

The Thrive approach

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, such as storytelling, arts and crafts, role play and puppet work, movement and relaxation and sensory play.



Time to Talk

Time to talk has been specifically created to teach and develop social interaction skills and improve oral language skills for children aged between 4-6 years old. Time to talk contains over 40 sessions which are designed for children who will be seen two to three times each week. The book will also help teachers to develop the basis of interaction with the help of a friendly and approachable character, Ginger the Bear who is a core feature in all of the activities.

The skills which a child can gain include:

- Eye Contact
- Taking turns
- Let's Practice
- Sharing
- Greetings
- Awareness of Feelings
- Giving
- Following Instructions
- Listening
- Paying Attention
- Play skills

Rainbows: Our Rainbows programme aims to support and care for any of our children who have experienced a difficult loss or separation. Each session is designed to give children an opportunity to talk, reflect and offer advice within the group. The programme allows children the chance to share experiences with each other in a safe, confidential environment and understand that they aren't alone in their feelings. Children complete activities in their personal journals, which are only shared when children are comfortable. Staff who run the programme have all had appropriate training