



Therapeutic Inclusion

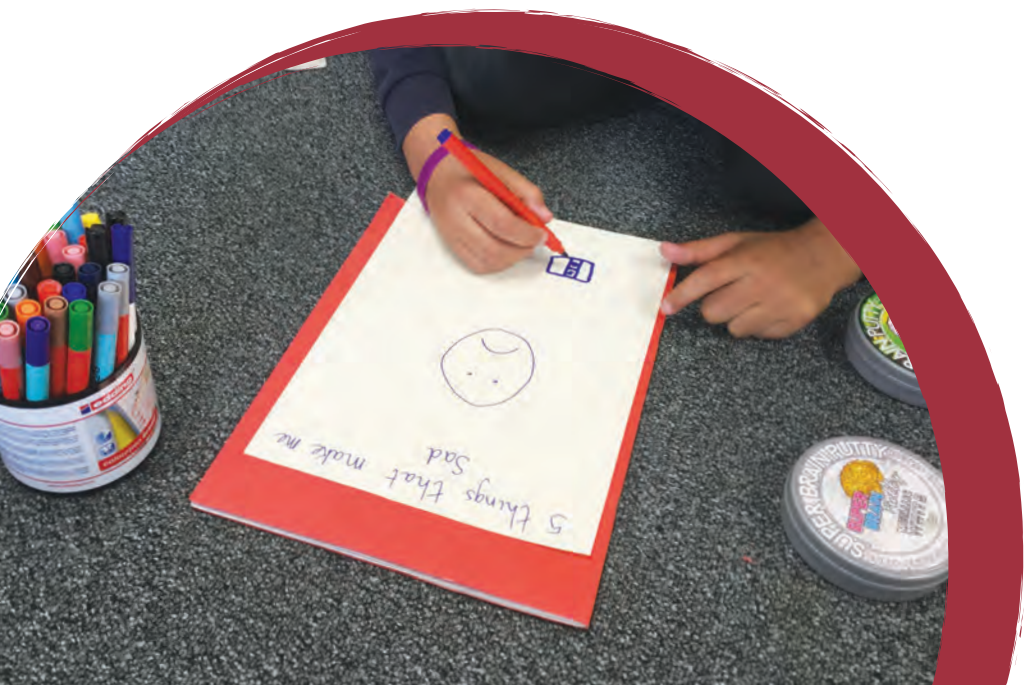


At Unsworth we believe that through addressing our children's underlying emotional needs as early as possible, we can prevent or help them cope with more serious social and emotional difficulties.

Our aim is for all of our pupils to be successful and productive members of society. We believe that through providing a therapeutic environment we can ensure our children access their educational entitlement as fully as possible.

We have created our own Therapeutic Inclusion Room (Th.Inc.Room) called "the Snug" as a special environment in which children can access and "be" at their own social and emotional development level.

Our whole school curriculum and approach aims to secure and enhance all children's development, whilst "The Snug" aims to fill gaps and secure difficulties that many children have in different stages of their development.



There are 3 core developmental stages that we focus on within our approach:

1 Being

is met by our whole school approach provided to all our children or an Education Health Care Plan for an individual child that provides a personalised curriculum to fulfil key basic needs.

2 Doing

involves children exploring further to develop their emotional responses, which is a stage of development where many children need some intervention, such as an emotional literacy group with others within **“The Snug”** to develop social skills further.

3 Thinking

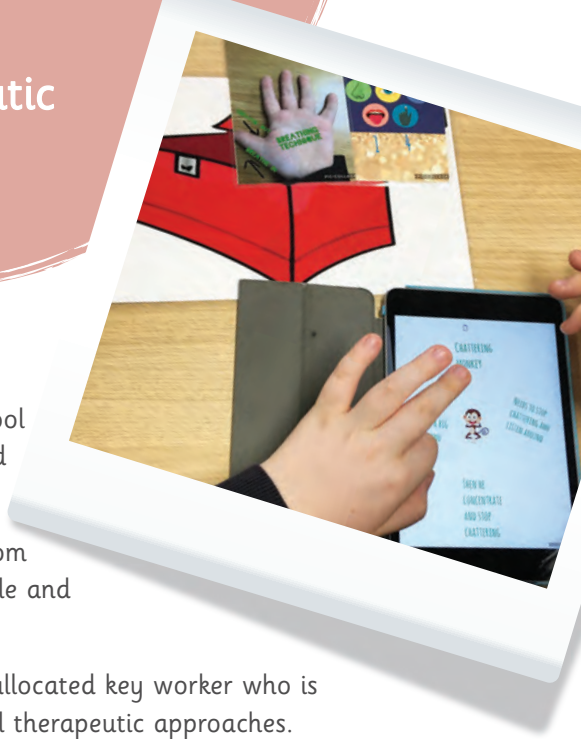
is a developmental stage where children learn how to think, express and handle their feelings, whilst also understanding themselves. Some children need more personalised and specific 1-1 support from our trained therapist within this stage, as they need additional input on top of our whole school and class based provision.

“The Snug”
aims to be:

- A place to feel supported and calm.
- A safe place to express emotions.
- A place to play and be nurtured.

What is a therapeutic inclusion room?

- A Therapeutic inclusion room aims to meet the needs of children failing to access school fully for a range of social and emotional reasons.
- It is a specially developed room that offers a more comfortable and nurturing environment.
- Within the room there is an allocated key worker who is trained in the use of low level therapeutic approaches.
- It combines therapeutic, nurturing and educational approaches.
- Provides 1-1 and small group interventions.
- Is a safe space for children to feel able to express their emotions and explore their feelings



What can children access within the Snug?

➔ Transformative Play Sessions

- which is based on using play to help our children work through issues and experiences that are preoccupying them and/or causing emotional distress. Through providing opportunities for children to participate in this type of therapy it enables them to better cope with life circumstances. This allows our children to access school more effectively.

➔ Emotional Literacy Sessions

- which help children to understand their emotions, their ability to listen to others and empathise with their emotions and their ability to express emotions productively. To be emotionally literate children need to be able to handle emotions in a way that improves their understanding of the world around them. Our Emotional Literacy programmes improve relationships, make co-operative work possible, and facilitate the feeling of community. Some of these include work on identity, life stories, self-esteem and friendship.

➔ Cognitive Behavioural Therapy Sessions

- which are based on the concept that a person's thoughts, feelings, physical sensations and actions are interconnected, and that negative thoughts and feelings can trap a person in a vicious cycle. Our CBT sessions aim to help our children deal with overwhelming problems in a more positive way by breaking them down into smaller parts. Our pupils are shown how to change these negative patterns to improve the way they feel. Unlike some other talking treatments, CBT deals with current problems, rather than focusing on issues from the past. Our practitioner looks for practical ways to improve our children's state of mind on a daily basis.

➔ Lunchtime Offer

- a range of regularly changing art/play based activities or a quiet space, which is targeted at supporting those children who find it difficult during lunchtime and need on going emotional support.

What does “The Snug” mean to our pupils?

It is nice to have a room where we are not crowded with other people. We can be calm and talk about personal things.

KS2 Pupil

I think it is good because if someone is worrying they can come in here to play or find the worry dolls to calm down.

KS2 Pupil



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