

SEMH ART INTERVENTION

Newcastle Educational
Psychology Service

Newcastle Educational Psychology Service is offering a SEMH art intervention free for schools. This is a whole-class intervention delivered over 6 weeks, currently for children in Key Stage 2.

The intervention aims to develop children's social and emotional wellbeing through creating and talking about visual art. The whole class art sessions are choice-based, child-centred, and underpinned by theories of play, art-therapy and group counselling (Ziff, 2016).

Aims of the Intervention

The intervention sits alongside Newcastle's 5 Rs Framework to Resilience, supporting young people's SEMH needs.



Relationships

Develop positive relationships in the class and promote a sense of class-connectedness and wellbeing.



Recognition

Build on skills including recognising, labelling, understanding and expressing emotions.



Regulation

Develop emotional regulation strategies and build on social skills including listening, empathy and communicating feelings to others.



Reflection

Time and space to reflect on thoughts and feelings individually and with others.



Resilience

Provide an opportunity for creative self-expression, contributing to a sense of autonomy and self-confidence.



Moving

Forward

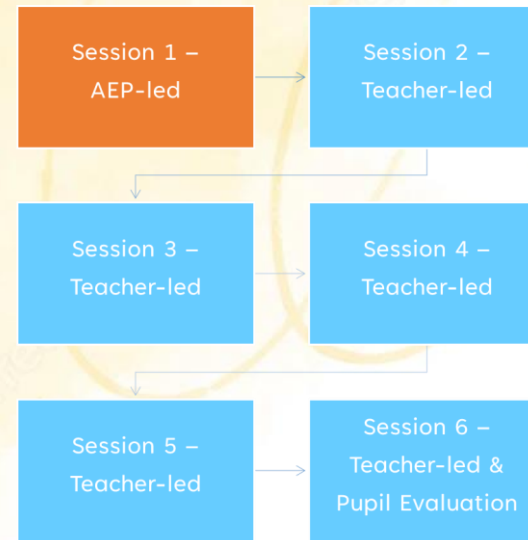
Together

Intervention Structure

An Assistant Educational Psychologist (AEP) and the class teacher deliver a six-week intervention.

This will include:

- An initial meeting via Teams to introduce the approach and to plan timings and resources.
- Two fortnightly 30-minute supervision sessions for the class teacher with the AEP. This is a supportive space for the teacher to reflect on children's progress and discuss any issues if they arise.
- The AEP will attend on weeks 1, 2 and 6 to support the class teacher and to facilitate gathering pupil voice during session 6.
- The weekly art sessions last 40 minutes – 1 hour.



Links to the National Curriculum

- ✦ Recognise and talk about emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- ✦ Support pupils to be confident, resilient, independent and to develop strength of character.
- ✦ Build strategies to respond to feelings; how to manage and respond to feelings appropriately.

2022-23 Evaluation

The SEMH Art Intervention has been delivered to **27** schools this year, including one specialist provision.

Teachers involved completed pre and post intervention questionnaires to support the delivery of the sessions.

Strengths:

- ✓ Staff felt the intervention was an excellent opportunity to get to know students and provided more opportunities for conversations with children about their feelings.
- ✓ Staff felt the choice-based approach enabled pupils to better express their creativity.
- ✓ Staff commented that relationships between peers improved.

In the coming year, the EPS will develop:

- more opportunities to include pupil voice within the feedback from the intervention
- opportunities for the intervention to be delivered to Key Stage 3 and specialist provisions

If your school would be interested in participating in the intervention in the 23-24 academic year, or would like to know more, please contact our AEPs at:

assistanteps@newcastle.gov.uk