**Our Thrive Practitioners**

*![A person smiling for the camera

Description automatically generated with low confidence]()***Kelly Glover**

**Primary & KS3 Thrive**

“During my time at university I enjoyed

studying Neuroscience. This became my

passion and what motivated me to want to

learn more about the Thrive Approach. I then

trained to be a Thrive Practitioner and I

absolutely love it.

Not only do Thrive have a strong emphasis on relational strategies through therapeutic play, but they also have an online assessment tool which tailors to each child’s needs. When I plan my lessons, I can then embed the Thrive Approach within the children’s learning, using their tailored action plans, so it’s a very creative and bespoke way of meeting children’s needs. We can use the assessment tool to evidence the progress that children have made, so we can effectively measure the impact our interventions have had.

I support all staff to use positive strategies with pupils, such as modelling Dan Hughes’ PLACE approach for example when delivering learning, and the Thrive strategies I use are a subtle and reflective way of addressing certain difficulties and gaps in pupils’ development.

I especially like how Thrive activities are play-based and not necessarily verbal or dependent on language as many pupils struggle to link words to their feelings, especially children with complex needs.”

**Charlie Smith**

**Secondary & Sixth Form Thrive**

*A person smiling for the camera

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“The Thrive Approach fits perfectly with the school’s ethos and values and is also aligned with my own educational philosophy, namely enabling children to develop their emotional and social skills to be able to access learning more effectively.

Being a Thrive Practitioner gives me the opportunity to support children across the school in a different way, specifically children that I do not teach in the older Key Stages. This gives me the chance to have different relationships with our senior pupils and one of my key priorities is to work with them to create a safe space to explore and share comfortably.

My role involves a lot of listening, attuning, and validating to support children to navigate difficult situations and Thrive provides me with assessment, tracking tools and resources to tailor activities specifically for them as part of their Individual Action Plan. I work to each child’s level of development and adapt my Thrive sessions to incorporate each child’s interests as well as their age.

Pupils can then progress through the development strands and be supported by myself and the teaching team that support the child, with the suggested strategies and activities, to develop particularly areas.

The wonderful thing about Thrive is that these strategies can be used in all aspects of school life and by all adults that work and interact with that child, not just in one-to-one sessions with a Thrive Practitioner. “