

School: Green Wrythe Primary School	Date: September 2021
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A. School/base Expertise and Capacity:**Student numbers:**

- Rainbow 56
- EYFS 57
- Progression - 2
- Engagement – 55

Number of Classes:

Rainbow 8 classes

Currently these are made up of mixed year groups that have to group by needs rather than year or two year ranges due to unevenness of children's entry. E.g. 3 Y1 and 13 Y3 children. Those with challenging behaviour are distributed across classes as much as possible to help with management and support. Out of 8 classes, would describe all of them as predominantly engagement.

The only integration is 3 children spend 20 mins a week in mainstream for social interaction at playtime, however some sharing of resources including playground; and IT suite

Each class has a class teacher FTE.

Aims and Outcomes

- To have a level of social communication and understanding to be able to integrate into the community
- To have a preferred method of communication, for example, signing, AAC, PECS
- To have strategies that support the management of emotional regulation
- To have self-help skills to build independence, for example, dress and undress themselves, clean their teeth, use the toilet independently
- To complete short adult led tasks (to an average of 10 minutes)
- To use therapy outcomes within class and home environment and embed them into practice
- To interact with their peers, turn taking, sharing, understand what constitutes appropriate play
- To have developed their receptive and expressive language to express their wants and needs and to initiate communication
- To have basic maths and English skills (Progression)

Curriculum adaptations

The curriculum follows the EYFS, with a small number of pupils accessing the Year 1 curriculum in English and maths; pupils' progress through the curriculum at their own pace and the implementation allows for their engagement and progress time but overall, the curriculum is designed to support an

embedded approach to this area of need. The majority of children follow the Engagement model and assess using the B squared tool which uses micro-steps of progress.

The base works closely with another similar base in LA to offer similar experiences and share best practice. And thus giving potential choice to parents/carers eg on distance or other grounds.

Progression children generally leave the base achieving working within the Key Stage One curriculum.

Engagement children generally leave the base achieving working within the EYFS curriculum.

B. Provision:

Engagement Pathway: This is for children, who are focusing on the pre- requisite skills required for formal learning. Use of the engagement model including persistence, initiation, exploration, realisation and anticipation.

Progression Pathway – more formal learning eg 10/15 minutes session and visual timetables to indicate transitions and activities. NOT mainstream approaches; much focus on social communication, interaction and sensory diet.

From September 2021, all children will be following the EY curriculum (birth-5 matters). The vast majority of children will be following the engagement model, with one or two children accessing pre-key stage standards in isolated subjects. All children will progress through the EY curriculum and in the instance of children achieving GLD, they will move on to the year 1 curriculum, this may be a couple children in isolated subjects.

There are two pathways now provided by default but within the same classroom, with appropriate differentiation.

Ability to move pathways as appropriate for current needs for learning. Some stay at this level throughout time with us.

- Due to mixed cohort and bulge classes it is not always possible to put all children in a chronological age class including reception.
- Minimum of 2 children to 1 adult with highest ratio class of 6 children and 5 adults.
- Ideal class size is 6 but for high needs 3 to 4 (base is overpopulated)
- Highly structured low arousal environment (4 classes have been refurbished and are fit for purpose, however due to the current profile of the school access to safe spaces for breakout are limited). \$ larger classrooms still need refurbishment.
- Individual risk assessments and behaviour plans where needed
- All children have a Zones of Regulation profile
- Facilitation of a preferred communication method for example PECS, PDD, AAC tablet devices, Makaton/sign-a-long so that children have a voice (Both pathways)
- Highly specialised eclectic curriculum focusing on communication, participation, social and

emotional development and is based on the engagement profile drawing from a wide ranging tool box including: Attention Autism; Intensive Interaction; TEACCH; Zones of Regulation; ELSA; Colourful Semantics and AAC (Both pathways)

- A strong focus on developing life skills, independence and adulthood
- Community integration, community walks, life skills for example dentist, hairdressers, shopping, cafes, road safety and transport
- Support for parents, including parent workshops, home visits, referrals, team around the child and family meetings and liaising with other professionals
- Termly formal parent meetings for all children to support next steps as well as annual reviews
- Developing varied interests and motivators – flexibility of thought and engagement e.g. building resilience and coping strategies for change
- Making sense of environments and the world around them, routine, transitions, classroom environment, education visits and recognising the impact on the environment (Cause and effect)
- Physical development – sensory regulation, sensory diet, sensory circuits, gross motor skills and fine motor skills, OT, Zones of regulation, sports coaches, swimming
- Building on learning beyond school e.g. focus for preparation for adult life including the development of independence
- Base is within the same building as mainstream and we have the following resources: 4 larger classrooms built for the original criteria of children (2006), plus 4 older mainstream classrooms (These have been refurbished). Also separate play areas, a soft playroom and sensory area. One breakout room; toilets attached to reception but otherwise some distance away.
- SALT and OT provided by Cognus; close working relationship with therapist ensures continued provision within the classroom

Therapies Provision

Every child has some degree of SaLT and OT written into their EHCP and is dependent on individual needs.

Currently therapy support is very much tied to individual EHC outcomes as written and to the number of sessions allocated to the child in their EHCP. We have been moving towards increased input into curriculum and small group work, through an embedded approach, and shared target setting/reviews (PLIM's) to agree the next priority outcomes for individuals. This is impacted by the restrictions in place around what therapist's time is 'supposed' to include. For example it does not include;

- Training staff
- Attending team meetings
- Joint planning with teachers
- Joint target-setting with teachers
- Staff modelling of approaches

- 'In the moment' support for pupils/ staff to model de-escalation techniques, use of strategies in a functional context

Due to the current needs of the children it is not possible to fully embed therapy as staffing levels do not allow for attending therapy sessions as releasing adults from the classroom would impact the health and safety of the rest of the class.

Finally, parents/carers are becoming more and more concerned with how many 'sessions' their child has had and not on the content of that therapy. The focus on the number of sessions and packages their child is entitled to has become a regular discussion point for a number of our parents whereas we would like to offer a more embedded approach if we had sufficient staff and resources/facilities. The current profile of children, as already stated above, does not allow us to release staff.

The base would welcome a total allocation of time for the base which can be used as needed across the cohort, supporting outcomes more effectively and giving time to embed strategies in school and at home. This would need careful explaining to parents/carers. The current rigid allocation does not work well; training is difficult. Rainbow uses traded hours to deliver this, further cutting into base resources and being a separate stream of work to the other therapist input.

Preparation for Adult Life

- Developing independence through self –help skills, such as toileting, dressing and general hygiene, awareness of danger relating to road safety/strangers
- Developing their receptive and expressive language to express their wants and needs and to initiate communication
- Life-skills, shopping, following a list/sequence, café visits, money exchange, keeping safe in the home and community.
- Being safe around others, socially acceptable behaviour and what to do if they feel unsafe
- Developing further increased independence through developing self-help in learning, emotional regulation and sensory environmental control
- Preparation for transfer to next setting or provision
- Coping with changes in routines and environments

Enrichment / social activities

The focus of trips is primarily to enhance life skills and community integration and social skills and to develop social and communicative experiences. These happen at least weekly. For example:

- Swimming
- Therapy Farm
- Trampoline
- Café visits
- Supermarket shopping
- Library

- Bus journeys
- Hairdressers
- Local walks and parks

Enrichment activities are planned to practise life skills e.g. cooking a snack lunch, danger awareness and build confidence.

Support staffing (per week per class, on average)

Rainbow (currently):

93 hours per week for TA support

3 TAs per class (this does not include 1 to 1s as 2 children have 1-1 written in their plan and another 4 have ASC's currently. Currently have 8 classes but 9 classes would meet the needs of our pupils better as large classes of 9 are not appropriate. This would also depend on capital funding as would need to use a mainstream room to accommodate this.

A couple of children can require 2 adults to 1 pupil.

High levels of support needed to facilitate the above requirements for the needs of the children. Also, this is required to keep all children and staff safe.

There is currently a high instance of staff injury because of the limited options for change of environment and breakout spaces.

C. Admission Process:

Criteria for Admission

Engagement Pathway (current):

All children have EHCPs with a diagnosis of ASD (identified as the prime need and all other needs identified as secondary including OCD, ARFID and ADHD):

- Most children are pre-verbal and all children have severe language impairment
- Complex sensory needs
- Lack social awareness and interactions including solitary play, inappropriate behaviours and delayed play skills
- Minimal attention and engagement skills ranging from 0 to 5 minutes and reaching up to 15 minutes with a high level of motivation.
- All children cannot self-regulate and the majority will need support to co-regulate
- Challenging physical behaviour including biting, spitting, pinching, scratching and kicking
- Strong child lead agenda
- Children cognitively working within EYFS ranging from 0 - 11 months to 8 – 20 months for baseline entry (1 to 2 year developmental age range)
- Self-help skills are severely delayed including person hygiene
- Many children require intimate care and start in nappies

- A very small percentage of our current profile will reach the pre-key stage 1 standards
- Children who require the engagement model
- Many of the families require additional support packages such as CAMHs, social care, respite and home visits
- No children integrate into mainstream
- Many children require an individual timetable and sensory diet
- All children receive support from SaLT and OT as per section F of the EHCP

Progression (original criteria):(numbers in recent years are few, replaced with engagement pathway children)

All children have EHCPs with a diagnosis of ASD (identified as the prime need and all other needs identified as secondary including OCD, ARFID and ADHD):

- Most children are using emergent language or have a preferred communication tool.
- Require some support for co-regulation and sensory needs
- Emerging social awareness and interactions including parallel play, inappropriate behaviours and delayed play skills
- Minimal attention and engagement skills ranging from 5 to 10 minutes and reaching up to 30 minutes.
- Some children dependent on engagement are able to access mainstream non-core curriculum to build social skills including sharing, turn taking and building relationships.
- Challenging physical behaviour including biting, spitting, pinching, scratching and kicking on occasions but were linked to known triggers; social stories and other strategies used to help regulate extreme behaviours.
- Strong child lead agenda but respond well to visual strategies.
- Children cognitively working within EYFS ranging from 16– 26 months for baseline entry
- Children needed support with continued toilet training.
- Children who require the engagement model initially then move onto the progression model.
- Some children require an individual timetable and sensory diet

All children receive support from SaLT and OT

The current cohort of children leave the provision with a skill set, which is in line with or below the level they used to enter with.

D. Review of student provision:

Every student will have an Annual review of the EHC Plan with any recommendations for change. When a student is in YR they will have two annual reviews.

A student would be referred to the SEN Panel if:

- It is considered that he/she has needs that can no longer be met by Rainbow with the current funding and that some additional funding would enable the school to continue to meet needs.
- The changing needs of the child indicate that alternative provision may be more appropriate.

E. Outreach Commissioned:

None currently

F. Funding and moderation processes

The Council will develop and put in place governance arrangements that ensure that the different pathways and numbers within them are part of a moderation process involving specialist provision leaders so that cohort changes are recognised and there is parity across provisions in terms of judgements.

G. Transition Processes

When a placement has been agreed, contact will be made with the child's current placement to arrange a transition programme with an exchange of information and visits where practical and appropriate.

Where a child is transitioning to a new placement from Rainbow we work with the new placement to agree a transition programme which exchanges information and allows for visits where practical and appropriate.