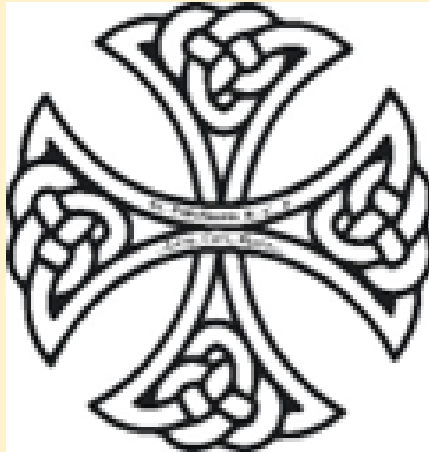


# St. Ethelbert's RCP



## Internal Inclusion Provision Policy

September 2025



## Mission Statement

Our Mission Statement says that we:

*"Love learning as friends;*

*Care for our community as neighbours;*

*Share our faith in Jesus as disciples"*

In inspiring a love of learning as friends, this policy supports our aims that:

*"We provide a broad, balanced, creative curriculum, underpinned by Gospel values; our curriculum is rich in content and both challenging and differentiated to allow each child to fulfil their potential."*

*"We foster a climate of encouragement and support, where children feel confident to take risks, be adventurous, display curiosity and develop independence."*

*"We celebrate achievement."*

At St. Ethelbert's, we believe that all pupils are equally valued and respected and that every child is a gift from God with individual needs and gifts. We aim to ensure that, in partnership with parents, these needs are identified and strategies developed to meet them. We ensure that all our children feel happy, safe and valued within our nurturing and stimulating environment. Our long-term goal is that children develop skills to become successful and independent life-long learners who can make a positive contribution to our diverse society.

## Statement of intent

St. Ethelbert's RC Primary understands growing pressures on specialist support outside of mainstream schools, therefore, to meet the needs of all learners in our school we have developed The Nurture Room. It is essential that we provide opportunities for all learners, and The Nurture Room, alongside the Rainbow and Sunshine rooms, offers an alternative way of working to support some of our children.

## Introduction

We want all children to be able to access learning with their peers, however we recognise that this is very difficult for some children. At St. Ethelbert's, we see our Internal Inclusion Provision (IIP) as part of a child's journey, if they are experiencing significant difficulties accessing their mainstream classroom and curriculum due to their particular SEND needs. Our intention is always to fully integrate children back to their peers, when appropriate.

The Internal Inclusion Provision at St. Ethelbert's offers an alternative way of working to support primary aged children with EHCPs and SEND. The Nurture room has been designed to support children who primarily have speech, language and communication needs and/or social emotional mental health needs. The room enables children to be best supported in an alternative classroom for part of the school day, whilst supporting them to access a proportion of learning in their mainstream school.

The welcoming and nurturing environment, alongside suitably trained staff, supports children aged 4-11, so that they can more successfully access the National Curriculum within a mainstream school. Children can access all of St. Ethelbert's facilities where appropriate, including lessons within classrooms, PE sessions, the playground at break times, dining hall at lunch time and whole school assembly.

Our aim at St. Ethelbert's R C School is to ensure pupils and their parents/carers are included and welcomed into the life of our school.

Staff supporting pupils in our Nurture Room have received ongoing training in how to support children with speech, language and communication difficulties as well as other areas of SEND.

### **Our Aims**

- To support children to stay in mainstream education.
- To create a nurturing environment where children feel welcome, included, valued, happy and safe.
- To support children to build healthy and trusting relationships with adults.
- To offer a curriculum, assessment, environment and staff that promotes initiation, persistence, exploration, anticipation and realisation
- To enable children to see themselves as successful learners and achievers.
- To enable children to thrive through high expectations.
- To be flexible in responding to the needs of the children.
- To help children understand their own emotions and provide support and strategies for self-regulation.
- To support children to communicate effectively
- To support children to build reciprocal friendships with adults and peers. To develop a range of social skills to enable pupils to function alone, as part of a group or part of a class.
- To work holistically with parents/carers and external agencies to develop consistent strategies to support the child.
- To ensure all school staff understand and support the aims of the provision.

### **Our Beliefs**

- Children learn best in an accepting and nurturing environment.
- Children learn best when they are exposed to learning activities which are developmentally appropriate.
- Children thrive in an environment where appropriate behaviours are encouraged with the use of positive reinforcement.
- Children want to be understood.
- Building self-confidence and self-esteem helps a child to learn.
- Children learn best when they have developed secure trusting relationships and have clear boundaries and expectations.

### **The Staff Team**

The provision offered is led by SENCO. The SENCO coordinates the provision in the Nurture Room. There is a designated member of staff who is either a teacher or level three teaching assistant to lead the provision during afternoon sessions.

### **Admissions Criteria**

Pupils will only access the provision under the following criteria:

- Those with an Education, Health and Care Plan (EHCP)
- Those in the process of being assessed for an EHCP
- Those in receipt of EYFS inclusion funding or transition funding
- If the SENCO and/or Headteacher determine that our IIP is suitable for the child and if the provision offered can meet the provision outlined in section F of the EHCP.
- The child struggles to access learning in a mainstream environment.
- The child's admission would not have a detrimental effect on the education of the other children in the setting (Equality Act, 2012).

### **The Rainbow and Sunshine Rooms**

As Part of our IPP Wave 1 - open to all when needed. A space to calm down, a space to self-regulate, a space for a quiet discussion. A child may attend these spaces when they need to. A child who needs something different on arrival or requires a sensory break during class time. The visit is time limited and supported by a trained member of staff.

This room can be used as part of Wave 2 specific interventions for 1-1 or small groups of children. This will depend entirely on the needs of the child or children; it could be that a child needs time to work in quietness away from the classroom, or that a group are participating in some intervention work. The use of the room is timetabled carefully and is managed by our SENCO, Miss Postlewaite.

### **The Nurture Room**

This room supports children at Wave 3 who need something significantly different to support their journey in school. The child spends significant amount of time in this bespoke provision.

The curriculum in the Nurture room is based on the EYFS statutory framework and the National Curriculum, personalised to meet individual needs and allowing children to learn at an appropriate pace. Children may be working on curriculum objectives significantly below their chronological age. Staff use the EYFS developmental journal and B squared tracking and assessment tools to support planning to meet children's targets outlined in their Pupil Passports and coverage of the EYFS statutory framework and the National Curriculum. Curriculum planning ideas are supplemented from the Sensory Curriculum (2024) written by Jordan Garret of [www.sensoryclassroom.org](http://www.sensoryclassroom.org). Staff will also be using the Sensory Curriculum's Attention Autism Assessment Tracker to monitor the progress of children who attend bucket time to develop their joint attention.

We recognise that children may be at different levels -

Children with profound speech, language and communication difficulties will focus on developing their early communication skills and any targets outlined in their speech and language programmes and or EHCPs.

Children at the early stages of emergent learning - will engage in non-subject specific learning with a focus on play with targets linked to their personalised targets in their pupil passports.

Children who are learning to learn - will engage in some subject specific learning, early maths and English and cross curricular topics

Children who are developing independent learning skills - will access subject specific learning in a range of subjects. Some of their learning will be structured using the 1, 2, 3 TEACCH approach

Children who access the Nurture Room will be assessed using the early years developmental journal or B Squared depending on their ability, which are flexible frameworks for children with complex learning profiles.

The children will access their mainstream classrooms for most morning sessions, unless they are not able or ready to do so due to their SEMH needs. The Nurture room can also be accessed by groups or individuals with TA support during our morning sessions to support with self- regulation, co-operative play and sensory needs.

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 - this can be supported with a detailed analysis, using B Squared's assessment and tracking system
- Working within the developmental journal descriptors

If the child has been accessing 'bucket time', we will also report what stage of attention autism they are working at.

### **The Environment and Daily timetable**

Our space is designed to provide a welcoming, calm and engaging environment. We want the children to feel a sense of belonging and take pride in their environment. There are different areas for different types of activities rooted in the Early Learning Goals and much of the room's set up is rooted in Early Excellence with a multi-sensory approach to learning.

The children from Reception upwards start their day at 8.45am and the school day ends at 3.15pm. Nursery sessions open from 8.45am until 11.45am and from 12.15 until 3.15 for any Nursery children who access our Nurture provision. These times may vary for children who are on a part time timetable.

### **Partnership with Parents**

The staff in the Nurture room will keep parents regularly informed through SeeSaw, teacher to parent messages home, review meetings, home-school communication books, informal chats, stay and play sessions, coffee afternoons and written reports.

Parents/carers can view daily achievement via SeeSaw. For some children, a home-school link book will keep parents informed of what their child has been learning that day and, when appropriate, ways you can support at home.

School strongly believes that children learn best when home and school are working closely together.

### Review meetings

Our SENCo will meet with the parents of children who access the Nurture room on at least a termly basis, depending on whether their family is open to Early Help. These review meetings will take place as part of our regular parents' evenings. The children's progress will also be discussed at our termly pupil progress meetings too. If any adjustments need to be made, then parents will be invited into school to discuss what future provision will look like for their child.

### Exit Criteria

- The child has made progress - that means they can access the mainstream classroom on a full-time basis, with support and adjustments.
- The child is unable to access the Nurture Room due to need and is, therefore, not making progress.
- The needs of the child is having a detrimental effect on the education of other children within the Nurture room (Equality Act, 2012).

Reviewed on:	3 <sup>rd</sup> September 2025
Next review:	September 2026
Staff Responsibility:	Claire Postlewaite
Linked policies:	SEND