

# SEND News – Term 2 2020



Hello everyone,

Firstly, a huge thank you to families and staff for working so hard to ensure that our children and young people with SEND have continued to access learning. It is fantastic to see our learners thriving in their school environment and all the provision and resources committed to adapting things where needed too. Working together effectively is pivotal to a learner with SEND and we appreciate all the support that families offer. Keeping safe has been high on the agenda of course and this is ever important over the Christmas period and for our return in January too. Please keep informing teachers as to any changing needs for your child. Wishing you a very happy and safe Christmas. Sue Fulbrook (SEND Director)

## The Thrive Approach

Thrive has been developed over the last 25 years to support adults to further the emotional and social development of children. Within Acorn Education Trust, we employ a Behaviour Support TA who has also completed licensed Thrive practitioner training. Mrs Whitehouse works with children and young people who are referred to us by their school. She may undertake a bespoke programme of support, but more and more frequently, we are using Thrive assessments and action plans to inform our practice. The Thrive Approach stretches from those at the “being” stage of development (0-6 months) right up to “interdependence (11-16) and highlights key emotional stages. Life can sometimes “get in the way” of a child’s emotional development and this is nobody’s fault. The Thrive Approach can help us to identify where gaps might have opened in a child’s journey and help to suggest ways to support the closing of those gaps.

Below are some examples of this to illustrate how a seemingly simple activity allows children and young people to learn key emotional skills. See [www.thriveapproach.com](http://www.thriveapproach.com) for more information and follow them on twitter @Thriveapproach.



This is with a Year 8 learner, completing a cross-stitch activity. Working on motivation for developing skills through managing learning with less reassurance at the “Skills and Structure” stage of Thrive.



This activity is often used at the “Being” level of development. Feeling safe, special and having needs met is key at this stage. It can be used as a special game giving the child the special job of choosing the animals or to discuss where the animals feel safe.



This is for a Year 2 learner at the “Doing” stage of development. The aim here was for the child to make a choice and cope with that choice. “Doing” also involves adults as co-adventurers so tasting food is a sensory exploration together.