



Rainbow Room - Whole School Nurture Group Provision for Social, Emotional and Mental Health at Wren's Nest Primary school



Provision Statement - September 2024 *To be read alongside all other school policies.*

Introduction overview:

Rainbow Room is a Whole School Nurture Group Provision for children at Wren's Nest Primary School from Year 1-6 with Social, Emotional and Mental Health (SEMH) needs. It is a specialist resource which provides support for some of our most vulnerable children within a provision that supports the development of their Personal, Social and Emotional needs. This also includes the children being taught skills to help them self-regulate and ultimately, manage their own behaviour. The Nurture Group provision also supports our most vulnerable children in having their needs met on an individual/small group basis, as well as allowing other children's learning not to be disrupted.

The Nurture Group supports children from across Key Stage 1 and 2 who have a range of needs. These needs range from children with introvert behaviour to those with attention seeking, extrovert behaviour. It also caters for the needs of children who display low self-esteem and have difficulties associated with attachment and trauma. Most of our children have associated learning difficulties and poor concentration. Some of the children we provide support for within Rainbow Room may have an Education, Health, Care Plan (EHCP) or are in the process of acquiring an EHCP.

The children within the provision should make progress with social interaction, recognition and management of emotions and improvements in resiliency as well as academic progress. Pupils who attend the provision will have a specialist withdrawal area for calming/recovering behaviour and a quiet area for specific therapeutic intervention. Academic work will be differentiated to meet the individual learning needs of each pupil.

Children attend the Nurture Group daily, from 8:40am to 2:00pm, and where appropriate spending the last session of each day within the whole class setting. Children access a range of curriculum activities, supported by additional therapies to best suit their individual needs.

The main principle of Nurture Groups is to provide a carefully structured day, where there is a balance of teaching and learning, affection and nurture within a home-like environment. This key principle is at the heart of the provision we offer at Wren's Nest within the Rainbow Room Nurture Group, allowing all children to be successful, whatever their barriers are to learning.

Pupils will be supported by:

Rainbow Room will be led by an experienced member of staff - The Nurture Group Manager - whose primary experience is working with children who demonstrate a wide range of needs including SEMH and holds a Nurture Qualification. She will be supported by a Nurture Group Assistant and other colleagues from within the school, utilising a wide range of in-house specialist skills and support. In addition to this, the children may also access; Specialist advisory teachers for Social Emotional and Mental health, Educational Psychologists, Children and Adolescent Mental Health Service and Therapeutic mentoring services to include play therapy, Lego therapy and 1 to 1 clinical supervision.

Home/school liaison:

- ✚ We aim to foster a positive relationship between home and school.
- ✚ We aim to be approachable and open.
- ✚ We will keep in contact in a variety of ways, but primarily through daily face to face contact wherever possible, as this parent partnership is crucial for success in building relationships with children with a significant SEMH need.
- ✚ We will actively encourage parent partnership, this will be through informal 'Inspire' mornings and regular progress meetings.

The main principle of Rainbow Room- Whole School Nurture Group Provision is to provide a carefully structured day, where there is a balance of teaching and learning, affection and nurture within a safe and secure learning environment.

This key principle is at the heart of the provision we offer at Wren's Nest within Rainbow Room, allowing all children to be successful, supporting them in developing strategies to overcome their barriers (SEMH) to learning.



Additional Information:

What kind of Social, Emotional and Mental Health (SEMH) needs provision is made in Rainbow Room?

Rainbow Room is our Whole School Nurture Group Provision that provides specialist support for children with Social, Emotional and Mental Health (SEMH) needs. The aim is that these children can return to their mainstream classroom for some lessons and be successful in so doing. Our inclusive philosophy aims to support parents, carers and pupils, so that their journey through our school is as smooth, successful and anxiety free as possible.

Some children attending Rainbow Room have an Education, Health and Care Plan which describes the specific needs of the child and indicates what is required to support their education. The provision is run using Nurture Group principles. These are based on psychological research which has shown that secure, nurturing relationships and consistency are vital in enhancing children's social, emotional, cognitive and mental health development.

How does Rainbow Room assess pupil progress towards the outcomes for pupils?

- The Boxall Profile will be used to assess progress of social, emotional and behavioural development. A profile will be completed at appropriate intervals throughout the year.
- If a child has an EHCP - their needs identified within their EHCP will be monitored and reviewed regularly, with advice from external agencies as appropriate.
- Individual behaviour tracking will be implemented for each child with individual targets. These will be used daily and reviewed each week.
- Every child will have a SEND plan written identifying strengths, needs and targets being worked towards- this are reviewed each term.
- DAPA - Dudley Attainment & Progress Assessment - progress is monitored half termly.

How does Rainbow Room review this progress so that pupils stay on track to make at least good progress?

- Children have individual targets described on their SEND plans and in their exercise books based on the assessments described above.
- National Curriculum targets are layered back until they meet the specifically identified needs of each individual child.
- Progress is shared with parents at individual review meetings, parents' evenings and at parents' request at other times.
- Progress is monitored through the school's termly assessment programme and children who do not make personally expected progress are discussed with the Head Teacher and Senior leadership team and provision adapted appropriately.

Other Related Policies

Other relevant information that should be read in conjunction with this policy statement are:

- SEND Policy
- Behaviour Policy
- Use of Reasonable Force (DFE 2013)
- Exclusion Policy
- Child Protection Policy
- 'Keeping Children Safe in Education'
- Personal, Social and Health Education (PSHE) Policy

Monitoring and Review

The whole policy statement is available for all parents from the school office and published on the school website. <http://www.wrens-nest.dudley.sch.uk/>

The Headteacher and the Curriculum and Standards Committee of the Governors will review the policy statement annually. This will also be reviewed annually by the Management and Admissions board for the Mainstream Plus Provision.

Date: September 2024

Review date: September 2025