



Internal Inclusive Provision at Belfield

At Belfield Community School we have set up Internal Inclusive Provision in order to support the many children we have in school who, for varied reasons, have found full attendance in traditional class situations extremely challenging.

At Belfield we want the best outcomes for all children whatever their starting points and we want all children to have access to an education that meets their needs.

Ideally this is with their peers following the age-appropriate national curriculum and wherever possible aiming for national expectations or beyond.

With huge challenges and lack of spaces in Special Schools and PRUs we have decided to support school attendance, progress and attainment, by offering a bespoke provision for those children who have significant barriers to overcome:

- Children, who without this approach, would be at risk of exclusion due to behavioural challenges.
- Children whose additional needs mean they are working significantly below their chronological age.
- Children who, due to SEMH difficulties, are struggling to attend school or take part effectively in class lessons.

We are also mindful of the impact on the wider class when children struggle.

We aim to have an inclusive school where all children are provided for socially, emotionally and academically and reach the best possible outcomes. This may be done in various ways ensuring the child is central to the whole process.

At Belfield our intention is to support children to be able to return to their class full time by addressing the issues that are barriers to this happening.

We strongly encourage support from, and work closely with, outside agencies where they are available, including: Ed Psych, CAMHS, #THRIVE, RANS, Fair Access, SALT, The Neuro-diversity Hub, Mental Health Practitioners, OT to name but a few.

The IIP spaces we have developed in response to the needs of children at Belfield:

Acorn Room – sensory based provision, providing a quiet space for lunch, a teaching space for Core Word/Sensology/Attention Autism

Leaf Room - play-based learning environment providing a space for 'Connect to Communicate' strategies and intensive interaction. This area has access to the EYFS outdoor learning environment

Maple Room – sensory regulation and play-based learning environment, with regulation area, largely focused on KS2 but open to all

Oak Room – focused learning environment, working towards APDR/EHCP academic targets and also used by small groups from throughout school

Willow Room – Nurture provision, play-based, therapeutic art/play/sensory

Little Willow Room – regulation/concentration space

In this provision, we use tried and tested interventions as well as some school-based work.

For example:

- Play Therapy – a fully accredited Therapist supports children with the most complex SEMH needs and those children who have experienced trauma
- An ELSA trained Learning Mentor who is based in the provision for the majority of her work, supports children who need regular support in developing emotional literacy and self-regulation strategies and an additional ELSA who is released from class commitments in the afternoons
- lower level SEMH needs are supported through interventions such as Lego Therapy, Therabuild, Wellbeing Dominoes, Social Stories, Comic Strip conversations etc
- Sensory Circuits – staff are trained to deliver these with children who have sensory processing needs
- Wellcomm interventions and assessments are used to identify and support children with Speech and Language challenges
- Connect to Communicate strategies are used throughout IIP
- Emotion Coaching techniques are also deployed, with key members of staff trained

Work is closely monitored by Claire Howarth (SENDSCO) who manages, plans and works alongside children and staff in the provision, with support from the Assistant SENDSCO for EYFS, Clare Welbourne. The majority of IIP spaces and interventions are timetabled to ensure children are accessing what they can in the classroom, with IIP being used only when this is more supportive of the child's needs than being in a full class session. A group of learners from EYFS and Year 1 and one child from Year 2 are currently based predominantly in IIP as the complexity of their needs means this is where they can best be met. We also have three children in Y5 who use school's IIP for flexible hours throughout the day. Any member of staff may work with a child in the provision, as planned in TAPS meetings, so all staff need to be aware of its purpose and this policy. There are six members of staff based permanently in IIP.

Reintegration to class is central to our vision – the aim is for all children to be accessing their full class curriculum as appropriate for their chronological age. IIP is designed to facilitate moving towards this vision and provide a safety net for those children who need something a different at various stages of their time in school, ensuring links are still made with their peers, teachers, classroom and curriculum.

TAPS (Team Around Pupil Support) meetings help all staff involved with a child, to identify where they may need some support that cannot be effectively delivered in the classroom (be this for 10 minutes a day, specific lessons throughout the day, or, for a very small number of children, the full day). Strengths and strategies that work are identified, main concerns are highlighted, clear targets for improvement are set and then provision in IIP planned if "Entry Criteria" is met. This includes a timescale for the intervention and a review period is set (this can be between 2 and 6 weeks). A further TAPS meeting reviews progress towards the targets set and whether the use of IIP has been impactful. Next steps are then put in place – will the child be exiting the provision at this stage ("Exit Criteria")? This is communicated with the child where appropriate and their parents.

Where appropriate we may also use AP, however finding this for primary school children is difficult and we would deem this as a last resort once we have explored all school-based options

Our IIP offers different levels of support:

1. Wave 1: open to all when needed. A space to calm down, a space to self-regulate, a space for a quiet discussion. Children may attend these spaces when they need to. Some children need something different on arrival to school and will be supported in provision briefly by the Welcome to School team member. Some children may need sensory breaks at key times in the day. At this wave, the visit is time limited and led by a trained member of staff. It will not impact greatly on the amount of time spent accessing curriculum in class. Access to the provision may be planned during TAPS or Pupil Progress but it may also be used as a response to a specific short-term issue.
2. Wave 2: planned intervention for 1-1 or small groups of children. Children will use IIP in small bursts of timetabled slots and this is planned during TAPS meetings/Pupil Progress. Much of the curriculum will still be accessed in the classroom but some lessons where children are unable to effectively access the curriculum even with support, may be delivered differently, in the IIP. At Belfield school we use Play Therapy, ELSA sessions, Lego Therapy, Wellbeing Dominoes and Therabuild alongside some bespoke school-led interventions for children with SEMH challenges. For children who need extra support with SALT or with their academic progress we use a range of interventions including: Wellcomm, Blank Levels, Little Wandle Catch-Up, 5 Minute Boxes, Task Boxes linked to APDR/EHCP targets etc, along with school-led interventions.
3. Wave 3: interventions for children who need something significantly different to support their journey in school. These children will likely spend significant amounts of time in this bespoke provision. The “questions to consider” document, guides us at all stages of this provision and this is used during TAPS where provision is planned according to their specific needs. These children may not be ready to access the curriculum in its traditional form in class, and their needs will be being met through Cherry Garden needs-led planning, their EHCP (or APDR if the EHCP process is not concluded). TAPS meetings will regularly review progress towards Exit Criteria and work towards the child returning to class, their peers and their age-related curriculum.

Entry Criteria – see “Questions to Consider” document

Exit Criteria – decided during TAPS (see TAPS form)

Written: July 24

Reviewed: September 25

Reviewed: September 2026

To be reviewed: September 2027