

HAMER COMMUNITY PRIMARY SCHOOL



Internal Inclusive Provision Policy

This policy was written on behalf of the school by the SENDCO, Karen Duggan, in conjunction with the Head teacher, Victoria Terry.

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Reviewed Autumn Term 2025 by K Duggan

Statement of intent

Hamer Primary School recognizes the increasing pressures on specialist support outside of mainstream education. To better meet the diverse needs of all our learners, we have developed our Rainbow Room as a base for those children within EYFS and KS1 who find attendance in a mainstream classroom extremely challenging. This Internal Inclusive Provision (IIP) is a vital part of our commitment to offering tailored support and providing an alternative approach to enable those children with complex needs to thrive within our school community.

Rights and Responsibilities

Children with complex needs, such as Autism Spectrum Condition (ASC), have legal rights and protections under UK law, primarily the Children and Families Act 2014, the SEND Code of Practice (2015), and the Equality Act 2010. At Hamer we recognise that we have a responsibility to uphold these rights and by establishing the Rainbow Room, we aim to fulfil our legal obligations to provide an inclusive, accessible, and individualised education for our learners with specific needs.

Rights of Children with Complex Needs:

➤ Right to an Inclusive Education:

Under the Children and Families Act 2014, children with complex needs, including those with ASC, have the right to attend mainstream schools unless it is determined that their needs cannot be met within a mainstream setting. Schools must take all reasonable steps to support inclusion, ensuring these children can access the curriculum alongside their peers.

➤ Right to an Education, Health, and Care Plan (EHCP):

Children with ASC who have significant needs may be entitled to an EHCP, which outlines specific educational, health, and care provisions required for the child. The SEND Code of Practice requires schools to follow the

provisions laid out in an EHCP to ensure the child's needs are met appropriately.

➤ **Right to Reasonable Adjustments:**

Under the Equality Act 2010, children with disabilities, including ASC, are entitled to reasonable adjustments to ensure they are not at a disadvantage compared to their peers. This could involve adjustments to the learning environment, teaching methods, or support staff, tailored to the child's specific needs.

➤ **Right to Access Support and Resources:**

Schools must provide the necessary resources and support to enable children with ASC to participate fully in school life. This could include additional teaching assistants, sensory rooms, or tailored interventions, based on the child's individual needs as outlined in their EHCP.

➤ **Right to a Safe and Supportive Environment:**

Schools are required to ensure that children with complex needs, including ASC, are safe from harm, including bullying and discrimination.

Rationale

At Hamer we strive for the best outcomes for all of our children.

The aim is that all children access learning with their peers and are taught an age appropriate National Curriculum. However, we recognise that this is very difficult for some children and due to the lack of space and growing stresses within the specialist sector, we have an increasing number of children for whom inclusion within a mainstream classroom is not appropriate.

The Rainbow Room is a bespoke provision that caters for children with significant and complex special educational needs and disabilities. Clear Entry and Exit Criteria for use of the Rainbow Room is outlined in appendix 1.

Aims

- To create a nurturing environment where children feel welcome, valued, safe, and happy.
- To support children in building positive, trusting relationships with adults.
- To offer a curriculum, assessment, environment, and staff that foster initiative, perseverance, exploration, anticipation, and achievement.
- To encourage children to thrive by maintaining high expectations for their progress.
- To be flexible and responsive to the evolving needs of each child.
- To support children in developing effective communication skills.
- To ensure that all school staff understand and actively support the goals of the provision.
- To cultivate strong, effective partnerships with parents, carers, pupils, and external agencies.
- To provide opportunities for children to participate in sessions with their peers as frequently as possible.
- To offer children opportunities to develop key learning and social skills which allow them to build relationships and function independently, in groups, and as part of a class.

At Hamer, our Internal Inclusion Provision is part of the offer for a child's journey if they are experiencing significant difficulties at school. The intention is always to be fully integrated within their own classrooms, but we recognise that some children need additional and different intervention and provision to support their learning and additional needs.

Curriculum

Within the Rainbow Room we implement a play-based curriculum which is developmentally appropriate to our pupils' needs. We facilitate learning through adult supported play and adult directed activities with a focus on exploration and creativity. We highly value learning through play, which enables our pupils to develop their confidence, problem solving skills and become active learners. We have developed our environment to facilitate relevant, functional and meaningful learning.

Our child centred play-based curriculum promotes respect for each pupil as

an individual, emphasising the four core development areas of Communication, Personal, Physical and Cognitive (thinking) skills. Personalised goals, derived from EHCP outcomes as well as the pupil's current interests, motivations and needs, are integrated into these curriculum areas to meet the needs of the individual pupils.

We acknowledge that some pupils may need more focus on structured learning opportunities alongside play based learning, and this is implemented as part of their bespoke curriculum. These children may access 1:1, small group or whole class teaching with their peers where appropriate.

Within the Rainbow Room we have three curriculum pathways which broadly reflect our pupil cohort.

Exploratory Pathway

Pupils on this pathway are at very early stages of development, and are typically assessed at Cherry Garden Branch Maps 1 - 4. They will access a curriculum that enables them to:

- develop positive relationships with familiar adults;
- establish behaviours through which they can communicate with others;
- explore the world around them using their physical and sensory capabilities;
- develop a sense of security in the school environment.

Discovery Pathway

Pupils on this pathway are starting to develop more formal skills within the 6 areas of learning (shown in diagram below) and are typically assessed at Cherry Garden Branch Maps 4 - 8. They will access a curriculum that enables them to:

- develop a more intentional formal communication system;
- develop functional problem-solving skills;
- starting to engage with more subject specific learning.

Investigation Pathway

Pupils on this pathway are moving towards pre-key stage standards and are typically assessed at Cherry Garden Branch Maps 8 - 12. They access a curriculum that enables them to:

- develop a range of life skills;
- communicate effectively with a range of communication partners;
- develop their confidence and independence in familiar settings and within the community.

Our schemes of work set out the provision and teaching strategies appropriate to each pathway, ensuring clear progression and development as pupils move through their learning journey. These levels are not defined by age, rather by individual need and development; pupils therefore may move from one level to another during their school career.

The Schemes of Work are split into six curriculum areas and differentiated to cover the three curriculum pathways. They outline the key learning opportunities and provision which will be used to implement the curriculum and provide a broad and balanced coverage of all areas of learning. The provision is differentiated to reflect the needs of the pupils on each curriculum pathway and to ensure a progression of skills and knowledge.

A topic-based approach ensures a broad range of opportunities and experiences throughout a pupil's time at Hamer Primary School. These topics are then adapted to reflect the pupil's interests and next steps. They also ensure breadth and depth of learning for all pupils, regardless of which pathway they are following. Each pathway follows a three year topic cycle.

The Schemes of Work provide a guide to plan for differentiation across the range of pathways. Pupils who are working on the Explorers curriculum will focus on the four core areas. Pupils working on the Discoverers and Investigators curriculum will work across the six Areas of Learning as shown in the diagram below.

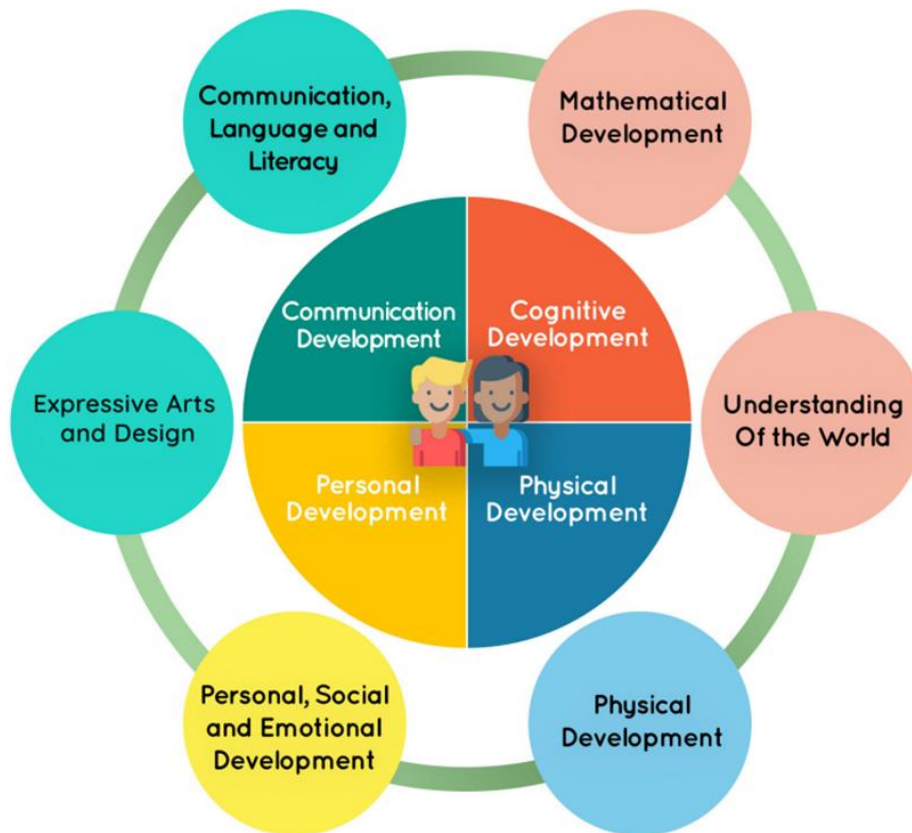


Diagram 1 – Child Centred Curriculum

Where ever possible we promote the development of the above areas of learning within real life experiences.

The topic maps and schemes of work are used by staff to inform the short term planning for Rainbow Room, which consists of:

- A detailed class timetable/ daily plan
- A detailed activity plan for each area of learning that links to the topic and is adapted depending on child's stage and includes appropriate enhancements
- Personalised weekly plans that include links to a child's peer groups and targeted activities to help develop skills e.g. phonics, letter formation, number

The amount of time spent in the Rainbow Room will be decided for each child based on their individual needs but all children will continue to be linked to a registration class. The class teacher will continue to have oversight of planning and will be part of the assessment process. Children may access their registration class through sessions such as:

- Class registers
- P.E.
- Music
- Enrichment activities
- Forest School
- Phonics

Assessment

Our curriculum ensures that the engagement model is central to what we offer pupils. This means we can evidence pupil's initiation, persistence, exploration, anticipation and realisation. This is shared with parents/carers weekly through observations on Tapestry and reported on during meetings.

In order to demonstrate and report progress to parents/carers, we use the Cherry Garden framework. At the end of Key Stages, depending on a child's ability, we would report that a child is either;

- Working at a National Curriculum level
- Working at pre-key stage standard
- Working within the Engagement Model / Cherry Garden framework

All children accessing the Rainbow Room will have personalised goals, which are set termly with a mid-point review. These goals are based on the child's EHCP outcomes and their achievements against the Cherry Garden Branch Maps. All recording of a child's achievements in relation to their goals is on Tapestry - photos, videos, and typed observations. This will be discussed by the class team at the mid point review who will also consider parents views about progress and barriers at home to help inform next steps. There will be a termly progress discussion between SLT and the SENDCO as part of the school Progress Meetings. This will inform next steps for individual pupils and for the Rainbow Room overall.

Partnership

Parents/carers are kept informed of their child's progress in a number of ways. There are termly reviews with the SENDCO and mid-point catch up meetings which include the class teacher and/or a member of the Rainbow Room team. Information is passed between home and school at drop off and pick up and significant news is passed on by a telephone call to or from home.

Annual reviews are held at school and invites are sent to all agencies involved with the child's care. Pupil voice is also gained in the most appropriate way and shared at the meeting.

We have a range of outside agencies who support with target setting and staff training within the Rainbow Room and across school. These include; Rochdale Additional Needs Service (RANS), Rochdale Team for Autism and Social Communication (TASC), Speech and language therapist and the school nurse. At Hamer we work hard to develop and expand these relationships.

Appendix 1

Entry Criteria for the Rainbow Room

To access the Rainbow Room provision:

- Pupil must be on the school's SEND register.
- They must have an EHCP or be in the process of applying for a statutory assessment.
- There must be clear evidence that ordinarily available provision is not meeting need and the child is struggling to access learning within a mainstream classroom.
- Admission of the child will not have a detrimental effect on the education of the other children within the Rainbow Room (Equality Act 2012).
- Entry into the Rainbow Room has been discussed and agreed with parents.

Exit Criteria for the Rainbow Room

To re enter mainstream class full time:

- Pupil must be working within their class for more than 70% of the timetable.
- A transition plan is in place with small steps and a clear outline of provision to ensure success at each stage of the move.
- Transition back into their class has been discussed with parents.



Appendix 2

HAMER PRIMARY SCHOOL - RAINBOW ROOM

Three Year Topic Cycle

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Nursery Rhymes and Traditional Tales	Marvellous Me	Home/ Family	Animals/ Life cycles	Growing	Transport
Key texts 2025-2026	The three little Pigs	Brown Bear Brown Bear..	Peace at last	Old Mac Donald	Jaspers Beanstalk	Whatever Next
Key texts 2026-2027	Goldilocks and the Three bears	The Colour Monster	Owl Babies	The very hungry caterpillar	Oliver's Vegetables	We're going on a bear hunt
Key texts 2027-2028	Three Billy Goats Gruff	I went walking	Daisy eat your peas!	Dear Zoo	The tiny seed	The train ride
Suggested titles for enhancement	Twinkle Twinkle Incy Wincy Spider Baa Baa Black Sheep Hickory Dickory	Me and My Amazing Body 5 Senses All by myself Heads, shoulders knees and toes Elmer	A handful of buttons Peace at Last Handa's Surprise Funny Bones	The Amazing Life Cycle of Butterflies Tree: Seasons come, Seasons go	The Tiny Seed When I grow up Jasper's Beanstalk	The Train Ride The Journey Home From Grandpa's Room on the Broom

