



## **Nurture and Thrive @Silverdale**

**Being ready for the next stage of education, training or employment**

**2022 – 2023**

## **THRIVE @Silverdale**

**Our Thrive practitioner is based in the Primary and Middle departments and offer support to children in those departments.**

### ***What is Thrive?***

Thrive is a therapeutic approach to help support children with their emotional and social development.

The Thrive approach offers practical strategies and techniques and is built around online assessments which identify children's emotional development and provides action plans for their individual needs.

Research has shown that how we behave is linked to how we feel and our emotions are linked to how we learn. By teaching children to recognise and notice these feelings and emotions it can help with their development and learning.

Children sometimes need some extra support with their emotional growth and this can be temporary or over a longer period of time.

Thrive promotes their emotional and social growth by building positive relationships between a child and their peers and helps them explore and understand their feelings through various activities.

### ***Stages:***

There are six development strands.

Child development can be depicted as six strands of experience, each with accompanying tasks and opportunities. These translate into six fundamental aspects of learning for emotional and social development: learning to be, learning to do, learning to think, learning to be powerful and have an identity, learning to be skilful and have structure and learning to be independent, relate to your peers and become secure in your sexual identity.

- ❖ Being
- ❖ Doing
- ❖ Thinking
- ❖ Power and Identity
- ❖ Skills and Structure
- ❖ Separation and Sexuality.

We always assess each child at the Being Strand as a starting point. We then can provide repeated consistency contained and regulated experiences to help with the child's interrupted development.

***Thrive Sessions:***

Each child can be offered individual sessions throughout the school day on either a one to one or small group. A thrive session can also be used on a needs met basis.

***Why might my child attend a Thrive Session?***

Many children experience difficulties during their time at school. These may include:

Difficulties with friendships

getting into trouble at playtime

Finding it hard to settle in the classroom

Finding it difficult to manage their strong feelings.

Not knowing who to turn to when feelings are too big to manage on their own.

These situations can lead to many different feelings which may seem overwhelming at times. They may include anger, frustration, sadness, loneliness, confusion or anxiety. All these feelings are very normal and happen to a lot of children. The Thrive sessions are to help children learn to manage their feelings and teach them strategies that will help promote their learning at school.

Currently the Primary children at main site and students at the Learning Centre have access to sessions with a Thrive Practitioner.

The whole school delivers of Thrive Approach in every day interactions.

***What will happen in a Thrive session?***

The session will be planned to incorporate the child's Development Task, Key Task, and chosen learning target to work on.

Activities may include: Storytelling, Arts and Crafts, Sand Play, Movement and Relaxation, Circle games, Role play and puppet work, cookery, clay work or modelling.

***Progress:***

Each child has their own file which contains their individual profile, profile score, baseline skills results and action plans, together with session plans and recorded activities done during their sessions.

Their progress is monitored by re-profiling every 3 months.

***Our vision and aims:***

Our vision is to:

Develop children emotionally so they are able to recognise and distinguish their emotions and learn ways of responding to their feelings appropriately.

We aim to:

Provide alternative support for children who are experiencing emotional, social or behavioural difficulties.

Provide a safe and calm environment for children to develop their skills.

Enable children to take pride in their achievements and enhance self-esteem

Help children to manage their feelings and develop skills to enjoy and participate in school life.

Use positive approaches to manage all behaviours.

### **Nurture @Silverdale**

#### ***Intervention Support – The Oasis and Upper School offer.***

The needs of the students are of paramount importance and are central to any intervention plan.

If a student is dysregulated, in distress or crisis, they cannot learn. The intervention rationale is based on the understanding that all behaviour is communication and it is our aim to listen and understand. The long-term aim is to equip our young people for life, with the ability to understand themselves and learn how to self-regulate. Together with the students, personalised strategies are developed which they can apply with support initially, moving into independent self-management.

#### ***Rescue, Regulate, Re-engage: The foundation of all interventions***

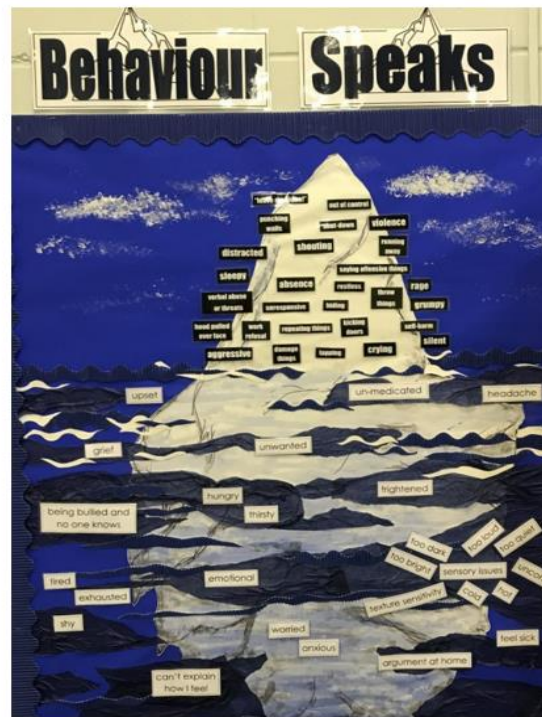
**Rescue:** at the point of intervention – this could be in response to distress or dysregulation as it presents in the school day. If a long term issue is identified by professionals working with the young person, e.g. self-harm, then a pro-active plan for this will be developed and often involves liaising with Link Workers, other staff and professionals such as school nurses, CAMHS, parents or carers.

**Regulate:** this element of intervention can take minutes, hours or a number of individual sessions over weeks or months and is the substance of the work. For example: a student may have had a disagreement with a friend on the way in to school or during a lesson. When this happens, the student would be able to have some one-to-one support in the intervention room (Oasis Hub) to engage in a calming activity and identify the issue. Once identified, together with intervention staff, a plan to resolve or overcome the issue would be decided upon. In this case, there would usually be some restoration work done with the friend either immediately or at the first appropriate opportunity. The student would return to their lesson once ready to learn.

Longer term interventions: Here, a targeted and specific rationale is written with short, medium and long term aims and objectives and will follow a period of needs assessments. One-to-one sessions will be planned by intervention staff, working toward expected outcomes. For example: a student who struggles with being emotionally overwhelmed leading to frequent behaviour difficulties. Young people with additional needs often have little or no self-awareness or understanding around their emotions.

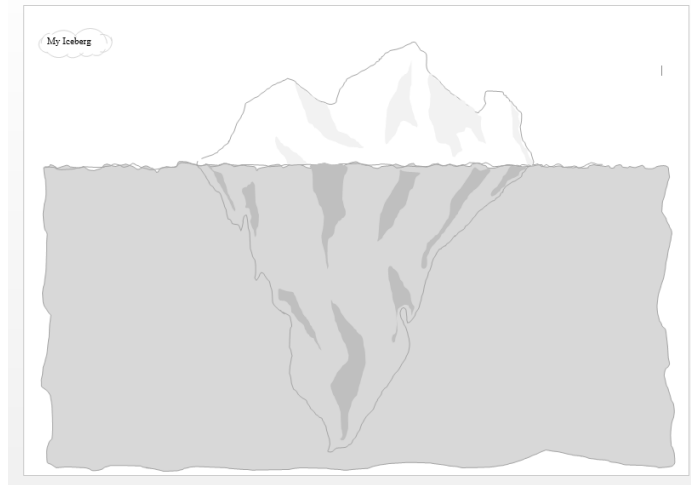
'Iceberg Theory' is at the foundation of these interventions. We look at the structure of an iceberg, identifying that 75% of it is below the water level – this represents emotions, thoughts and sensations which we experience inside ourselves and are not seen. The 25% of it above water represents what we do see, i.e. behaviour, body language, facial expression etc. We take time helping our students to begin to identify the inner signs of distress or dysregulation and develop preventative strategies with them leading to ownership of their own regulation and communication of their needs. This can take a significant amount of time but is tremendously successful and is way to equip for life.

Iceberg display on the wall in the Oasis Hub room.



What we see – actions, behaviour, facial expression, body language.

What we don't see – feelings, thoughts and sensory responses.



Students will complete their own iceberg diagram as they begin to identify their triggers and difficulties.

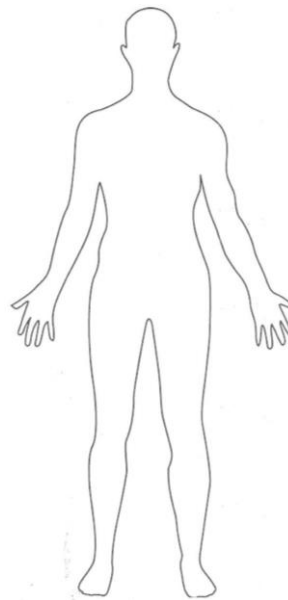
Within the Oasis Hub room, there are a number of activities on offer ranging from sensory aides such as kinetic or soft sand, through to subject specific or emotional awareness activities and work sheets.

To develop emotional literacy and self-awareness, a personalised version of this activity is created incorporating areas of specific interest:

#### Body Scan:

What I feel and where I feel it in my body when I am...

Anxious  
Angry  
Frightened  
Upset  
Overwhelmed etc.



The purpose of this activity is to help our young people begin to identify the 'clues' our bodies give us when we are in different emotional states. When early signs of dysregulation can be identified by the individual, self-regulation strategies can be employed by them, or they can communicate quickly that they need some help or support. Early intervention brings the most positive outcomes.

Once self-awareness develops, triggers can be investigated and personalised, preventative strategies created and employed.

**Re-engage:** Once regulated, the student will return to lesson for the rest of the school day. With longer interventions, the aim is that there will be significant progress made in home and family life, with friends and family outside of school as well as within.

### ***Teaching and Learning Interventions.***

As well as pastoral work, learning support is offered. Where a student may struggle within a classroom on any given occasion for any reason, but would be able to access their learning in a quiet environment, the Oasis Hub room also has tables which can be separated when necessary to accommodate a number of students at a time. Dyslexia support and a spellings intervention programme is currently being developed to support the English curriculum and will be accessed from September 2022. Recently, some provision of number formation work sheets have been produced for a particular student who struggles with this aspect of numeracy.

All subjects can be supported in partnership with subject teachers.