**Inclusion (closing the gap)**

“Some qualitative research, and a good deal of experiential evidence, shows that this [producing food] brings particular benefits for children and young people with special educational needs and emotional and behavioural difficulties. Benefits are manifested in both learning and skills development, and improvements in self-confidence.”

Food Growing In Schools Taskforce: Main Report March 2012 [**Read the full report**](http://www.gardenorganic.org.uk/organicgardening/food-growing-in-schools.php)

“None of our children speak English as a first language and the outdoor environment provides our children with freedom and confidence to develop their speaking and listening skills, as well as improve their attainment in other areas.”

St Benedict’s Primary School, Birmingham

“One child for whom this intervention has been successful is six-year-old Josh. Josh had 32 incidents of disruptive behaviour and 9 timeouts in a single term, before he started the gardening sessions.”

“By the summer term he had easily met the targets in his IBP with only 7 incidents, and 3 timeouts. RHS Project Officer Sarah-Jane Mason observed, “Josh did not appear to be the child described in his behaviour file. He was polite and followed instructions. He also helped other students with garden tasks and accepted assistance from the mentors without argument”.

“Josh no longer needs the support of the specialist support unit. As part of a broader programme of interventions within the unit, the weekly gardening sessions have enabled him to build his social skills to a sufficient level to return to mainstream education.”

Gardening Inclusion Project, Royal Horticultural Society working with Middleton Primary School, Leeds

“Students with SEN can gain additional support through applied and practical learning while others can have their learning extended through personal investigation. “

Lesley Ellis, Head of The North School, Ashford, Kent

“All our children are on the lower end of the autistic spectrum and have complex needs. Animals and the environment enhance the children’s lives on a therapeutic level and provide learning opportunities that cannot be learnt in a classroom.”

[The Living Classroom – School Farms in the UK (Lancaster University 2012)](school_farms_version_6%20(2).doc)