

## A Th.Inc.Room

- ▲ Aims to meet the needs of children or young people failing to access school fully for a range of social and emotional reasons.
- ▲ Is a specially allocated and developed room that offers a more comfortable and nurturing environment.
- ▲ Has an allocated key worker (a school member of staff) who is trained in the use of low-level therapeutic approaches.
- ▲ Combines therapeutic, nurturing and educational approaches.
- ▲ Provides 1:1 and small group interventions.

### Ofsted Quotes

"Inclusion is a top priority and strategies to promote this are effective. For instance, the innovative Th.Inc.Room where children receive one-to-one to help with emotional difficulties, has helped to reduce the number of recurring exclusions."

"Pastoral care is good and a strength. The 'starlight room' does much to encourage pupils to modify their behaviour and to raise their self-esteem."

"The opportunities to reflect in the Magic Room foster pupils' spiritual development and have a positive effect on their behaviour and engagement with school."

## Th.Inc.Room Training Course

This 5-day course covers the basic theory and skills required to set up and run a Th.Inc.Room.



### Edge Hill University

eQe and Edge Hill University have a partnership agreement allowing you to gain University credits after completing this training.

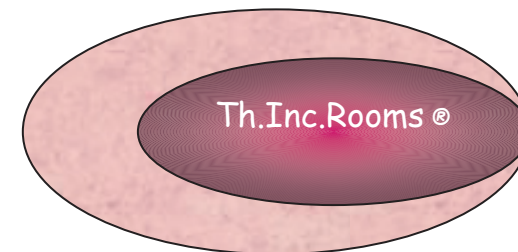
For further information on Th.Inc.Rooms and for the next training dates please contact us directly or visit our website [www.eqe-ltd.com](http://www.eqe-ltd.com)



Abbey Hey Primary School  
Abbey Hey Lane  
Manchester  
M18 8PF

Tel: 07717805074

Email: [enquiries@eqe-ltd.com](mailto:enquiries@eqe-ltd.com)



## Therapeutic Inclusion Rooms



*The Alf Morris Centre*

We believe that emotional functioning can affect a child's ability to access education fully. We believe that by providing a therapeutic environment, relationships and activities we can offer a child the opportunity to achieve their full potential.





*'The Dream Catcher Room'*  
Abbey Hey Primary School

## Nurturing

**The latest neuroscience research shows that the emotional brain develops in response to the nurturing a child receives.**

Absence of nurturing and 'good enough' parenting affects brain development which can result in social and emotional difficulties which manifest themselves in both externalising behaviours (disruptive and aggressive behaviours, attention seeking, poor attention and hyperactivity, inability to cope with change) and internalising behaviours (withdrawn, poor relationship skills, lack of confidence, victims of bullying, self harming behaviours).

Research also shows that the brain remains 'plastic' for longer offering the opportunity to redress missed opportunities. Providing a nurturing environment, a therapeutic relationship and certain activities provides a second opportunity to develop the emotional brain.

## Therapeutic Play

**Children and young people use play to work through any issues and experiences that are preoccupying them and/or causing them emotional distress.**

By providing children and young people with the opportunity to participate in therapeutic play you enable them to cope better with life circumstances and therefore to access school more effectively.

## Emotional Literacy

**Research on Emotional Literacy shows that it is the level of emotional skills that determine our success in life (professional and personal).**

It also shows that these skills can be taught. Therefore, by focussed teaching of emotional skills we equip children and young people for life, increasing their chances of experiencing well-being and fulfillment.



*'The Discovery Room'*  
St Joseph's Primary School



*'The Dream Catcher Room'*  
Abbey Hey Primary School

By combining these approaches we both address children and young people's underlying emotional needs, and teach them the skills they need for life.

Where this is provided early enough we can prevent the development of more serious social and emotional difficulties, and enable our pupils to become successful and productive members of society.

During summer 2007 in a sample of 8 Th.Inc.Room schools, 168 children accessed a Th.Inc.Room intervention.

79% of them showed a reduction in their total difficulty scores with an average improvement of 12% (Goodman's Strengths and Difficulties Questionnaire).