

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 2026 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 provide a personalised, developmentally appropriate curriculum for pupils with significant and complex SEND. The curriculum recognises that, for some pupils, progress is not best understood through age-related expectations or subject-specific attainment alone. Learning therefore begins with the individual child: their communication, sensory profile, regulation, physical development, cognition, interests, motivations and EHCP outcomes.

The Rainbow Room uses the Sensory Classroom curriculum as the principal framework for planning learning. This provides structured opportunities for pupils to develop the foundational skills required for learning, communication, engagement and independence. Learning experiences are practical, sensory and meaningful and are adapted to reflect each pupil's developmental stage and individual needs.

Teaching may include sensory exploration, interaction and communication, cause and effect, anticipation, attention, regulation, physical development, early cognition, problem solving and independence. Staff use a range of approaches including Intensive Interaction, Attention Autism, sensory-based learning, AAC, Signalong, visual support, structured play and adult-led activities according to individual need.

Curriculum planning is not determined by a pupil's chronological age or by a single assessment level. Pupils may access different elements of the curriculum at different developmental levels and learning is revisited frequently to support generalisation, consolidation and independence.

Where appropriate, pupils also access subject-specific learning including phonics, early reading, writing and mathematics. Pupils who are able to access aspects of the Early

Years Foundation Stage or National Curriculum will continue to do so, with appropriate adaptations and opportunities to learn alongside their peers.

Topics, stories and real-life experiences are used to provide motivating contexts through which learning can be revisited and generalised. These themes provide breadth and variety but do not determine individual learning outcomes. Individual targets and EHCP outcomes remain central to planning.

Staff use ongoing observation and assessment to identify appropriate next steps and to adapt provision. Learning opportunities are therefore responsive to the pupil rather than following a fixed sequence or pathway.

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.

Assessment

Assessment within the Rainbow Room is holistic and is used to identify progress, inform next steps and evaluate the effectiveness of provision. No single assessment measure is used in isolation.

We continue to use the Cherry Garden Branch Maps as our principal developmental assessment framework. These allow staff to identify pupils' developmental starting points, recognise small steps of progress and identify appropriate next steps across relevant areas of learning. Cherry Garden assessment informs teaching but does not prescribe the curriculum.

For pupils working below the level of the national curriculum assessments and who are not engaged in subject-specific study, the Engagement Model is used to consider how pupils engage with learning through exploration, realisation, anticipation, persistence and initiation. Engagement observations help staff understand how learning should be presented and which approaches support the pupil most effectively.

Progress towards personalised targets and EHCP outcomes is also monitored throughout the year. Evidence is gathered through observations, photographs, videos and written records on Tapestry.

Cherry Garden assessment is reviewed termly and used alongside Engagement Model observations, EHCP outcomes, professional judgement and parent/carer views to agree appropriate next steps. 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.

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 2010).
- 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

The Sensory Curriculum Topic Overview

	Year A	Year B	Year C	Year D
Autumn	Ourselves	Toys	Colour & Light	Journeys
Spring	Our School	Spring & Growth	Communities & Culture	Houses & Homes
Summer	Weather & Seasons	Creatures Great & Small	On the Move	Out & About