Warwickshire Educational Psychology Service).