



OXFORDSHIRE
COUNTY COUNCIL



Oxfordshire SEND

Oxfordshire Educational Psychology Service

Assistant Educational Psychologist
Intervention Packages
2026 - 2027



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What to Expect



Selecting your package:

- Oxfordshire's Assistant Educational Psychologists (AEPs) have created many effective, evidence-based group interventions aimed at supporting common areas of support for schools. Information for all of these are included in this booklet.
- Most group interventions are completed in 6 weekly 1-hour sessions, with 4-6 students depending on age.
- Most interventions could be adapted to be delivered 1 to 1.



What happens next?

- Once agreement has been confirmed, you will be contacted to set up a meeting with the AEP who will be running the intervention.
- You will need to select a member of staff to support every session, for safeguarding and relationship purposes. They can then deliver the intervention independently for future cohorts in your school.
- During this initial meeting, we will discuss the structure and what resources we need from you to facilitate the group. This is a great opportunity to ask any questions you may have.
- We also need to arrange consent from parents, which will be discussed at the earliest opportunity. We will provide the letter and information for you to send to parents/carers.



What happens after the intervention?

- Your SENDCO will receive a Record of Involvement (ROI) from the AEP that summarises and evaluates the intervention, including an anonymised comparison of pre- and post-assessment scores (administered by the AEP) where applicable.





Tackling Exams Effectively:

A GUIDE TO SURVIVING EXAMS

Suitable for: Students in Year 11 and 13 experiencing exam-related anxiety and stress.

Aims: Provide students with strategies to help them cope with the feelings they might experience before and during their exams, as well as revision strategies to ensure they are fully prepared for their exams.

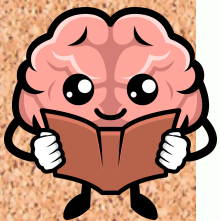
Session 1 : Stress/Anxiety

- Experiences of stress and anxiety
- The function of stress and anxiety
- How thoughts, feelings and behaviour are connected



Session 2 : Strategies to manage Stress/Anxiety

- Practicing relaxation techniques
- The importance of food, sleep and exercise
- Challenging negative thinking
- Changing behaviours

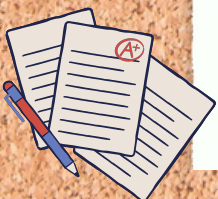


Session 3 : Revision and learning strategies

- Revision techniques
- Note-taking techniques
- Factors relating to forgetting

Session 4 : Making a plan

- Collating useful strategies
- Making a revision plan and organisation
- Thinking positively about the future



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MANAGING WORRIES AT SCHOOL

Suitable for: Students who are struggling to attend classes due to emotional distress or anxiety, or those with lower resilience when faced with challenges e.g., those displaying EBSNA behaviours.

Aims: Build coping skills, understanding of anxiety, and ability to manage emotions and difficult situations in school.

Age range: Secondary - Year 7 to 13



1

Defining anxiety and goal setting

Aim: To explore psychoeducation around intense feelings such as anxiety and introducing goal setting to the students, encouraging them to identify one thing they would like to achieve by the end of the intervention.

Hot Cross Bun model - relationship between thoughts, feelings, and behaviours

2

Aim: To explore thoughts, feelings, and physiological responses, understanding that these are interrelated, and to consider individual barriers to engagement at school.



3

Positive thinking and reframing negative thoughts

Aim: To practise the reframing of negative thoughts and experiences in order to boost resilience and move away from negative automatic thoughts and spirals. We look at and emphasise our personal strengths.

Avoidance and motivation

4

Aim: To introduce the anxiety cycle and explore how avoidance of a negative outcome can perpetuate things. Students will explore the wheel of change and identify where they are currently on the wheel in relation to their personal goals.

5

Problem-solving

Aim: To recap definitions of key words from previous sessions and explore self-regulation techniques that might help when feeling anxious or overwhelmed.



SMART goals

Aim: To reflect on their goal from session 1 and introduce the concept of setting SMART targets to continue improving their resilience in future.

6



There is an option to upskill staff through interactive online training and coaching for this intervention, instead of the AEP delivering directly with the students. Please speak to your AEP to gather more information about this, and choose the best option for your setting.

TIME TO THRIVE

Self Esteem Intervention

Suitable for: Students with low self-esteem and self-efficacy, may find friendships a bit trickier, or be quite shy or withdrawn.

Aims: Recognise their abilities and strengths, challenge their self view, practice some key skills and boundaries in relationships.

Age range: Secondary - Year 7 to 13

01.

Introduction to Self-Esteem

We look at understanding self-esteem and what 'boosts' or 'drains' it for us as individuals.

Recognising Strengths

02.

We explore strengths in others and ourselves, and consider what strengths we would like to develop further.

03.

Challenging Negative Self-Talk

We define negative self-talk, and how it impacts our behaviour and emotion. We practise reframing thoughts and looking at positives.

Resilience

04.

We discuss how resilience changes situationally or over time. We compete in a fun activity that requires persistence and resilience!

05.

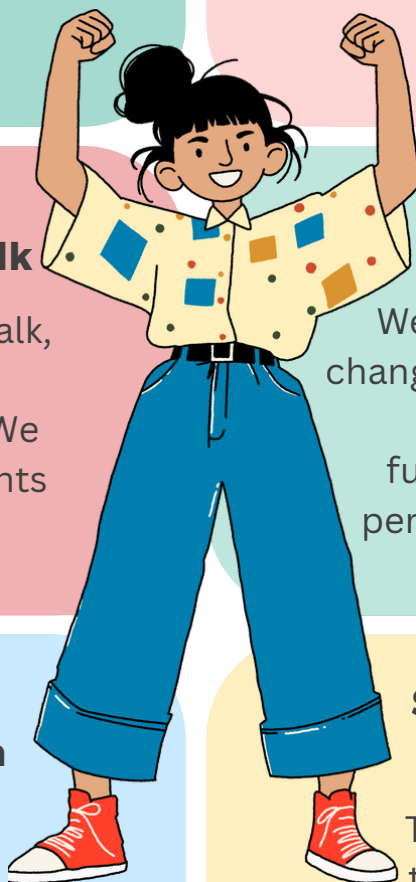
Boundaries and Communication

We discuss how healthy relationships impact our self-esteem and practise being more assertive.

Self-Care and Coping Skills

06.

Together we try calming techniques and discuss how self-care can boost our self-esteem and wellbeing.



Positive Peer Interactions

Suitable for: Students who need support to engage positively with their peers and manage interactions in situations where it is harder to respond positively or avoid conflict.

Aims: Explore and challenge individual views, and practise key skills through group discussions and game based activities.

Age range: Secondary - Year 7 to 11



Session 1

- *Group Introductions*
- Respecting others

Session 2

- Accepting differences between us
- Expectations of others

Session 3

- Anger and Defensiveness
- Conflict Resolution

Session 4

- Managing teasing and bullying
- Thinking before acting

Session 5

- Learning from mistakes
- Apologising

Session 6

- Cooperating with others
- *Recap and Feedback*



Positive Play

- **Suitable for:** Students who find getting along with peers and managing big emotions difficult. They may find it hard to learn from mistakes and apologise.
- **Aims:** Explore how to play positively with others through discussions and practising skills in game based activities.
- **Age range:** Primary - Year 3 to 6



Session 1



- *Introduction to the group*
- Respect

Session 2



- Listening to others
- Taking-turns

Session 3



- Self-control
- Thinking before you act

Session 4



- Managing anger
- Resolving conflicts

Session 5



- Making mistakes
- Apologising

Session 6



- Working as a team
- *Recap and Feedback*

BRICK BUILDING GROUPS

- **Suitable for:** Students who need support with social communication skills and emotional regulation.

Particularly effective for autistic students, and those with ADHD, anxiety and language disorders.

- **Aims:** Develop listening and communication skills, turn taking and joint attention.

- **Age range:** Primary - Year 3 to 6
Suitable for some Secondary students



How it Works:

Weekly 1-hour sessions where children collaborate on a shared building project. Each child takes on a role—such as Engineer, Builder, or Parts Supplier—while the facilitator supports communication, teamwork, and joint problem-solving.

Skills Developed:

Improved communication and collaboration; enhanced pro-social behaviours and self-regulation; strengthened problem-solving, turn-taking, and conflict-resolution skills.

What You Need:

A suitable space, and a simple LEGO model with an instruction manual. Sessions are led by an adult skilled in supporting social communication differences to guide positive interaction and shared decision-making.



RESILIENT ME



- **Suitable for:** Children who would benefit from developing resilience, confidence in their strengths, emotional regulation, and problem-solving skills.
- **Aims:** Strengthen children's awareness of personal strengths, build emotional regulation strategies, and enhance problem-solving to support academic, social, and personal development.
- **Age range:** Primary – Year 4 to 6.



1.

Making a Strength Shield: Identify their own strengths and positive experiences, to strengthen their resilience and boost their self-esteem.

Managing Emotions: Understand what happens to our bodies when we worry and to learn calming techniques to help regulate themselves.

2.

3. **Problem-Solving Skills:** Recognise what we can and cannot control, and generate alternative solutions to common social and cognitive challenges in the classroom.

Mindset Matters: See mistakes as learning opportunities to develop a growth mindset where they perceive challenges as things they can tackle and overcome.

4.

5. **Applying Skills:** Drawing together all the previous activities to make an action plan for a person worried about moving up to secondary school or changing class.

Looking to the Future: Opportunity to reflect on how they may use their skills in the future, and develop a positive outlook, by giving and receiving compliments.

6.