



EVALUATING THE IMPACT OF EMOTIONAL LITERACY SUPPORT ASSISTANTS (ELSA) WITHIN SUFFOLK



Aims/Background context



(why did we do it)

The evaluation aimed to explore the **impact of ELSA** at three different levels. These are the impact **for the child/young person (YP)**, for the **ELSA practitioners**, and the impact on the **educational setting/school** as a whole.

What impact does ELSA have?

How does it have an impact?

Who does it impact?

Child / YP

ELSA

Setting

Design/Methods



(what did we do)

Interviews (6) were completed with ELSAs using a semi-structured interview guide. This meant that participants were asked several questions from a list, but that there was flexibility to talk about other things they found important. This helped to explore the relevant contexts, mechanisms and outcomes influencing ELSA.

Online questionnaire responses (56) were received between October and December 2023. Online data was collected through MS Forms. This included both open and closed questions, allowing for both numerical data as and qualitative responses.

Results/Discussion/Impact



(what does this mean for children & families in Suffolk)

Impact for Children and Young People

The findings suggested that ELSA can support children and young people in developing their identity, feeling valued, and learning a range of emotional literacy skills. Further, some benefits were also noted for transitions and school attendance.

Impact for ELSA practitioners

Many ELSAs spoke very positively about being valued in their role and enjoying being an ELSA. It provided continuous learning opportunities, although time and other pressures of the role could make it more challenging.

Impact on Educational Setting

The findings suggested that ELSAs could work as part of a wider school team, which supported the emotional literacy understanding of other school members. Some ELSAs were able to contribute to a positive whole school approach to emotional literacy, which was felt to further improve the outcomes of ELSA.

Summary provided by Connor Hammond (Trainee Educational Psychologist) December 2024