

## **SEND INFORMATION REPORT**

**Introduction** - All children and young people attending Rainbow Horses Learning Centre have special educational needs and disabilities. Almost all also have EHCPs.

Rainbow Horses Learning Centre specialises in working with autistic children, particularly those with a demand avoidance profile, and children who have experienced trauma. In many cases our learners are both autistic and traumatised by their experience of school.

We offer a low sensory arousal environment and a low demand approach. We focus on recovery and re-engagement with learning through following the learners' own interests. Our approach is trauma informed and attachment aware and we are a Trauma Informed School (<https://www.traumainformedschools.co.uk/home/what-is-a-trauma-informed-school>).

All staff are trained and experienced in working with autistic children and in collaborative approaches for working with children with PDA (pathological demand avoidance).

We have specialist staff with additional training and experience in in Autism and PDA, ADHD and Trauma, as well as a Senco who is trained to use the Thrive approach (<https://www.thriveapproach.com/about-thrive/about-us>) to profile learners and track progress. All the training is shared with the whole staff team by the specialists.

Our mission is to create a centre of excellence in trauma, autism and PDA where children and young people can feel safe to recover from and understand the impact of their trauma, develop the confidence and skills to re-engage with learning, and to progress, with support, to the most appropriate full time placement where they can achieve their potential.

**Induction** – All learners are provided with a bespoke induction. Some may need home visits to begin to form relationships with staff. This may move onto short visits with parents/carers who will gradually step back to allow the learner to integrate.

**Communication and Interaction** – All staff are trained and experienced in working with children and young people with different styles of communication and interaction, including autistic learners, learners with ADHD, PDA, SPD, FAS and specific language disorders. We work closely with speech and language therapists involved with learners to co-create and deliver bespoke SALT packages.

**Cognition and Learning** – All the learning at Rainbow Horses is fully bespoke, child led and based on following the learners' own interests. For example a learner interested in road signs and roadworks has been learning geography through finding relevant factories on a map, maths and money through comparing ebay prices, literacy and communication through compiling emails to various companies and practicing social interaction with strangers through meeting staff from the factories and going on visits.

For some learners where appropriate and relevant we are able to offer animal-care related unit qualifications, certificates and awards at entry Level 3 and Level 1 through The Open College Network

**Social, Emotional and Mental Health** We have specialist staff trained in Trauma and mental health including a trained child counsellor who is a member of BACP (<https://www.bacp.co.uk/membership/home/>). All staff are trained in a wide range of evidence-based approaches for supporting emotional well-being and mental health.

**Sensory/Physical Impairment** – All staff have had training in basic sign language (BSL and Makaton) and a member of staff has a BSL Level 1 qualification. We work closely with a Teacher of the Deaf. We have worked with visually impaired learners and supported learning Braille and are able to support visually impaired learners through a bespoke package as we work one to one withal of our learners. The site os not currently suitable for physically impaired learners who use a wheelchair.

**Assessing and Evaluating the Progress of Learners with SEND** – We use outcomes from learners EHCPs to assess and evaluate progress which is shared weekly with parents and commissioners through the SeeSaw App. We are introducing the Thrive approach for profiling and evaluating progress for some of our learners which will be shared termly.

**Involving learners with SEND and their families** – we hold bi-annual family parties at Christmas and in the summer. We are running a series of three informal events for parents in the summer term 2023 with SEND specialist speakers over tea and cake. If these are successful we will continue with the events for as long as parents request them. We also offer online mindfulness courses for parents on request and have a parent advocate who offers free sessions for parents each month.

**Transition** – Our aim is to support all our learners to transition successfully to the most appropriate full -time placement. We work towards this with the children and young people as soon as all involved (parents/carers, schools, LAs, therapists and learners) feel they are ready. Each transition is managed on an individual basis and talked through with the learners. We have offered support in their new placement, visits to Rainbow Horses by new staff to meet the learner, weekly sessions at Rainbow Horses as they settle in to the new placement, and Saturday family sessions for as long as the learner and family wish to maintain the link with Rainbow horses.