



**CASE STUDY - THE IMPLEMENTATION OF THE 'THRIVE' ASSESSMENT TO SUPPORT CHILDREN WITH THEIR EMOTIONAL DEVELOPMENT**

The THRIVE assessment tool identifies where there has been a gap in a child's brain/emotional development and indicates strategies for educators and parents to use to overcome these gaps and help the children to become positive learners

**NAME OF SCHOOL**

ILFRACOMBE INFANT AND NURSERY SCHOOL

**HEALTH THEME**

IMPROVING EMOTIONAL HEALTH & WELLBEING

**SUMMARY OF HEALTHY SCHOOLS PLUS ACTIONS**

- The school made a significant investment to enable a range of staff to attend the formal THRIVE training and become a core THRIVE Team to provide on-going support to class teachers in the use of the THRIVE assessment tool
- Introduced opportunity for active learning for a group of boys [Year 2] experiencing high levels of anger. Appointed a male member of staff to work with the boys on a weekly basis to set up an allotment
- Drama therapy sessions were organised for an identified group of girls [Year 1] – withdrawn and vulnerable in class
- Arranged for identified children to have individual weekly sessions with a Behaviour Support Adviser
- Set up a THRIVE room to be used by identified children at lunchtimes. Supervised by a THRIVE trained member of staff
- Future plans to set up Art therapy classes for children needing more in-depth support

**EVIDENCE OF IMPACT**

- The THRIVE assessment tool is now a key part of the SEN framework of provision at the school
- Teachers and parents are working more effectively to support the development of the children
- The specific interventions have improved the wellbeing of all the identified children. It also generated positive results in their academic progress
- Boys [from the allotment group] now observed to be causing less disruption in class and more focused on their learning. Parents noticed a difference in the behaviour and self esteem of their sons.
- Girls [from the drama group] also seen to be more involved in their learning, are happier and more confident
- Feedback from the children *'I used to feel very sad and angry but I don't now because I know I can do things and I know that my teacher knows that I'm not bad'... 'I like it when G. comes because I can be a princess in drama club and I've never been a princess'... 'Mr T said that I was a good helper - I didn't know I could grow things but I can now'.*
- The THRIVE lunchtime facilities are also having a positive impact

## REFLECTIONS FROM THE SCHOOL

The emotional needs of the individual children are now being recognised and appropriately supported. Staff feel more empowered in the way that they handle children with emotional and behavioural issues – they understand that for young children 'behaviour is communication'.

**For further information regarding this intervention, please contact -**

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