



Welcome to our Rainbow Room!

“We endeavour to promote inclusive emotional wellbeing and positive mental health for all children and families within Park View School”

The Rainbow Room is at the heart of our school where we provide therapeutic experiences and activities for children. We have an open door policy meaning that all children across school have access at all times, should they need it. Children may come to us for many different reasons, they might be feeling worried and anxious, or they may come unfortunately due to a bereavement of a family member or pet. Some children access the Rainbow Room early in the morning in order to allow them to make a positive start to their school day, where they can talk to trusted adults in a safe environment. Children also come at the end of the day to promote a positive end to their school day.

At break times the Rainbow Room is open for any child who has not had a snack, or just feels they need to talk to a trusted adult. Social skills are targeted at this time, some children using Picture Exchange communication books to indicate their needs, others may use Core Boards and benefit from interactions with children across school by sitting together in an inclusive environment.

Some children visit the Rainbow Room to self-regulate and take a brain break, whilst others come and continue the same work as their peers because of sensory overload, then re-join their class. Others work fulltime within the Rainbow Room completing the same work as their peers, but this may be differentiated due to social and communication difficulties, providing them opportunity to access speech and therapy interventions and enhanced social and therapeutic opportunities.

Therapeutic interventions take part every afternoon such as Smarty Crew that promotes children exploring their thoughts and feelings through Art. Wild Crew and Wild Tribe promote outdoor social and emotional learning.

Bereavement therapy is also offered given the importance of addressing this challenge as it enables children to express their feelings in a sensitive way. Strategies include making a forever cushion, memory box or preparing children for a funeral whilst working in close partnership with parents and carers. We also try our best to support our families too wherever possible.

Resilience groups help children develop skills to navigate through the possible challenges they may face through life as children exhibit feeling worried, sad, scared or angry at times as they struggle to cope with any significant changes in their lives.

Prevention and early intervention is key as school addresses any challenging behaviour. For example, the Challenging Homophobic Behaviour in Primary Schools (CHIPS) intervention is established within the Rainbow Room to address this through story based activities throughout all year groups in school.

We respect children's wishes around transgender identity, allowing them to choose a pronoun and name, ensuring children are welcome and safe to wear the clothes, hairstyles and accessories that reflect their affirmed gender. Close work with parents, carers and other agencies strengthens this approach and allows children's wishes to be supported and respected.

Racial diversity is strongly acknowledged as we relentlessly celebrate diversity, ethnic grouping, religious belief and respect different ideas, perspectives and values through activity based intervention. Our aim is to eliminate racial inequities and improve outcomes for all racial groups across the school.

Pet therapy is very important within the Rainbow Room allowing children therapeutic opportunities to meet their learning needs, especially in reading, communication, observation and speaking.

Friendship groups take place with all children throughout the school within the Rainbow Room to develop and maintain long term interactions and promote positive social interactions throughout school.

Along with the many interventions that we have in place, we also have a separate sensory room located within our Rainbow Room, providing a calming sensory experience for children to regulate their emotions, especially when they are experiencing sensory or emotional overload.

During recreation periods or lunch break, children across school may prefer to eat their lunch within the Rainbow Room, this could be due to sensory overload or having a social and communication difficulty, anxiety, or just wanting to interact with others in a smaller environment. This provides social skill opportunities and inclusion with the rest of the school as other children join.

Partnership with parents/carers is crucial and as we actively promote an open door policy, meeting parents/carers in the mornings and afternoons and encourage parent participation through positive parenting classes, meetings, phone calls, or outreach work within the home.

Clubs take part every day which provides enrichment, such as cooking club, film club and entrepreneurs club to name but a few...

We aim to take a more holistic approach when working with children and their families, as a team we provide tailor made support and guidance as we understand that "one size doesn't fit all", therefore to remain an inclusive hub we base our support around each individual child and family not vice versa.