

**Spring Meadow Infant
Assessment Unit
Rainbows**



All about Rainbows

Specialist Provision for children with speech, language and communication difficulties

At Spring Meadow Infant and Nursery School we are very proud to provide additional teaching and learning opportunities for children with specific learning needs. This provision is funded by the County and all children attending have been placed with us by the SEND services team.

All children who attend are included in our school pupil number and we receive funding for each child through the national funding program. We also receive additional funding from SEND services for a total of 10 pupil places.

Mrs Latimer, lead teacher in the provision is an experienced teacher and leader who is passionate about providing the very best opportunities for children to feel valued, have a clear voice and ensuring their needs heard. She is also passionate about creating the optimum conditions for children with many barriers to their learning experience success. The school works closely with families to ensure consistency is achieved for the child and this enables very good progress to be made over time.

If you would like to find out more about our provision please contact the school office and make an appointment to meet with our SENDCo, Alice Carter.

An outline of the provision

Rainbow's Infant Assessment Unit works to ensure that the pupils attending the enhanced provision make optimum progress that is in line with that of their non-SEND peers by:

- receiving the educational support they require from appropriately qualified staff.
- ensuring that staff of Spring Meadow Infant and Nursery School receive the training and support they require to enable them to respond to the needs of the pupils
- ensuring staff in partner agencies provide any additional services required
- involving the families in the decision making and education of their children
-

Children who attend the provision do not require a place in a special school but would find it difficult to make adequate progress and diminish their attainment gap in a mainstream setting. The children within the provision are expected to make progress in line with Non-SEND children, allowing for their baseline entry data.

All children entering the provision will have:

- A Social Communication difficulties diagnosis or Speech and Language delay.
- For children entering without an Education Health and Care Plan, an assessment of their needs will be automatically initiated in the Spring term, of Year One year with a final decision about appropriate educational placement being agreed, by all involved parties, as part of this process.
- Children with additional needs will be considered but only if their primary need is assessed to be SLCD or ASD.

Who decides if a child can attend the Infant Assessment Unit – Rainbows?

- Decisions/ recommendations about which children will enter the Infant Assessment Unit are be made by the local authority's special needs resourcing panel.
- Places will be allocated to children with SLCD or ASD
- If the L.A authority places additional children within any year group this will be done in liaison with the school and will take into account all resourcing implications.
- If the school is unable to accommodate this number of children, in any particular year group, they will be responsible for liaising with the L.A to explain particular cohort needs. (E.G vulnerability of current cohort, challenging behaviours etc.)

The accommodation for the Infant Assessment Unit

- 1 EYFS classroom, 1 Key Stage One classroom, Sensory room
- Specialised withdrawal teaching and SALT support will occur, where possible. Any additional 1:1 teaching will occur at a quiet work station in the Key Stage One classroom
- We aim to enable all child to be included into mainstream classes when this is appropriate.

Staffing levels and expertise within the Infant Assessment Unit

- Lead teacher and enough teaching assistants to support the needs of the children attending
- Additional named TAs for children with significantly challenging behaviours or medical needs as agreed by the special needs resourcing panel
- Weekly SALT to ensure all children receive appropriate SALT input. The L.A / health partners will fund this position.
- Staff will have the appropriate Makaton and PECs training in order to support children's communication needs
- Training for specialist staff in the Infant Assessment Unit