



Information for Schools and Professional Settings

Evolve Intervention
2018

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Overview

Our service has been founded to meet the needs of the growing number of children and young people aged 8-18 who are struggling without support. We are absolutely passionate about ensuring that there is appropriate help for those who need it.

Our practitioners are highly skilled and trained professionals who are totally dedicated to improving outcomes for children. Our experiences in schools and other settings have highlighted the huge increasing deficit in intervention provision. We can therefore provide a service that is both affordable and extremely effective.

We accept referrals from any professional working with children or young people, such as teachers, pastoral workers, social workers, local authorities, and so on. We will come to your setting to work with the child/ren you refer to us; this approach permits us meet with the children in a familiar environment and enables us to continue to be cost effective in times of restricted budgets. We can also offer training and consultancy for your staff and settings in a number of areas linking to effectively supporting children and young people.

We are also pleased to take referrals from parents and carers who would like us to work in a private capacity with their child/ren and will travel to their home or agreed public location (wherever the child is most comfortable) to undertake the intervention.

Introduction

Evolve Intervention practitioners build positive, effective relationships in all aspects of intervention, supporting children and young people to build their own resilience to overcome whatever obstacle they are facing and improve their outcomes.

We offer one-to-one mentoring, coaching and tuition as well as group work, training and consultancy. Our coaching and group work interventions usually run for at least 6-8 weeks but can be tailored to your requirements. Mentoring is designed to be a longer term intervention so that the child or young person can truly benefit from building a strong working relationship with their mentor and have a developmental focus. You will find further details of all our interventions in this booklet but we can also design bespoke interventions suited to the needs of the child/ren you refer to us.

All Evolve Intervention practitioners are fully insured and enhanced DBS certified.

We currently cover the following areas:

Basildon	Castle Point	Epping Forest	Maldon	Rochford	Uttlesford
Braintree	Chelmsford	Harlow	Newham	Tendring	Southend-on-
Brentwood	Colchester	Havering	Redbridge	Thurrock	Sea

Rationale

Statistics show that vulnerable children, such as those in care or living in poverty, are more likely than their peers to become disaffected from education, be excluded from school, or leave school without the qualifications they need to take their next steps.

In addition to this, there are rapidly rising numbers of children who do not fall into these vulnerable groups who find themselves unable to cope with different situations. In 2014, The Collaborative Commissioning Forum for the Emotional Wellbeing and Mental Health of Children and Young People in Southend, Essex and Thurrock (Smith, 2016) published a report using data gathered from ChiMat which estimates that as many as **57,285 children living in Essex were in need of early intervention**. You can find this report at https://www.essex.gov.uk/Documents/Full_version_Open_up_Reach_out_v17.pdf

Areas of Support

We can mentor a child or young person in any of the following areas:

- **Self Esteem**
- **Anger Management**
- **Self-Harm**
- **Social and Communication Skills**
- **Coping with Bereavement**
- **Identity**
- **Managing Friendships**
- **Changing My Behaviour**
- **Overcoming Bullying**
- **Dealing with Anxiety**
- **Engaging in Risky Behaviour**

This list is not exhaustive; we understand that reasons for referral may be complex and that the child or young person may be experiencing a culmination of different issues. Mentoring is designed to be a longer-term intervention so that the child can develop trust in the practitioner (often a barrier for children who have previously felt let down by an important adult or professional) and that this relationship forms the basis for empowering the child to learn new ways of coping with their issues and developing skills to overcome them.

Structure

We recommend that mentoring takes place once a week for between 30-60 minutes for at least twelve weeks. We will engage with the referrer throughout this process and will review the intervention regularly so we can be sure that it is meaningful and effective. We will share any safeguarding concerns with the referrer if they arise and this will be explained to the child or young person.

Rationale

Many children and young people find themselves feeling lost, unsure of their sense of self and direction, lacking in confidence or self-esteem, and struggling to manage as they engage with the rigours of life both in and out of school. Evolve Intervention offers academic coaching, emotional coaching, or a combination of both. We would suggest that barriers in an academic setting are usually exacerbated by the child or young person's emotions and mindset and believe that the combination of the two approaches leads to the most positive outcomes.

Academic Coaching

Quite simply, this approach will centre on working with a child on a particular area they might be struggling with in terms of academic performance. This is not to be confused with tuition (see page 5) as coaching will not involve delivery of 'lessons' in a one-to-one capacity but rather working with the child on the following as examples:

- **Motivation**
- **Time management skills**
- **Study skills**

Academic coaching may include completing different activities or just simply talking; the sessions will be shaped by the child by enabling them to take the lead on the direction they want to go in and how they are going to get there, using goal-setting techniques to help the child take ownership of manageable milestones to work towards.

Emotion Coaching

This approach looks to provide children with the support to be able to learn to regulate their emotions so that they can develop a locus of control over their learning and their lives. Whilst this has direct links to improved academic performance, we also know that the parts of the brain that process thinking, reasoning and emotion are integrated at many levels. Emotion coaching looks to develop emotional intelligence and problem solving skills which are crucial for young people to grow into socially competent people. Sessions might focus on:

- **Identifying and understanding different emotions**
- **Passive, aggressive and assertive communication**
- **Becoming solution focused**
- **Coping strategies**

Structure

Sessions will be 30-60 minutes and coaches will work on one obstacle at a time; therefore, the number of sessions are likely to span over one half term (6-7 weeks) per area addressed.

Rationale

It is widely acknowledged amongst professionals that there are extraordinary benefits to young people engaging in structured group work. It provides an opportunity for children to build relationships with the other participants, create a safe environment in which they can establish trust and explore presenting issues, as well as participate in collaborative learning and exploration where they are mutually supported. Coupled with the opportunity to develop social and communication skills, group work is a fantastic way of engaging young people with a particular topic or area of challenge.

Structure

We offer a number of interventions of this nature for groups of up to eight children or young people at a time, including the following:

- **Healthy Relationships**
- **Risk Taking**
- **Preparation for Exams**
- **Self Esteem**
- **Personal Health and Wellbeing**
- **Managing Stress and Building Resilience**
- **Mindfulness**
- **Coping with Transitions**

As with all our interventions, we are able to design a programme of group work suited to the needs of the children involved. Group work will take place once a week over a period of 6-8 weeks depending on the selected intervention. For children who have more complex issues a smaller group is recommended. It is important for referrers to consider the dynamics of the group when making referrals to ensure that the children participating will feel comfortable.

Example: Building Resilience and Exam Preparation Programme (short course)

This intervention can be tailored for different ages; this example is for a Year 11 cohort. Participants will engage in 6 hour-long sessions as follows:

Session	Focus	Session	Focus
Week 1	Establishing the group; self-evaluation; introduction to mindfulness and growth mindset	Week 4	Preparing for exams and managing pressure
Week 2	Self-reflection session; self-regulation, self-awareness, aims, outcomes, recognising symptoms	Week 5	Revision techniques, embedding the skills
Week 3	Techniques and strategies, building individual self-care plan, students given individual workbooks to use	Week 6	Exit work, future solutions, reflection, self-planning, self-evaluation

Yoga, Mindfulness and Meditation

Rationale

Harvard Medical School (2016) succinctly outlines the benefits of yoga, mindfulness and meditation for children and young people in schools:

"Yoga and mindfulness have been shown to improve both physical and mental health in school-age children...Yoga improves balance, strength, endurance, and aerobic capacity in children. Yoga and mindfulness offer psychological benefits for children...can improve focus, memory, self-esteem, academic performance, and classroom behavior, and can even reduce anxiety and stress in children."

- Harvard Health Publishing, available at <https://www.health.harvard.edu/blog/more-than-just-a-game-yoga-for-school-agechildren-201601299055>

In addition to this we are able to offer these interventions for your staff; we firmly believe in promoting and protecting staff well-being, particularly when the pressures in schools and other settings has never been greater. We can support via weekly sessions or as part of a staff training session.

Structure

Sessions will be tailored to the group or individual over a period of at least 6 weeks. Workshops will consist of breathing techniques to help with anxiety, depression and relaxation. In addition to gentle yoga poses incorporating breath work, there will also be mindfulness, meditation, relaxation and positive affirmations. Our instructors are highly trained and will provide all resources and equipment.

Academic Support

Rationale

We understand that for some children additional support is required in certain areas to enable them to flourish academically, whether it be their basic skills or preparation for examinations. Our research and experience has shown that there are great benefits to engaging children in interventions such as small group work, or one-to-one support. For example, we know that the group setting not only allows students to improve their academic skills but also their participation, sharing, communication and listening skills; these can sometimes be the very barriers which have prevented them from engaging as well as they could have. Individual sessions provide an opportunity for a child to work at their own pace whilst building their confidence and developing their sense of accountability and responsibility for their learning.

Structure

We have a number of specialists on hand to help; for primary schools our practitioners can offer individual or small group (3-4 students) interventions to support the **development of literacy and numeracy** skills and will design bespoke sessions around the specific needs of your pupils.

Our **outstanding qualified English teacher** is also on hand at secondary level for support in GCSE English Literature or English Language, offering tuition, workshops, masterclasses or holiday 'catch up' sessions.

Training and Consultancy

There are increasing demands on schools and other settings to demonstrate they are meeting the latest criteria set down by OFSTED and other regulatory bodies in terms of safeguarding, wellbeing, pastoral care, attendance, and so on.

Our team can provide training and support packages for staff and schools in a number of areas such as:

- **Classroom Behaviour Management**
- **Supporting Children in Care**
- **Philosophy for Children (P4C)**
- **Healthy Schools Award**
- **Supporting newly qualified staff or teachers in training**
- **Wellbeing Audit**
- **Attachment Aware Schools Award**
- **Supporting Children with Mental Health**

We also offer a suite of support packages in **Attendance**; please let us know if you would like us to send you our brochure; examples of the support on offer are as follows:

- **School Consultations:** Identifying cases where attendance is causing concern. Discussing suitable cases for case work.
- **Early Intervention clinics:** Parental advice and guidance on signposting for additional support.
- **Supporting school led meetings** with Parents and/or students.
- **Conducting assemblies** for students, raising the profile of attendance in school.
- **OFSTED support:** Supporting schools with report writing for OFSTED. Attending schools during OFSTED visits to support school staff.
- **Data Analysis:** Using existing school systems to identify and track pupils' attendance.
- Writing Attendance Policies.
- **Home visits:** Support school staff in attending home visits for pupils who may be missing from education and/or there are safeguarding concerns.
- Ensuring schools are adhering to the Local Authorities' code of conduct for issuing **Penalty Notices**.
- **Supervision** for your Attendance Officers/SLT advice and guidance on progressing cases, assistance with completing referrals to support agencies alongside etc.
- **Training** on areas such as: 'Coding Absences & seeking evidence'; 'Effectively using data to identify and target individuals/ groups'; 'Attendance a whole school approach'; 'Training new school-based attendance staff'; 'Court process and being a witness in court'.

- **Attendance Health Checks/Audits:** “Deep Dive” into attendance data to scrutinise use of codes, studying patterns of absence, both authorised and unauthorised. Intensive analysis and report of findings provided to school and action plan completed.
- **Data reporting:** Tracking tools can be created to support schools by utilising their existing data for the purposes of identification, measuring impact.

Evolve Intervention Contact

Getting in touch

You can email us at info@evolve-intervention.com or visit our website www.evolve-intervention.com/contact. You can also call us on 01245 526069 Monday – Friday, 9.00am – 6.00pm.

We are happy to answer any questions you might have, discuss bespoke interventions, go through payment packages and provide quotes, or have a free consultation on recommendations for support.

Making a referral

If you would like to refer a child or young person for one of our services, you will need to contact us to agree the terms of service. We will then send you the appropriate referral form for each child or young person you want us to engage with for you to complete and return to us securely by email. **Permission must be sought from a parent or carer before we can begin an intervention.** We will then send you an invoice prior to the start date which must be paid before the intervention can commence.

We will use the data on the referral, along with **pre and post evaluative data** to prepare an **overview report** for you presenting the **impact of the intervention**; as such we will ask you for your feedback to inform this report. The report will include **quantitative and qualitative data** which is useful for **demonstrating impact and value for money** to governors, trustees, or regulatory bodies such as OFSTED.

If a parent or carer wishes to make a direct referral to us then the same forms are used but we only offer mentoring, coaching and academic tuition in a private capacity. Any intervention of this nature will take place outside of school hours.

Copies of our referral forms are available on our website.