



Rainbow Room information

Welcome to the Rainbow Room

Mrs Evenson (SENCO/Assistant Principal)

Mrs Winwood (Learning Mentor)

Miss Sims (1-1 Teaching Assistant)

Mrs Sutton (Speech and Language Therapist)

Introduction

The Rainbow Room was set up in September 2017 and is part of the whole school approach to inclusion to provide support for pupils with Social and Emotional needs. It is a flexible and preventative intervention which is responsive to the needs of the pupils. Children will be on SEN support and some but not all will be linked to outside agencies.

Purpose and Aims of the Rainbow Group

- To provide a secure and reliable small class setting where children can learn by re-experiencing pre-school nurture from adults who actively work towards enabling their successful reintegration into their mainstream class.
- To help children learn to behave appropriately, use their curiosity constructively, improve self-esteem and develop confidence through close and trusting relationships with adults and their peers.
- To provide on-going assessment and support for children showing signs of emotional stress and behavioural difficulties with the aim of enabling them to access the curriculum and participate fully in school life.
- To work in partnership with class teachers and parents to enable consistency of approach both at home and at school.

The six Nurture Group principles underpin the Rainbow Room practice.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of self-esteem.
4. Language as a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives.

Staffing

The Rainbow Room is staffed fully by a Nurture Group Teacher (Mrs Evenson) and the Learning Mentor (Mrs Winwood). Having two members of staff helps facilitate the modelling of positive adult relationships in line with the philosophy of Nurturing. To ensure continuity of provision there is a further teaching assistants assigned to the Nurture Group for additional



support. Both Miss Winwood and Mrs Evenson have completed the Boxall Nurture Qualification.

The Nurture Group staff work closely with the child's class teacher to ensure the children receive the on-going appropriate provision linked to their needs.

The Rainbow Room

The Rainbow Room is based in a classroom within the main body of the school. It has a home area containing a sofa, cushions, rugs and toys and a formal teaching area. Play materials at pre-school level as well as educational equipment for more formal work are available. The aim is for children to attend for between two and four terms and are then reintegrated into their mainstream class although this of course is flexible dependent on the needs of the children. The Nurture Group accommodates six to eight pupils at any time. Children remain on the register of their mainstream class and most attend Nurture Group for five sessions (currently five mornings) although this is also flexible. Children may join their class for PE and other appropriate activities. The children spend lunchtimes with other children in the school.

Selection Process

Referrals are made by the class teacher to the Inclusion Manager and SENCO. Children are observed in their mainstream classes and assessments are made using the Boxall Profile.

Nurture Group placements are considered for children who are underachieving for social, emotional or behavioural reasons. This will include:

- Children, who are very restless, cannot listen, behave impulsively or aggressively.
- Children who are withdrawn and unresponsive and who may have difficulty relating to others.
- Children whose early or recent history suggests that they might be at risk.

The balance of the group with respect to gender and social, emotional & behavioural difficulties is considered at all times. All referrals are discussed with the Inclusion Manager, parents, Class Teacher and the Nurture Group team. Children can be admitted at any point through the year as needs are identified and there is capacity.

Special Educational Needs

The nurture group is regarded as a Wave 3 intervention. All the children are placed on the school's SEN register. Each child has an Individual Pupil Passport which is considered when planning and target setting. Referrals are made to outside agencies as appropriate for each child, through liaison with the Nurture Group Teacher and parents.

Monitoring of Progress

Each child is monitored and reviewed on an ongoing basis by the Nurture Group staff. All pupils have targets for learning and behaviour. They are encouraged to work towards these targets and are rewarded for achieving them. Each child has a pupil passport set up by the Nurture Group Teacher and the Class Teacher. This is reviewed termly with parents. Boxall Profiles for each child are completed on a termly basis and progress is tracked. Children's academic progress is also assessed and tracked, in line with school policy, and the Nurture



Group Teacher attends termly Pupil Progress meetings with the Class Teacher and Senior Leadership Team.

Reintegration Process

After two to four terms, planning for re-integration takes place in consultation with the Class Teacher, Inclusion Manager, parents and pupils. Based on the child's Exit Boxall Profile, class targets are set for the child to work with on return to their mainstream class. A summary of progress in the Nurture Group is provided for the class teacher along with suggestions for supporting the child in class. An individual 'Reintegration Programme' is written for each child ensuring return to mainstream class full-time is gradual and has an element of ongoing nurture support. For some children additional SEN provision is required on return to mainstream class.

Parental Involvement

Parental involvement is an important aspect both to establish a link between home and school and to improve the continuity when dealing with difficult behaviours. Parents are informed of the structure and theory behind Rainbow class when their child first starts. Parents are invited to spend time in the nurture group on a regular basis.

Health and Safety

As with all aspects of school life the concept of health and safety is of vital importance and whole school policies and procedures are followed. All adults working in the Nurture Group have undergone 'Team Teach' training in the use of appropriate touch and restraint techniques.

Role of the Nurture Group Teacher

- To be responsible for the day to day management of the group.
- To carry out and contribute to school policies and procedures.
- To plan a Nurture Curriculum addressing children's individual needs as identified through Boxall Profiles and incorporating National Curriculum learning objectives for Literacy and Numeracy.
- To provide a careful routine for the day, where there is a balance of learning and teaching, affection and structure within a home-like atmosphere.
- To keep individual records of pupil progress.
- To actively work in partnership with parents.
- To liaise with the class teachers and to attend reviews where possible or necessary.
- To work in partnership with the Nurture Group Assistant for the well-being of the pupils.

Role of the Nurture Group Assistant

- To work in partnership with the teacher to ensure the well-being and development of the pupils.
- To attend courses and training as required.
- To be involved in the screening and selection of pupils for the Nurture Group.
- To be involved in observations of the children in mainstream and group times.



- To be involved in planning and discussion about pupil progress.

Afternoon interventions with the learning mentor –ELSA

We have a fully training learning mentor who is trained as an ELSA support assistant. The Emotional Literacy Support Assistant (ELSA) project was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. It recognises that children and young people learn better and are happier in school if their emotional needs are also addressed. Mrs Winwood is able to develop and deliver emotional literacy support programmes for pupils who have difficulties understanding, identifying and managing their emotions so that they can develop these skills and subsequently become more emotionally resilient. Some of the interventions that we offer include;

- Lego therapy
- Anger management
- Bereavement
- Confidence and self-esteem building
- Elsa specific interventions
- Anxiety interventions

Rainbow room photos





