

## Socials - Girls Group - A.O'Gorman

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### Progression plan

#### Skills Developed Through Club

##### **Communication Skills:**

- Turn Taking in conversation
- Active listening
- Expressing opinions appropriately
- Using emotional vocabulary
- Reading and responding to social cues

##### **Social Interaction Skills:**

- Initiating, developing and maintaining friendships
- Sharing and negotiating
- Giving and receiving compliments
- Cooperative participation in group activities
- Managing disagreements and repairing relationships

##### **Emotional Regulation Skills:**

- Identifying and expressing emotions
- Using creative and movement based strategies for self-regulation
- Managing performance anxiety
- Building tolerance for social uncertainty

##### **Confidence and Self-Esteem:**

- Developing a positive self-identity
- Experiencing success in a supportive environment
- Feeling valued in a peer group
- Sense of belonging and community
- Reducing social masking through safe participation

**Executive Function Skills:**

- Waiting and impulse control
- Planning and completing a creative task
- Sustaining attention in group activity
- Organising materials

**Sensory and Self-Regulation Awareness:**

- Recognising sensory needs
- Increased body awareness
- Increased comfort in a shared space
- Using movement and creative tasks for regulation

**Social summary:**

The Girls' Social Club is a targeted inclusive intervention that supports EHCP outcomes relating to social communication, emotional regulation, independence and preparation for adulthood, while also contributing to the school's wider personal development and wellbeing priorities.

Through structured, low-pressure, interest-based activities, pupils are provided with explicit opportunities to practise conversational reciprocity, turn-taking, perspective-taking and friendship skills in a safe and supportive environment. The predictable structure and sensory-informed approach reduce anxiety, support self-regulation and build emotional resilience. By fostering meaningful peer connection, self-expression and a sense of belonging, this group reduces social isolation and masking behaviours, strengthens self-confidence, and increases engagement in wider school life.

Over time pupils will demonstrate improved peer relationships, greater emotional literacy, enhanced resilience and increased participation, reflecting The Observatory's commitment to inclusive practice, early intervention and positive outcomes for vulnerable learners.

Termly plan

Autumn  
-  
**Building Safety  
and  
Foundations**

**Autumn is about psychological safety. Many neurodivergent girls mask heavily and feel socially unsure. Before we can expect deeper friendship skills, they need predictability and security.**

**Core Focus:** Emotional safety, belonging and basic social communication

**Skill Focus:**

- Group rules and shared expectations
- Turn-taking in conversation
- Active listening
- Identifying and expressing emotions
- Building trust within a small peer group
- Recognising potential boundaries

**Summary of activities during the term:**

- Colouring during structured check-ins (low-pressure talking)
- Simple bracelet making with guided sharing prompts
- Structured discussion starters
- Optional small-group karaoke (opportunity for solo for confident members)
- Gentle movement games focusing on cooperation.
- Board games
- Low-pressure film in background to ease anxiety

**Expected impact by end of term:**

- Increased comfort speaking in a small group
- Reduced anxiety within the group environment
- Peer connections forming
- Greater emotional vocabulary

<p>Spring - <b>Developing Social Confidence and Interaction.</b></p>	<p><b>Once safety is established, girls can move into practising more complex friendship skills. This is often where social misunderstandings happen for ASD/ADHD pupils - so supportive rehearsal is key.</b></p> <p><b>Core Focus:</b> Reciprocity, friendship skills and emotional regulation</p> <p><b>Skill Focus:</b></p> <ul style="list-style-type: none"><li>● Maintaining conversations</li><li>● Perspective talking</li><li>● Giving and receiving compliments</li><li>● Managing minor disagreements</li><li>● Negotiation and sharing</li><li>● Coping with performance nerves</li><li>● Confidence building</li></ul> <p><b>Summary of activities during the term:</b></p> <ul style="list-style-type: none"><li>● Karaoke with small supportive audience</li><li>● Collaborative bracelet making project</li><li>● Pair/group dance routines encouraging cooperation</li><li>● Friendship scenario discussion prompts</li><li>● Creative tasks that require planning and shared decision making.</li></ul> <p><b>Expected impact by the end of term:</b></p> <ul style="list-style-type: none"><li>● Improved conversational reciprocity</li><li>● Increased confidence performing or sharing ideas</li><li>● Greater tolerance for small social frustrations</li><li>● Stronger peer bonds with group members</li><li>● Greater tolerance for setbacks in collaborative projects</li></ul>
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Summer  
-  
**Independence  
Identity and  
Resilience**

**Summer is about consolidation and empowerment. The aim is for students to internalise skills and feel more secure socially outside of the group. This helps prepare for next transition steps and preparation for adulthood.**

**Core Focus:** Self-confidence, identity, and generalising skills beyond the group

**Skill Focus:**

- Self advocacy
- Positive self identity
- Leadership within the group
- Emotional resilience
- Managing transitions
- Preparing for year social changes

**Summary of activities during the term:**

- Student-led karaoke playlists
- Designing and running a bracelet making session for others
- Creating and teaching short dance routines
- Reflection circles
- Personal identity creative projects

**Expected impact by the end of term:**

- Increased self-esteem
- Greater independence in peer interactions
- Stronger sense of belonging in and around school
- Improved readiness for transition