



Rainbow Den Policy

At Greasley Beauvale Primary and Nursery School, the Governors recognise the importance of ensuring equal opportunity for all children and adults. The Governors will continue to ensure that this is an essential element of all school policies and actions.

The right to develop, learn and work in an environment free from discrimination is implicit in our school's ethos and embodied in its Vision.

Our Vision:

At Greasley Beauvale Primary and Nursery School, our vision is for everyone to **reach their true potential, nurture their talents** and foster a personal **love of learning** through a **safe, engaging and challenging curriculum. We take notice of each other** and **strive to be healthy and happy in body and mind.** We **champion physical, emotional and mental wellbeing** to **promote the best outcomes for everyone** to **build a healthy future together.**

At Greasley Beauvale Primary School, you “Learn. Grow. Succeed.”

This latest update of this policy was updated in June 2026. The Full Governing Body approved it remotely through the National College.

Nominated SLT member responsible for policy: Emily Clarke

Next review date: June 2028

Signed: _____ (Chair) Date: _____

Contents:

- 1.** Introduction
- 2.** Aims and success criteria
- 3.** Staffing
- 4.** Setting
- 5.** Curriculum
- 6.** Assessment
- 7.** Referral
- 8.** Entry Plan
- 9.** Exit and reintegration plan
- 10.** Partnership with parents and carers

Appendix 1: Anonymised Boxall Profile

Appendix 2: Anonymised AET Framework

1. Introduction

Greasley Beauvale Primary and Nursery School is a vibrant two-form entry school, welcoming children from Nursery through Year 6. Guided by our Rainbow Values, we place every child at the heart of our mission, nurturing academic, social, emotional and spiritual growth. We celebrate diversity and recognise that some children need additional support to thrive. To meet these needs, we have created The Rainbow Den - a dedicated, nurturing space offering tailored provision for children with an autism diagnosis who are preverbal, as well as pupils with significant SEMH and trauma-related needs. The referral criteria for each session is reviewed annually. Through this personalised and inclusive approach, we ensure every child can make progress and feel a valued member of our school community.

2. Aims

- To provide a small-scale setting in which children can experience nurturing care from adults, who actively work towards enabling their successful reintegration into their mainstream classroom or onto their next setting.
- To have a predictable, calm and purposeful environment and timetable, supporting engagement in relevant learning (this is not always academic).
- To develop children's self-esteem and social skills.
- To develop relationships between adults and children, building trust, confidence and reliability.
- To develop children's responsibility for self and others.
- To help children learn appropriate behaviour.
- To help children learn to make decisions and wise choices through understanding the consequences of certain ways of behaving.
- To work in partnership with parents and class teachers to achieve consistency of approach at home and school.
- To provide ongoing assessment using the Boxall Profile and AET Framework.
- To prevent possible exclusion.

Success criteria

We shall be successful if:

- we provide affirming, positive and manageable sessions;
- time-in is seen as an effective consequence;
- the incentives used are seen as desirable by the children;
- what is acceptable and unacceptable behaviour is made clear;
- any inappropriate behaviour is spotted quickly and dealt with;
- a session's routines provide security;
- the activities are tailored to guarantee success;
- the children are given unconditional warmth and acceptance;
- there is a focus on group-building activities;
- the children have greater attention in their mainstream classroom;
- the children can gain a more positive identity than the one they have 'learnt' elsewhere;
- the children gain confidence and are more willing to take on new challenges;
- the sense of success enables the children to put more effort into their work;
- there is plenty of humour and fun.

3. Staffing

The Rainbow Den Team

Emily Clarke	SENDCo
Kelly Neave	Rainbow Den Lead
Carlie Hatton	Meet and Greet staff

The Rainbow Den is run by Kelly Neave and planning is overseen by the SENDCo. The Rainbow Den Lead is supported by teaching assistants from within the dominant year group of children accessing the provision.

Rainbow Den staff are supported by the SLT and by all staff within school.

If a member of the Rainbow Den staff is absent, every effort is made for another member of staff to cover in the setting.

Visits by parents, members of staff and outside agencies are carefully planned. Children are prepared for such visits by Rainbow Den staff as unexpected visitors, changes in routine or timetable can be distressing for children in the setting.

Staff regularly liaise with colleagues, in particular, the class teacher, TAs and Rainbow Den Lead. Meetings are held with outside agencies such as the Speech and Language Team, SEND Inclusion Services and the Educational Psychology Service and information is shared.

During transition, Rainbow Den staff will work with children to help them settle back into their own class group or onto their next setting.

The Rainbow Den Lead meets with the SENDCo once per term to review the progress of children in the setting.

Class Teacher Involvement and Monitoring

Class teachers remain fully responsible for the progress, attainment and inclusion of pupils accessing The Rainbow Den and must maintain a clear understanding of the provision, strategies and targets in place for each child. To ensure effective collaboration and consistency between Rainbow Den and the mainstream classroom, class teachers are expected to observe their pupil(s) within the provision at least once per half term. These observations should focus on the child's engagement, communication, regulation, learning behaviours and progress towards agreed targets. A summary of the observation must be recorded on the child's CPOMS record to provide an ongoing record of staff involvement, monitoring and provision review.

4. Setting

The Rainbow Den is a self-contained setting with a toilet, kitchen facilities and outdoor area.

The room has a homely atmosphere and is clearly divided into separate zones: quiet area, play areas, formal working area and a dining area.

Meet and Greet

Meet and Greet is also offered inside The Rainbow Den for children who need help with making the transition from home to school.

This takes place daily from 8:30am-8:45am and is run by a teaching assistant. Once inside, the children access a short activity before being taken to their classroom at 8:45am by the teaching assistant.

Over time, Meet and Greet sessions are reduced for children and they are able to enter their mainstream classroom at 8:45am with their peers.

5. The curriculum

The Rainbow Den provides a modified curriculum that is suited to the children's needs. English and maths activities are available in each session and are linked to the children's personalised targets.

The group covers aspects of the wider curriculum linked to year group curriculum content.

All of the activities within the Rainbow Den focus on the following:

- turn-taking;
- watching and listening;
- using expressive language;
- learning from others;
- trying something new;
- developing a positive attitude to participation;
- forming positive relationships;
- using agreed codes of behaviour;
- initiating activities with other children;
- learning to respond to sanctions;
- considering the rights and needs of themselves and others.

Activities are weighted towards the children's PSHE development. Activities are designed to offer children criteria for doing well that guarantee success. The aim is to boost a child's self-esteem and sense of identity.

Each morning session offers the security of a consistent and familiar structure as follows:

- regulation time;
- good morning time;
- dough disco;
- phonics;
- choosing (directed 1:1 phonics/reading/AET targets);
- group snack time;
- outside time;
- maths counting group time;
- choosing (directed 1:1 maths b-squared targets activities);
- tidy up time;
- group/team task (Bucket Time, parachute, turn-taking games);
- story and songs;
- goodbye time.

Morning sessions also include work on the Interoception Curriculum, Lego Therapy, Forest School inspired sessions, 1:1 and group Makaton sessions and working towards SALT targets.

Each afternoon session offers the security of a consistent and familiar structure as follows:

- regulation and welcome;
- sharing news through play;
- choosing (activities linked to story/topic);
- directed 1:1 targeted activities with children linked to personal targets;
- snack and topic linked story;
- outside time;
- interoception task;
- tidy up time;
- group story;
- home time.

Afternoon sessions also include reading, Forest School inspired sessions, Lego Therapy, handwriting interventions and Socially Speaking intervention.

6. Assessment

Children in The Rainbow Den are assessed using the Boxall Profile and/or AET Framework. After an assessment, the team identify no more than 3 targets for the child to work on within the setting. The targets are discussed with the child, the class teacher and the parents and/or carers.

The Boxall Profile and AET Framework are working documents and targets are reviewed regularly.

An anonymised, completed Boxall Profile can be found in Appendix 1 and an anonymised AET Framework can be found in Appendix 2.

B Squared assessments are also used within the Rainbow Den setting to ensure that each child is meeting their personal targets.

7. Referral

Rainbow Den is a targeted provision, not a default placement. It supports pupils who require short-term, intensive or specialist provision to enable successful inclusion.

We have our own criteria to help us assess if it is appropriate to refer a child for inclusion in our provision.

A pupil may be referred if they meet one or more of the following profiles:

Communication and Interaction

- Diagnosed ASD (or under assessment)
- Pre-verbal or minimally verbal communication profile
- Significant difficulties with:
 - Attention and joint engagement
 - Following instructions
 - Functional communication
- Requires a highly structured, low-arousal environment to access learning

SEMH or Trauma Profile

- Persistent dysregulation impacting access to class learning
- High levels of anxiety, distress, or emotional overwhelm
- Attachment needs or trauma-informed profile
- Behaviours that indicate unmet need rather than defiance (e.g. withdrawal, dysregulation, unsafe behaviours)
- At risk of exclusion (fixed-term or internal)

A referral should include:

- Recent Boxall Profile and/or AET Framework data
- Evidence of:
 - Graduated response (Assess–Plan–Do–Review)
 - Strategies already tried and impact
- Clear identification of no more than 3 priority targets

Threshold Indicators

- Repeated internal withdrawals or class removals
- Persistent dysregulation across the week
- Social isolation or inability to form relationships
- Significant difficulty with transitions (home → school / lesson to lesson)
- Professional recommendation

Referral Process

1. Initial Concern (class teacher and SENDCo discussion)
2. Evidence gathering
 - Assessments (Boxall/AET)
 - Behaviour logs / provision maps
3. Parent/Carer meeting
4. Referral Panel (SENDCo, Rainbow Den Lead and SLT)
5. Decision recorded with clear rationale

8. Entry Plan

1. Pre-Entry Phase

- Parent meeting to:
 - Explain purpose
 - Agree outcomes and targets
- Baseline assessments:
 - Boxall / AET
 - Communication / SALT input if needed
- Pupil preparation:
 - Social story / familiarisation visit
 - Visual timetable introduced

2. Initial Placement (Week 1–2)

- Gradual introduction:

- Start with short, supported sessions
- Establish:
 - Key adult relationship
 - Predictable routines (essential for regulation)
- Focus on:
 - Regulation and safety
 - Engagement before academic demand

3. Individual Provision Plan

Each pupil will have:

- 3 personalised targets (linked to Boxall/AET)
- Daily provision including:
 - Regulation time
 - Communication development
 - Social interaction opportunities
 - Structured routines and success-based tasks

4. Ongoing Monitoring

- Weekly informal review (staff)
- Half-termly formal review with:
 - SENDCo
 - Class teacher
 - Parents
- Adjustment of targets and timetable

9. Exit and Reintegration Plan

1. Core principle

Reintegration is planned, gradual and responsive, not time-fixed.

For the children with a preverbal autistic profile, accessing Rainbow Den forms part of their provision so reintegration into the mainstream classroom will be personalised to them and the progress they have made within the provision.

For the children with SEMH and/or trauma related needs, the period of reintegration is generally carried out over a period of a couple of weeks, during which a child's responses are carefully monitored.

2. Indicators for exit readiness

A pupil may begin reintegration when they show:

Regulation

- Increased ability to self-regulate
- Reduced frequency/intensity of dysregulation

Engagement

- Sustained attention in structured activities
- Willingness to attempt learning tasks

Social

- Improved interaction with peers/adults

- Ability to follow group routines

Assessment Evidence

- Progress shown in Boxall / AET
- Staff and teacher observations support readiness

3. Step-Down Reintegration Model

Typical model (personalised to each child):

Stage 1: Dual placement

- Majority of time in Rainbow Den
- Short, supported mainstream sessions (e.g. 1 lesson daily)

Stage 2: Increased mainstream access

- Agreed lessons in class
- Targeted Rainbow Den sessions for:
 - Regulation
 - Check-ins

Stage 3: Reduced provision

- Only drop-in / planned sessions (e.g. 1 per week)
- Focus on maintaining success

Stage 4: Exit

- Full-time mainstream
- Rainbow Den available as a preventative support

4. Parent communication

- Parents informed:
 - Before reintegration begins
 - At each stage of change
- Shared strategies to ensure consistency between home and school

5. Exit criteria

A pupil exits Rainbow Den when:

- They can access mainstream curriculum with reasonable adjustments
- Targeted outcomes are achieved or significantly developed
- Risk of exclusion is reduced
- Class staff feel confident meeting needs

6. Post-Exit Support

- Monitoring period (4–6 weeks)
- Continued:
 - Check-ins
 - Intervention if needed
- Possibility of re-entry if needs escalate

10. Partnership with parents and carers

We recognise the importance of involving the parents and/or carers of a child in their education. We aim to keep parents and/or carers informed of their child's progress and provide them with support and advice.

The Rainbow Den Lead and SENDCos are contactable via Weduc should parents and/or carers wish to discuss any concerns or issues they may have.

Appendix 1

Anonymised Boxall Profile

Organisation of experience

The child may be developmentally immature, inattentive, lack concentration and be unlikely to follow simple requests or instructions. She/he may demonstrate a lack of independence in basic skills, e.g. personal organisation. There may be a reluctance to take an active part in group work or games. She/he may have difficulty understanding the expectations of the school or setting, and in predicting adult responses to behaviour.

She/he is likely to function alongside, rather than with others. He or she may intrude unduly and may try to take over. They may be egocentric and show little or no interest in things or activities around them. The child is unlikely to make relevant comments or ask questions.

She/he is reluctant to finish tasks and needs encouragement and support to finish work. Language and short term memory skills may be underdeveloped.

She/he is either too controlling or too passive. Is likely to experience difficulties in making and/or sustaining friendships. Relationships may be fleeting, albeit constructive and reciprocal. She/he is likely to demonstrate difficulties whilst working and interacting with other young people.

Internalisation of controls

The child may have to revert to survival instincts to get basic needs met and does not see other people as pleasurable. May not have had enough attention, praise and appreciation.

She/he lacks trust in adults and cannot predict what is going to happen next. May not understand that if an activity stops he or she can do it again at a different time.

She/he may not feel in a secure position at home; may not have experienced pleasure with others; may not have had enough time, attention and/or care.

She/he finds social situations and group work hard. They cannot respond constructively to others or offer help.

She/he is impulse driven, lacks personal organisation and self-control. May find it very difficult to stop a task.

Self-limiting features

The child is not engaging with the world and without interest and motivation. This suggests that s/he does not have a readily available potential to make productive attachments and is likely to be difficult to reach. The child will need a tentative approach from the adult and much individual attention to establish an attachment before they can be drawn into the group.

The child has an insecure, fragile self-image and self-defeating attitudes. She/he is unusually sensitive about his/her worth, perhaps because of high expectations in the home combined with too little support in meeting them; or the home provides inconsistent care and support and chaotic experience; or there has been sudden loss of support after an earlier good and constructive relationship; or perhaps identification with a depressed mother; or constitutional factors that make the child more vulnerable. Such children have a need for warm attachment but a severe lack of self-worth makes it difficult for them to seek this.

Undeveloped behaviour

The child is at an early stage of development when there is no defined awareness of self and indiscriminately seeks any attachments available. There is a marked need for an early level relationship and although still functioning at an early stage there is a readily available potential for attachment and growth.

She/he is impulse driven and does not reflect on, monitor or direct his/her own behaviour; personal organisation and identity are undeveloped. It may be that there is an underlying neurophysiological state which needs investigation but more often these features suggest that the child has had too little help in the early years to gain the resources to relate to others and engage at an age-appropriate level. However, because the behaviours described are normal at an early level there is an available potential for attachment and growth if appropriate relationships and experiences are provided.

She/he is seeking attachment and needs a close and consistently supportive relationship. There is deep insecurity about personal worth and adult regard.

Unsupported development

The child has not been able to attach to a reliable adult; s/he has a profound lack of trust in others and resists making an attachment. A very tentative approach is needed; it may be some time before trust is established and an attachment made.

She/he has an uncertain and ambivalent attitude to self; s/he has internalised profound insecurity. Here again, trust is slow to be gained.

She/he feels unvalued and is nursing a severely injured sense of self. This is expressed in self-damaging anger, silent negativism or projected onto others, who are seen as persecutors. The child may fear the adult's reaction to an overt expression of anger.

She/he is oversensitive to real or imagined slight or threat. This shows itself in defensive and resentful behaviour or in anger directed at others. Trust must first be established and the child's need for warmth and approval may then become evident; she/he becomes attached and is open to learning. However, without early and effective intervention the prognosis is likely to be poor because she/he has developed a well-organised way of being that increasingly brings satisfaction and power. Giving up these immediate, primitive and powerful benefits to gain the approval of an adult who initially means nothing to her/him is a long arduous process, both for the child and the adult. Behaviour which begins as a defence becomes an entrenched pattern, the longer it is allowed to persist.

Particularly when associated with raised scores on the other sub-clusters in Unsupported Development, suggests that this disregard of the needs of others is aggressive in nature, is motivated by anger and has the intention of depriving others. By contrast a high score here in association with low scores on Section I, Internalisation of Controls, suggests that this is the greedy, grabbing behaviour of a younger developmental level.

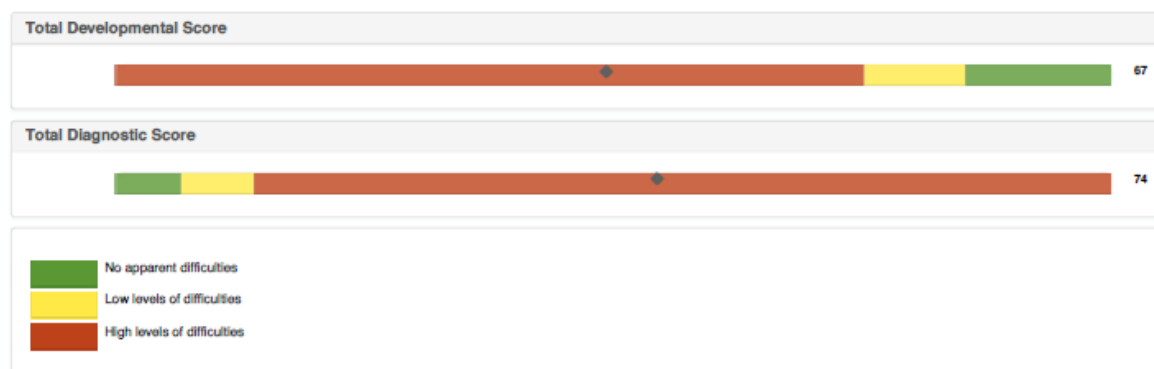


DEVELOPMENTAL



DIAGNOSTIC





Appendix 2

Anonymised AET Framework

Learning and engagement															
5. Evaluating own learning															
5.1 Evaluates own learning		Date	Baseline	Apr '25				July '25				Dec '25			
				NYD	D	E	G	NYD	D	E	G	NYD	D	E	G
✗	Identifies what they have done within an activity / lesson		NYD												
✗	Identifies what they have learned within an activity / lesson		NYD												
✗	Identifies what they have done well within an activity		NYD												
✗	Identifies what they have found difficult within an activity		NYD												
✗	Identifies what they might do differently next time		NYD												
✗	Accepts adult drawing attention to work they have completed		NYD												
5.2 Applies understanding of own learning		Date	Baseline	NYD	D	E	G	NYD	D	E	G	NYD	D	E	G
✗	Applies what they have learned previously in order to achieve a task		D												
✗	Uses agreed strategies to help them achieve task		D												
✗	Knows when to ask for help		D												
5.3 Knows and applies own strengths		Date	Baseline	NYD	D	E	G	NYD	D	E	G	NYD	D	E	G
✗	Demonstrates awareness of own strengths		D												
✗	Knows that different people are good at different things		NYD												
✗	Applies strengths within a range of tasks / topics		NYD												
5.4 Recognises own difficulties		Date	Baseline	NYD	D	E	G	NYD	D	E	G	NYD	D	E	G
✗	Identifies what they find difficult		NYD												
✗	Uses taught strategies to overcome difficulties		D												
✗	Attempts to solve a problem using own initiative		NYD												
✗	Asks for help to manage an area of difficulty		NYD												
5.5 Sets own learning goals		Date	Baseline	NYD	D	E	G	NYD	D	E	G	NYD	D	E	G
✗	Identifies what they would like to achieve		NYD												
✗	Sets realistic learning goals		NYD												
✗	Understands what they need to do to achieve their goal		NYD												
5.6 Understands the consequences of own choices and actions		Date	Baseline	NYD	D	E	G	NYD	D	E	G	NYD	D	E	G
✗	Identifies consequences of own actions / behaviour on achieving goals		D												
✗	Chooses positive actions / behaviour based on understanding of consequences		D												
✗	Understands consequences / impact of actions of others on themselves		D												
5.7 Recognises own achievements		Date	Baseline	NYD	D	E	G	NYD	D	E	G	NYD	D	E	G
✗	Identifies when they have reached their goal		D												
✗	Shows pride in own achievement		NYD												
✗	Copes with celebration of achievement		E												