

The Rainbow

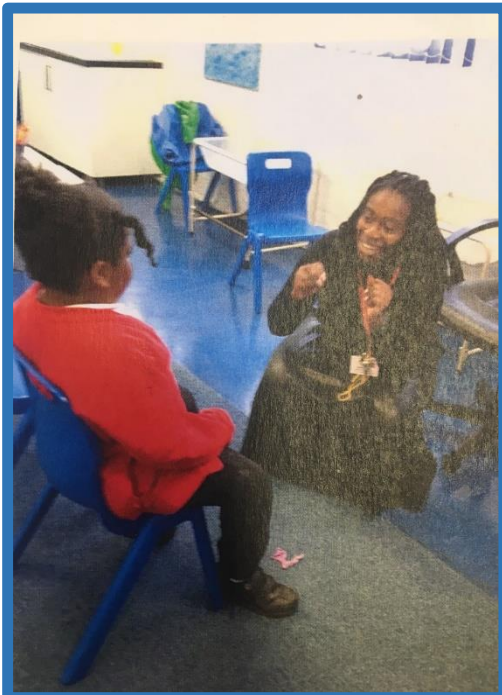
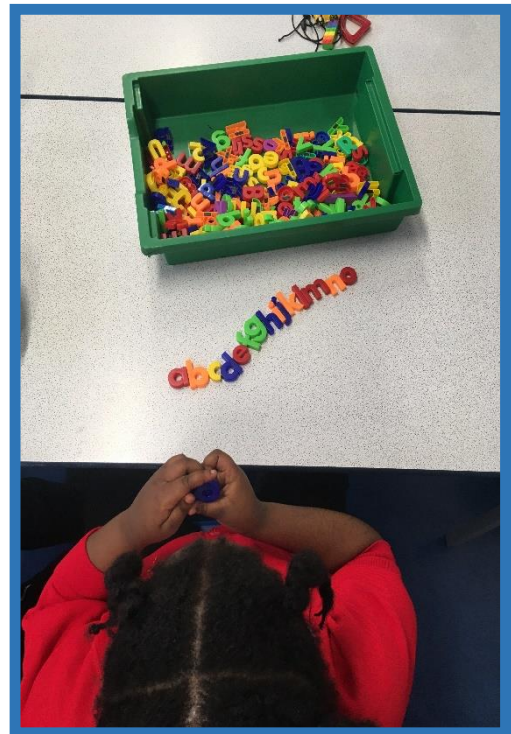
An adaptive provision for Autistic pupils

at Daubeney Primary School

What is the Rainbow?

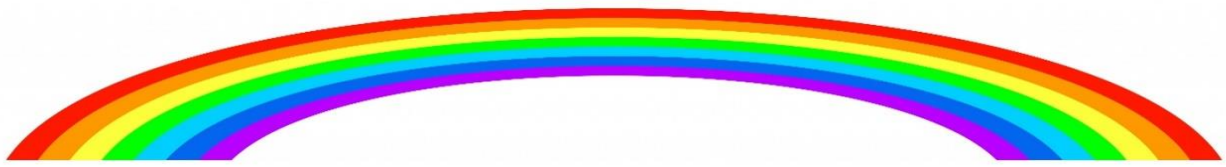
The Rainbow is a provision that has evolved to meet the needs of some Autistic pupils at Daubeney school. Many children with Autism are successful in their main classroom because of reasonable adjustments and adaptations made within the class.

For a small number of pupils, the reasonable adjustments and adaptations that we are able to make are not enough to ensure an ongoing educational experience that is a best fit for that pupil. As a result, the Rainbow provision has been created. This provides a space and experience more in tune with the needs of the pupil at this stage in their development.



When is it a suitable provision for a pupil?

The national SEND Code of Practice prescribes a 'Waves of Intervention' model. This describes how different levels of intervention can be understood and systematically implemented in order to meet the needs of pupils within their main classroom. If, after implementing all waves of intervention, it is felt that a pupil is still unable to access the in-class teaching and learning experience, they would be considered for a place in the Rainbow.



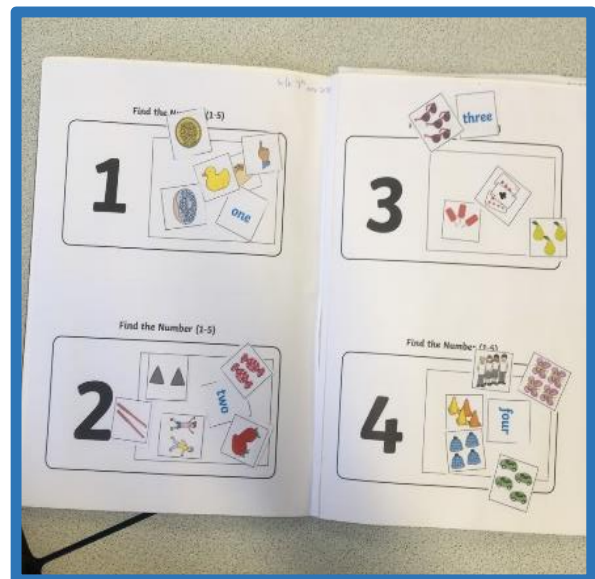
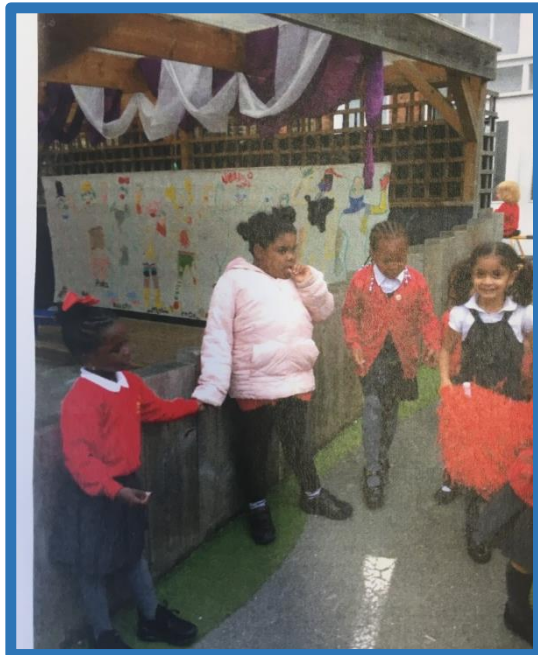
Parent participation

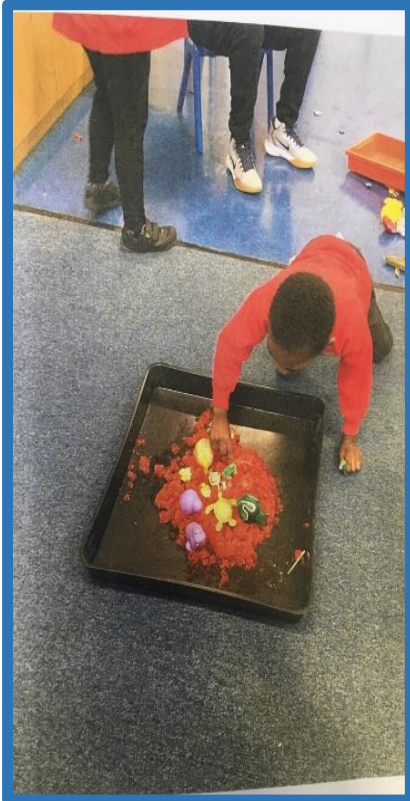
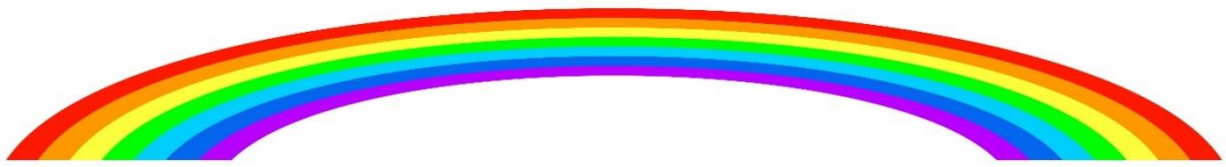
Working with parents or carers is important. You know your child best and will provide valuable information in helping us to know them better. Daubeney has regular online SEND Forums where you can meet other people and professionals and have your questions answered.



Inclusivity

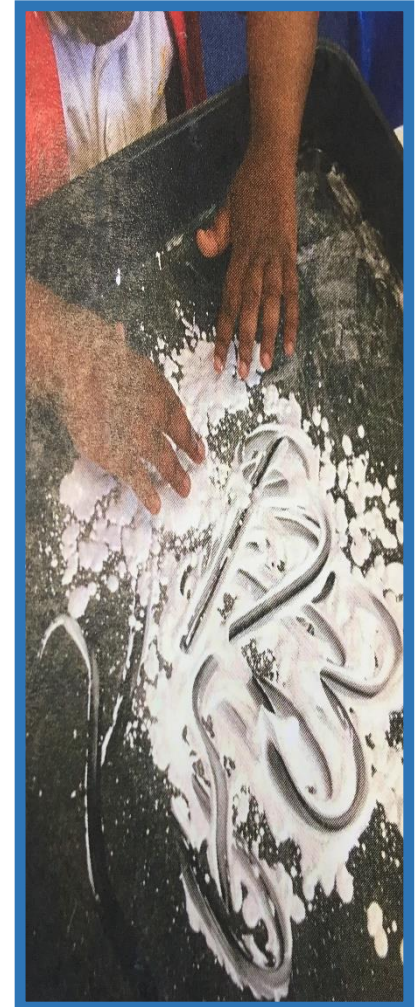
The Rainbow provision is NOT a separate school to Daubeney. There are many opportunities for pupils to be with their year group; this depends on individual needs. Most pupils join their class for, amongst other things: phonics, reading, music, physical education, lunchtime, playtimes and school trips.

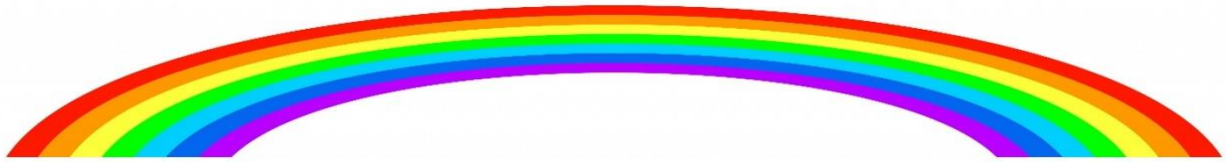




Types of Activities

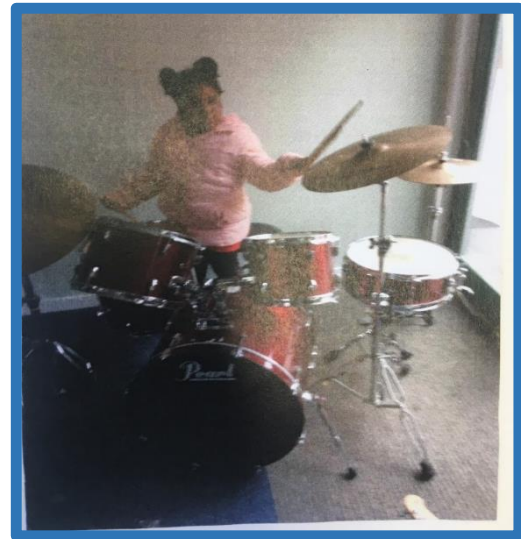
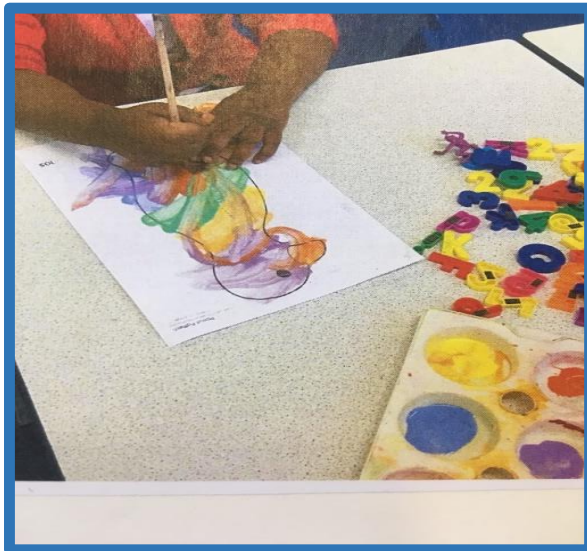
The Rainbow allows us the flexibility to provide activities that are designed to cater to a pupils' interests and developmental level. Some activities are planned around a pupil's year group theme and adapted to a more accessible level. Other activities might be discrete from the year group and instead cater directly to an identified need.





Monitoring progress

In most cases, a pupil in the Rainbow will have an Education and Health Care Plan (EHCP), which we have integrated into Rainbow provision activities. The pupil experience is recorded in one large book that shows photographic and pupil made evidence of their daily activities and exactly how these relate to their EHCP. Staff are trained to use a systematic monitoring process that makes it quick and easy to keep a record of pupil progress.



Attention Autism checklist

Prepare yourself! Put toys away, close the door, collect resources

Prepare children! Tell them about the bucket, remove other stimulus,

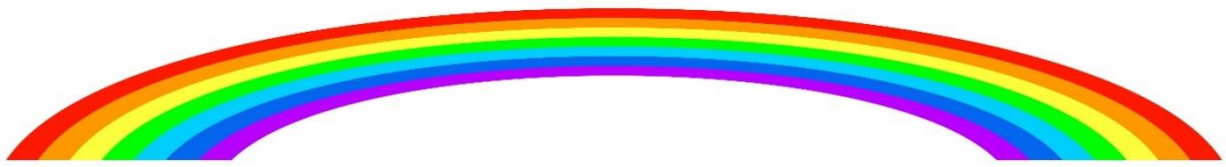
create floor boundary, support their regulation

Deliver! Use now/next, build excitement, WAIT for a response, Use only important words.

Blossom Federation

Daubeney, Sebright and Lauriston

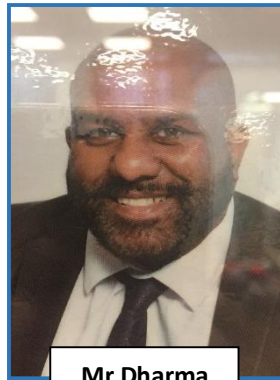




STAFF



Ms Camille



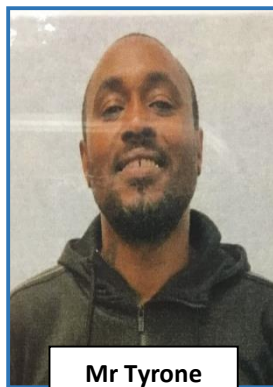
Mr Dharma



Ms Toni



Ms Prisca



Mr Tyrone



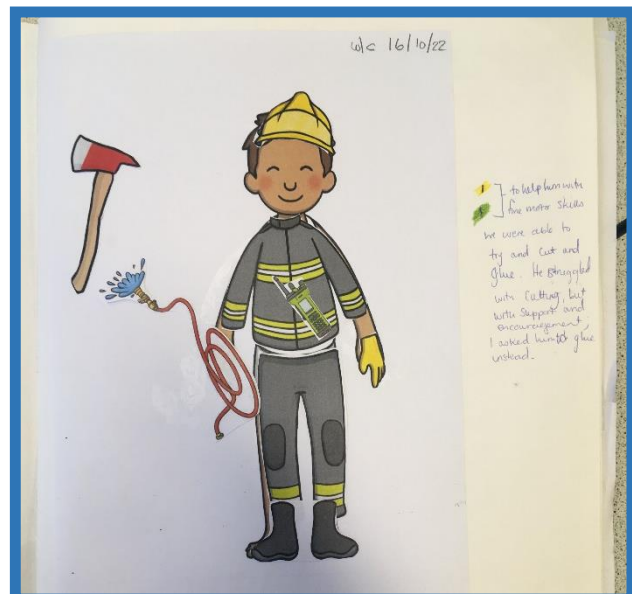
Mr Troy

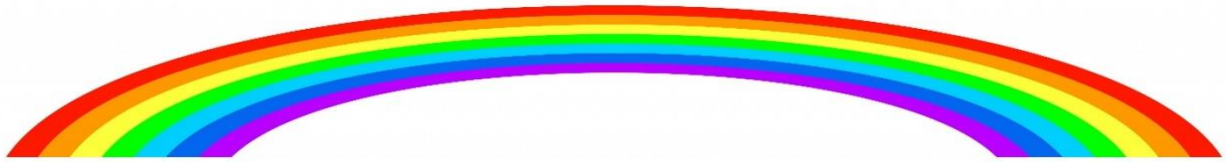


Mr Namu

Who works in the Rainbow?

Four staff members work in the Rainbow. They are supported by the federation Specialist SEN Teacher and Autism Specialist Speech and Language Therapist. Staff are supported with ongoing training and regular opportunities to discuss pupils needs and their own practice. The Specialist Teacher and Speech and Language Therapist meet regularly to assess and address ongoing and changing needs of the pupils.

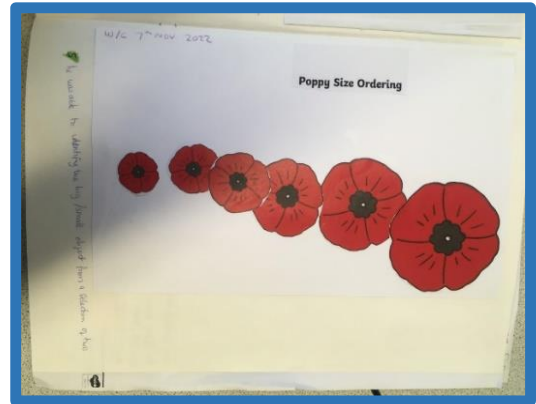


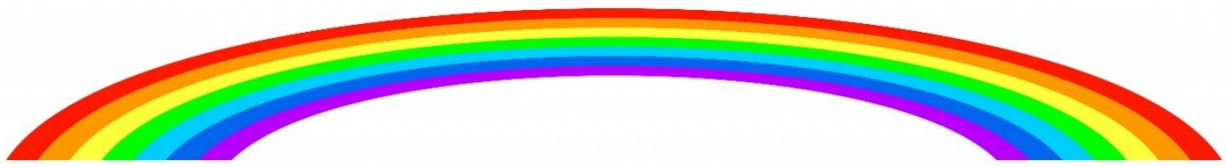


SCERTS MODEL

SCERTS stands for Social Communication, Emotional Regulation and Transactional Support. The Rainbow provision follows this model to support and teach Autistic pupils.

It allows us to identify one of 3 stages of communication most relevant to the pupils' development. We use this framework to create the most suitable and effective activities and interactions to support the pupil's progress.





Testimonials

Mary (Parent) - It changed her (child's) attitude from fighting me for taking her to school to the new (child) who can't wait to go to school. The rainbow provision allows my daughter to integrate into the larger class, slowly, at her pace.

Ms Gray (Class teacher) – The Rainbow provision has supported a child in my class by providing him with skilled practitioners that deliver a programme of learning that help him to grow in confidence, develop his concentration skills and help him to learn through fun interactions.

Mr. Troy (Specialist SEN Teacher) – I helped to establish The Rainbow with the school team and other external professionals. I check in regularly with the pupils and the staff to assess quality practice is being implemented and that staff are supported with any questions or needs they have that will improve the experience for the pupils.

Carmen (Specialist Autism Speech and Language Therapist) – The Speech and Language Therapist team provides hands-on support in selecting, setting up and modelling evidence-based interventions both in the Rainbow Room and in the children's main classrooms. We also provide comprehensive staff training and facilitate the creation of a positive communication environment. This supports pupil well-being and allows every child to reach their full communication potential.

Mr Logan (Head of School) – Our Rainbow provision is aimed at supporting our high needs SEND pupils with dedicated, passionate and highly skilled staff. This provision exemplifies our attitude towards inclusivity as a school community, and our high expectations for all of our pupils.

Mr Warren (Executive Head of Blossom Federation) – We are proud to be an inclusive school and want to support all our children with what they need to thrive. The Rainbow offers a safe and supportive environment for children alongside their classroom provision. With specialist advice, liaison between the team and a bespoke environment, we are confident this will allow our children to make even better progress.

Ms. Toni (on behalf of Rainbow provision staff) – We support the provision by being enthusiastic, empathetic and willing to go the extra mile to support pupils in the rainbow provision. We ensure that the children's development needs are met. This involves following their SCERTS plan and EHCP action plans. This supports them in a wider school community and they are able to participate in their classroom and engage with their peers. The parents have said that they are happy and can see a big improvement in their children.

Mr Dharma (Senco) – The bespoke offer within our Rainbow provision is a very exciting and rewarding addition to our services that meet the additional and specific needs of some of the most vulnerable children within our community. The dedicated support and advice from highly experienced professionals means that our Rainbow staff continue to develop their knowledge and skills in an area where children are supported within a mainstream setting – this being the most important feature for so many parents.