

For further information

The Rainbow Room at Hunnyhill Primary School is based on Cherbourg Primary School's successful Jarjums Room; a Hampshire wide provision for children with Education, Health and Care Plans (EHCPs) for SEMH needs.

Through clear boundaries, high expectations and flexible routes to success (stacking those boxes in the picture overleaf as high as we need to), pupils with identified SEMH needs will be able to learn and develop alongside their peers.

If you have any questions or comments, please email Mrs Lisa Steedman Headteacher at Hunnyhill Primary School,

office@hunnyhillprimarieschool.co.uk



THE RAINBOW ROOM
RESOURCED PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH
SOCIAL EMOTIONAL AND MENTAL HEALTH NEEDS

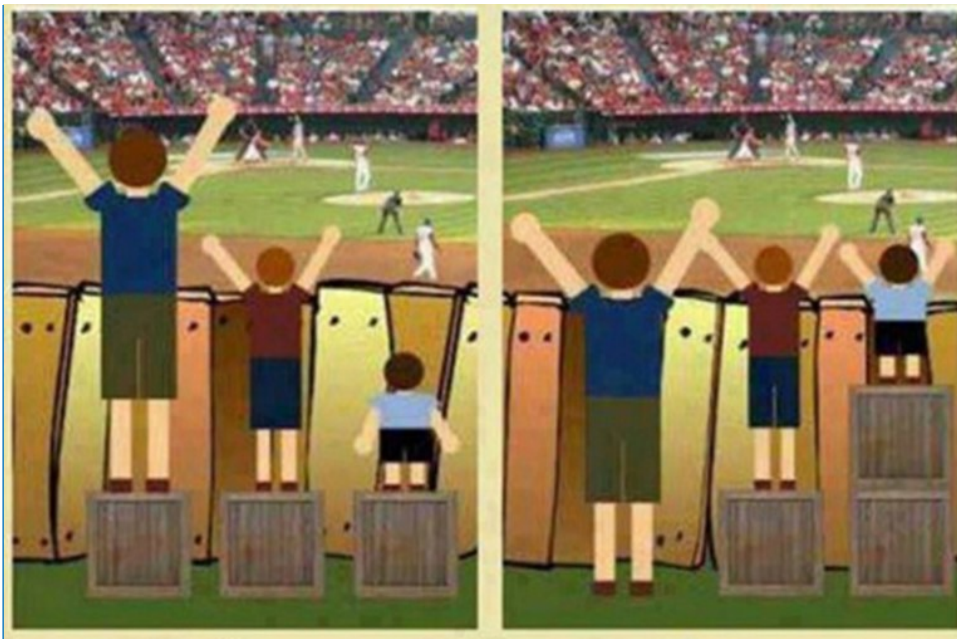
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SEMH RESOURCED PROVISION RAINBOW ROOM



**A pilot project to meet the needs
of children and young people with
social emotional and mental health
needs (SEMH)**



‘That’s not fair’ is probably something you hear your child say frequently, but what does fairness mean and how can schools ensure that education is fair? Finding the answer to this question helps us to explain why developing our resourced provision is so important at Hunnyhill Primary.

The first picture shows what happens if ‘fairness’ and ‘equality’ are considered to mean if everyone has the same (e.g. all children having the same provision in school). The second picture shows the difference we can make if we offer different types of provision in school to ensure that all children have a fair or equal chance beyond education. For example, if a child has a visual impairment, it is obvious that a school would need to support that child by making sure that all text was photocopied bigger and that signs and doors should be clear and brightly coloured. If a young person has a physical disability and needs a wheel chair, a school would need to make sure that the young person could move around the school safely and the teachers would need to support the child to join in all activities, including PE. The Paralympics have helped us all to better understand the achievement people can make in overcoming any barriers in their way.

Social emotional and mental health needs can be just as disabling to a young person as any other disability; not least because people can find it harder to be sympathetic. This might be because the frustration and anxiety caused by these needs often displays itself in aggressive language and behaviour which can feel unpleasant. The Rainbow Room provides the ‘boxes’ in the picture above.

Children and young people in the Rainbow Room will benefit from programmes of taught skills in managing emotions, building resilience and improving social communication. This will be alongside catch up programmes in literacy and numeracy, which enable the child or young person to make good progress over time and improve the chances of being economically successful in adulthood, with a better chance of achieving and keeping good relationships.

This pilot will enable:

- Sharing of good practice within the school to benefit all children
- Successful inclusion of pupils with SEMH needs demonstrated through academic and social achievement and progress
- Training of large numbers of teaching and support staff in the prevention, de-escalation, recovery and restoration of Incidents of behaviour, providing calmer pupils and learning spaces
- An increase in much needed SEMH provision on the Isle of Wight

The Rainbow Room was named by the pupils in the original provision. The colours of the Rainbow representing the values of the room.

Red—Strength

Orange —Success

Yellow—happiness

Green —Growth

Blue —Trust

Purple —Ambition