



RAINBOW GROUP STATEMENT



The Vision

We pride ourselves in providing a safe, stimulating and nurturing learning environment where we help our children to learn in a way that values and respects their individual needs. We want our children to feel safe and thrive in our happy environment.

Our Aims

We want all of our pupils to be able to ...

- Develop an individual communication system to express their needs to a range of adults in different environments. This could include both verbal and non-verbal communication such as the use of words/signs/gestures/vocalisation/eye contact or facial expressions.
- Develop the early building blocks to communication and interaction including; attention and listening, imitation, eye contact, turn taking, early play and early vocalisation.
- Complete highly motivating activities with progression from child led to adult directed with support.
- Be exposed to a range of early learning foundation skills





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About us

How is the Rainbow Group different than the mainstream classroom?

Children who require access to the Rainbow group will have significant and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, with the curriculum. They may also have complex and severe language and communication difficulties which requires a holistic approach to the curriculum.

Our Rainbow Group provision runs daily from 9:00-11:30 am in our school nurture room. The provision is planned and managed by the School SENCO and is supported by the schools Private Speech and Language Therapist who visits the group on a weekly basis. The Rainbow Group is further supported by our Learning mentor and a further SEND TA who is fully Makaton Trained.

The Rainbow Group operates an inclusive model where children, if appropriate, work alongside their mainstream peers. Specialist teaching takes place within the Rainbow Group in small supportive groups. Speech and Language support is provided, as appropriate to the needs of each child. This may focus upon developing receptive and expressive language skills, vocabulary, attention, listening and speech. We follow a total communication approach where all language is kept simple and supported by simple signs (Makaton), gesture, visuals and positive reinforcement.

What strategies and interventions do you use?

We use a range of resources, strategies and interventions such as;

- A Total Communication Environment



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- Makaton
- Intensive Interaction
- Communication in Print resources for clear and consistent visual prompts
- PECS (Early stages)
- Communication Aided language displays
- Work stations
- Now and next boards
- Visual timelines
- Attention Autism Intervention
- Dough Disco
- Dance Write
- Concept Cat taken from Word Aware



Who is eligible to join the group?

The Rainbow Room is designed for pupils who would benefit from a mainstream placement but require additional opportunities to learn in a specialist environment that can be modified to optimise the child's experience. In the majority of cases children and young people attending the Rainbow Group will have an Education Health Care Plan which reflects the need for additional provision that cannot be provided within a mainstream setting for the full academic day. The plan typically specifies that a social and communication difficulty has been identified as well as cognition and learning difficulties. We may also consider children who do not yet have an EHCP however are in the process for gathering evidence to support the need for one.

How will parents be kept up to date?



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Updates are shared on a weekly basis on the Rainbow Group's class Dojo Page. Parents can direct message any of the Rainbow Room Staff using this system. All pupils have individual learning plans that are reviewed every half term with parents. The schools Private Speech and Language Therapist will also review targets on a termly basis and share the individual report with them. The staff also regularly share videos modelling techniques such as PECs and Makaton signs so parents can continue to support their child at home.

How are children assessed?

Children attending the Rainbow Group receive regular, specialist support both within the group and also within their mainstream class. Children will receive support from speech and language therapists, specialist teachers and other outside agencies. This ensures that children and young people can focus on the curriculum and have additional input to address their specific needs.

As the majority of the children that access the group are in EYFS/KS1, we use Evidence Me as a tool for tracking and monitoring progress towards the Early Years Development tool. Where this is not appropriate we use the Engagement Model.

The engagement model has 5 areas of engagement:

- exploration
- realisation
- anticipation
- persistence
- initiation








These areas allow teachers to assess pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how pupils are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential.



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What happens during a typical session?

	8:50-9:00	9:00-9:15	9:15-9:30	9:30-10:00	10:00-10:05	10:05-10:15	10:15-10:45	10:45-11:00	11:00-11:25
Monday	<p><u>Welcome song</u> Hello Song CBeebies Something Special Theme - Bing video</p> <p>Hello Ben-children to be encouraged to wave and say hello.</p>  <p>Calendar and visual timeline</p>	<p><u>Concept Cat</u></p> 	<p><u>Snack time</u></p> 	<p><u>Work station time</u></p> <p>Focus on using PECS cards to make a request.</p>	<p><u>Toilet time</u></p> 	<p><u>Dough Disco</u></p> 	<p><u>Work station time</u></p> <p>Using Language Aid displays</p>	<p><u>Playtime</u></p> 	<p><u>Attention Autism</u></p>  <p><u>Song time and goodbye song</u> Something Special - The Goodbye Song! Mr Tumble!! - Bing video</p> 