

Cleaswell Hill School – Whole-School Inclusion Strategy

1. Introduction: How Cleaswell Hill Approaches Inclusion

Cleaswell Hill School is a thriving community special school serving learners aged 4–19 with a wide range of complex needs, including autism, severe learning difficulties, speech, language and communication needs, physical disabilities, sensory needs, and social, emotional and mental health needs. The school is situated within one of Northumberland's most deprived localities, where challenges around health, education and child poverty are significantly above national averages, creating an even stronger moral imperative for equitable, ambitious and inclusive education.

Inclusion at Cleaswell Hill is not conceptualised as an intervention or a bolt-on. It is the core professional identity of the organisation and shapes *everything*: curriculum planning, teaching practice, therapeutic collaboration, family engagement, staff development, transitions, and leadership decision-making.

Our School Improvement Partner (SIP) described our school as *'an inspiring and happy place to learn... where learning how to treat each other well is at the heart of the school'*. This ethos is not simply something we aspire to; it is a lived reality that shapes every aspect of our work.

Our community is united in the belief that every child can be the best they can be. This conviction underpins our 5-Year Improvement Strategy and drives the decisions we make each day. We believe that every pupil has the right to belong, participate, communicate, learn and thrive. We are committed to creating an educational environment where individual strengths are recognised, barriers to learning are understood and removed, and all pupils are supported to achieve meaningful outcomes that prepare them for adulthood.

Our Vision captures these ambitions with clarity and purpose: **Inspire the Child. Discover your Future. Empower our Community.**

"Inclusion is the way we think, the way we teach, and the way we lead – it is who we are."

1.1 A Stage-Not-Age, Personalised Pathway Model

Pupils are grouped not by chronological age but through a developmental, "stage not age" model, enabling personalised pathways from individual starting points towards ambitious, meaningful destinations in communication, independence, wellbeing and preparation for adulthood.

1.2 Identification, Assessment & Support

Early Identification

Pupils' needs are identified early through multidisciplinary assessment and partnership with families. This mirrors the SEND Code of Practice expectations.

Graduated Response

Cleaswell Hill follows Assess - Plan - Do - Review, using tools such as:

- Personal Learning Intention Maps (PLIMs)
- Pupil one-page profiles
- Risk assessments
- Consistent Approach Plans (CAPs)
- Structured intervention planning based on a variety of data sources, including teacher assessment and observation, parental feedback and pupil voice.
- Highly responsive teacher evaluations
- Learning walks and observations
- Multi-disciplinary meetings with a range of external stakeholders
- Therapeutic approaches including alternative written output, sensory diet, developing attention, therapy interventions overseen by OT and SaLT.

Multi-Agency partnerships in practice

Cleaswell Hill has proven highly effective working relationships with parents, carers, social care, health professionals, and external agencies, enabling joined-up planning and provision at a level reflective of individual pupil need.

Collective Accountability for Inclusive Practice:

This is a shared responsibility across the whole school community. Every member of staff plays an active role in creating the conditions in which all pupils can belong, participate, and achieve.

This collective approach ensures that decisions, interactions, and classroom practices consistently reflect the school's commitment to inclusion.

Leaders reinforce this shared accountability through clear expectations, high quality professional development, and rigorous quality assurance that keeps inclusion at the centre of improvement.

Our quality assurance systems ensure we embed inclusivity and equality of opportunity as nonnegotiable indicators of quality. Our well-designed QA framework, including governance, systematically evaluates whether the school's culture, curriculum, and provision enable all pupils to access high-quality learning and achieve the very best outcomes.

1.3 Removing Barriers Through Specialist Practice

Inclusion is enacted through the removal of barriers by design, not by exception. We create a culture where children are safe, known, and celebrated; a curriculum that is

ambitious and personalised; and systems that relentlessly pursue equity, dignity, and opportunity.

Our inclusive provision is epitomised by:

- Evidence informed, adapted teaching and differentiated environments,
- total communication systems,
- sensory and emotional regulation,
- assistive technologies,
- personalised targets linked to EHCP long term outcomes (PLIMs),
- integrated health and therapy collaboration,
- seamless integration of therapy into the curriculum,
- a culture where we maintain unconditional positive regard within a relational practice approach, as know relationships underpin safety and learning,
- Pupil voice at the centre of all ethical decisions on future improvement strategies,
- ongoing QA processes explicitly evaluate belonging, access, and lived experience,
- innovative, best practice approaches to meet the needs of highly complex learners based upon teacher-led enquiry, where reflective practice is the norm.

These strategies ensure access for pupils with the highest levels of complexity, aligning with statutory guidance and the Equality Act 2010.

1.4 A Culture of Belonging

Staff survey data demonstrates that staff feel confident in meeting pupils' diverse needs and believe the school has a deeply embedded culture of inclusion. This reflects a workforce that is skilled, reflective, and united by a shared belief that every pupil can thrive regardless of starting point or level of need.

Belonging, emotional safety, and positive relationships are recognised by staff as the foundations of behaviour, learning, and wellbeing. These principles underpin daily practice and shape the way adults interact with pupils, ensuring that every child feels known, valued, and supported. This relational strength is a defining feature of the school's inclusive ethos and is central to pupils' ability to engage, regulate, and thrive.

2. Cleaswell Hill utilises research informed theory to shape our CPD offer and empower staff to enrich teaching and learning. The following principles underpin our thinking and ensure a well-grounded, coherent approach to inclusion:

2. Theoretical Foundations

2.1 Andy Hargreaves: Uplifting, Inclusive Leadership

The strategy draws on Hargreaves' principles:

- Collective responsibility: Inclusion belongs to everyone.
- Emotional geographies: Relationships matter—between staff, pupils and families.
- Uplifting leadership: Leaders create cultures of trust, collaboration and shared hope.
- Professional capital: Staff expertise grows through joint practice, coaching and inquiry.

Impact at Cleaswell Hill

- CPD focuses on shared inclusive practice, coaching and specialist input (e.g. communication strategies, sensory integration, trauma informed approaches).
- Leadership decisions—from curriculum to staffing to environments—are filtered through an “inclusion lens” to ensure equity for all learners.

2.2 Booth & Ainscow's Index of Inclusion

The Index informs three structural pillars:

1. Inclusive Culture
 - Relationships, belonging, and aspiration.
 - Emphasis on respect, equity, safety and community engagement.
 - Evident in school values and lived practices across pathways.
2. Inclusive Policies
 - Admissions based on capacity to meet need.
 - Curriculum, assessment and behaviour policies that promote participation for all.
 - Integrated accessibility planning and statutory compliance.
 - Clear alignment with EHCP processes and multi-agency collaboration.
3. Inclusive Practices
 - Differentiated teaching, multi-sensory learning, accessible communication, consistent therapeutic and emotional regulation approaches.
 - Rich examples across all pathways (e.g., adapted visuals, flexible timetables, sensory supports, scaffolded tasks, alternative outputs).

3. Strategic Context

To ensure our inclusion strategy has a sustainable impact, it is relevant to build coherence through a deep understanding of the community context.

Range of Needs

The school supports pupils with a broad spectrum of SEND, including:

- Autism (ASD)
- Speech, Language & Communication Needs (SLCN)
- Moderate to Severe Learning Difficulties (MLD/SLD)
- Social, Emotional & Mental Health (SEMH) needs
- Specific Learning Difficulties (SpLD)
- Physical Disabilities (PD)
- Hearing (HI) & Visual (VI) Impairments

School Demographics

- 51.34% of pupils are eligible for Pupil Premium Grant, reflecting a high level of community need.

- Our school serves a full spectrum of SEND, including pupils with some of the most complex presentations of need. Many children have severe and complex autism, pervasive developmental difficulties, and profiles where multiple diagnoses and comorbidities interact. This creates a highly diverse and richly complex learning community.
- Each pathway in school uses a *stage-not-age* progression model which informs groupings and curriculum, leading to preparation for adulthood and successful next steps in learning and developing independence through appropriate community access.

Community Context

The school is located in Choppington, South-East Northumberland, NE62 5DJ. This is an area noted for higher unemployment, poverty and deprivation, making equitable access to education and high aspirations particularly critical. NE62 5DJ is part of Northumberland 017C. The latest available data, released in 2025, shows that: Northumberland 017C is more deprived than most neighbourhoods in England. The school area is most deprived in relation to health & disability. Only 5% of neighbourhoods in England are more deprived. Compared to other neighbourhoods in Northumberland, Northumberland 017C is most deprived in relation to education & skills. Only 8% of neighbourhoods in Northumberland are more deprived in relation to education & skills than the neighbourhood school is in. Northumberland 017C has a higher rate of income deprivation affecting children (IDACI) than most neighbourhoods in England.

This context reinforces our duty to remove barriers and provide meaningful, life-enhancing opportunities for all pupils.

3.1 Statutory Framework

The strategy is anchored in:

- Equality Act 2010
- SEND Code of Practice
- Public Sector Equality Duty
- Accessibility Strategy requirements (curriculum, environment, information access)

4. Whole School Inclusion Strategy 2025–2028

Our inclusion strategy is underpinned by a commitment not to expand overall place numbers, but rather to ensure that the quality, flexibility, and responsiveness of our existing provision fully meets the needs of emerging pupil cohorts. We recognise that the profile of need within our intake is evolving, and as such, our focus is on strengthening staff expertise, adapting learning environments as needed, and continually refining targeted interventions so that pupils can thrive within our current capacity. This approach aligns with the wider national direction, where government policy is encouraging local authorities to prioritise investment in enhancing the effectiveness of provision, rather than increasing the

volume of specialist placements. By concentrating on improving outcomes through sustained high-quality, inclusive practice and efficient use of resources, we aim to deliver sustainable, impactful support that meets both local demand and national expectations.

4.1 Strategic Priority 1: A Shared, Lived Culture of Inclusion

Cleaswell Hill's inclusion narrative positions inclusion as central to our identity and purpose. This principal shapes how we design, evaluate and adapt our provision. As a result, our school improvement priorities are intentionally framed through an inclusion lens, ensuring every development action strengthens equity, access, belonging and participation for all learners.

In line with the Ofsted evaluation schedule, we have adopted a shared language and set of descriptors that enable leaders and staff to articulate our ambition clearly in quality assurance discussions for every area. This shared narrative ensures that when we talk about curriculum and teaching, pedagogy, achievement, behaviour, personal development or leadership and governance, we are consistently describing how inclusion is embedded and evidenced across the school.

By aligning our improvement priorities with our inclusion narrative, we ensure that:

- our strategic intent is coherent and values-driven
- our implementation is grounded in inclusive practice and research-informed approaches
- our impact is evaluated through the lived experience, demonstrating belonging, progress and participation of all pupils, particularly those with the most complex needs.

This approach enables Cleaswell Hill to speak with one voice about inclusion confidently, consistently and with clarity across internal QA, external scrutiny and wider partnership work.

Actions include:

- Embedding a clear inclusion narrative across CPDL and leadership structures.
- Inclusion-focused learning walks that prioritise the quality of pupil experience, belonging, and access to learning,
- Using evidence-informed dialogue and data to evaluate how effectively teaching, environments, and support strategies meet diverse needs and drive continuous improvement.
- Celebrating and sharing inclusive best practice and expertise across pathways through coaching CPDL structures.
- Pupil Accessibility Ambassadors to strengthen pupil voice and agency.

- Liaising with families and external agencies in ensuring the effective co-production of policy and initiatives to support outcomes.

4.2 Strategic Priority 2: Personalised Ambition and Early Identification

- Strengthen early identification through multidisciplinary assessment and graduated response.
- Ensure EHCP outcomes and PfA goals are visible in curriculum planning, therapy work, and assessment systems.
- Embed person centred planning from admission through to preparation for adulthood with family co-production.

4.3 Strategic Priority 3: High-Quality Inclusive Teaching & Therapeutic Collaboration

- Implement consistent whole school communication systems (Makaton, AAC, visual scaffolds).
- Embed trauma informed practice and positive relational approaches.
- Extend multi-sensory, scaffolded, and adaptive teaching strategies across all pathways.
- Continue integrated practice with therapists (SaLT, OT, physiotherapy, and sensory regulation specialists).

4.4 Strategic Priority 4: Curriculum and Pathway Equity

- Quality assure the pathway model to ensure equitable access, consistency and progression across sites.
- Ensure curriculum sequencing is personalised, purposeful and matched to long-term outcomes.
- Expand accreditation routes, community learning, and life skills development for KS4/KS5 learners.

4.5 Strategic Priority 5: Emotionally Safe, Accessible Environments

- Develop consistent regulation spaces and emotional wellbeing provision.
- Continue improving physical accessibility, therapy cabins, and outdoor spaces with the support of pupil accessibility ambassadors. Establishment of environments group to support the development of spaces with key stakeholders including buildings and premises team.
- Adapt environments in response to learners' sensory and mobility needs, guided by the Accessibility Strategy 2026–29.

4.6 Strategic Priority 6: Families as Co-Creators

- Co-design plans, reviews and documentation with families.
- Deliver regular workshops, phase cafés and drop-in sessions.

- Strengthen communication pathways and multi-agency collaboration in transitions.

4.7 Strategic Priority 7: Leadership Through an Inclusion Lens

- Align staffing, timetabling, resource allocation and CPD with inclusion priorities.
- Monitor high risk cohorts through multiagency collaboration and dynamic response.
- Ensure leadership actions uplift staff, build collaborative professionalism, and sustain values-driven practice.

4.8 Strategic Priority 8: Fusion Learning Hub

- Film and publish training content
- Deliver NEN training (including ITT partnerships)
- Offer outreach support to mainstream schools and SSBs
- Capture and publish case samples, research projects, and outcomes (links with universities)
- Support staff to deliver training externally.
- Evidence how the training hub influences best practice as an inward facing model

4.8 Strategic Priority 8: Monitoring, Evidence & Impact

- Triangulate evidence via learning walks, case studies, pupil/parent voice, assessment and wider outcomes data.
- Develop clear "impact narratives" for governors and inspection frameworks.
- Ensure sustainable, scalable inclusion practices across sites and pathways.

5. Whole School Action Plan

Priority	Key Actions	Leads	Success Indicators	Impact (evidence)
4.1 Shared, Lived Culture of Inclusion	Leaders embed inclusion narrative in CPDL and leadership; inclusion-focused learning walks; evidence-informed QA dialogue; coaching and sharing best practice; pupil accessibility ambassadors; co-production with families and agencies	SLT, Inclusion Lead, Governors, Phase Leads	Staff consistently articulate inclusion; strong sense of belonging across pathways; inclusive practice embedded in QA	Consistent inclusive language and practice across school (learning walk records, CPD logs, staff/pupil/parent voice, accessibility ambassador feedback, QA documentation)
4.2 Personalised Ambition and Early Identification	Strengthen multidisciplinary assessment; embed EHCP, PLIMs and PfA outcomes; person-centred planning from admission to adulthood	SENCo, Therapy Team, SLT, Phase Leads	Earlier identification; outcomes visible and meaningful; provision matched to need	Clear progress against EHCP/PfA outcomes (EHCP audits, PLIM scrutiny, Earwig data, annual review records, therapy assessments, case studies)
4.3 High-Quality Inclusive Teaching & Therapeutic Collaboration	Implement total communication systems; embed trauma-informed and relational practice; extend adaptive and multisensory teaching; integrate therapy into daily provision	CPD Leads, Curriculum Leads, Therapy Team	High engagement; improved communication, regulation and independence	Consistent adaptive teaching and therapeutic strategies in classrooms (learning walks, classroom observations, communication profiles, therapy plans, engagement scales, CPD evaluations)
4.4 Curriculum and Pathway Equity	QA pathway model; personalise curriculum sequencing; align with long-term outcomes; expand accreditation and life skills provision	Curriculum Lead, SLT, Phase Leads	Equitable access to curriculum; clear progression routes; personalised pathways	Improved engagement, achievement and destinations (curriculum maps, pathway QA reviews, accreditation data,

				destination tracking, pupil progress data)
4.5 Emotionally Safe, Accessible Environments	Develop regulation spaces; improve accessibility and therapy spaces; establish environments group; adapt spaces using Accessibility Strategy	SLT, Premises Team, Environment Group, Governors	Improved regulation, safety and access; environments responsive to need	Increased pupil engagement and wellbeing (environment audits, behaviour/regulation data, pupil voice, sensory profiles, accessibility reports, incident logs)
4.6 Families as Co-Creators	Co-design plans and reviews; deliver workshops and cafés; strengthen communication; enhance transition collaboration	Family Liaison, Phase Leads, Therapy Team, DSLs	Increased family engagement and trust; consistent home-school approaches	Strong co-production and improved outcomes (parent surveys, attendance at events, EHCP co-production evidence, communication logs, feedback forms)
4.7 Leadership Through an Inclusion Lens	Align staffing, resources and CPD with need; monitor high-risk cohorts; promote collaborative leadership and staff wellbeing	SLT, Governors	Resources aligned to need; agile and responsive leadership; sustained staff capacity	Improved pupil outcomes and staff consistency (governor minutes, SIP reviews, staffing models, intervention tracking, case studies, staff surveys)
4.8 Fusion Learning Hub	Deliver training and outreach; publish content; strengthen partnerships (NEN, ITT, universities); support staff as system leaders	SLT, Fusion Team, NEN	Increased external engagement; recognition as centre of excellence	System-wide impact and inward improvement (training logs, attendance data, outreach records, partnership agreements, external feedback, research outputs)

4.9 Monitoring, Evidence & Impact	Triangulate evidence; develop impact narratives; align monitoring cycles; ensure scalability across pathways	SLT, Governors	Robust, consistent evidence base for QA and inspection; clear impact articulation	Sustained school improvement with clear impact over time (SEF, SIP evaluations, monitoring reports, case studies, governor visits, inspection readiness evidence)
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6. Strategic Commitment relating to the 7 Principles of Inclusion (DfE)

At our school, we believe that inclusion is everyone's responsibility and that every child has the right to feel valued, safe, supported and successful. We are committed to creating a culture where diversity is celebrated, barriers to learning are removed, and all pupils are enabled to thrive academically, socially and emotionally. Through high expectations, collaborative partnerships and a commitment to continuous improvement, we strive to ensure that every pupil develops a strong sense of belonging and achieves their full potential.

Our Inclusion Strategy is underpinned by seven core principles that guide our decision-making, shape our provision and drive our continuous development. These principles are embedded throughout our policies, practice and culture and ensure that inclusion remains central to all aspects of school life.

6.1. Ambitious Leadership and Governance

Principle: Ambitious leadership and governance that embeds inclusion into the school's planning and culture.

How we achieve this:

- Inclusion is a central priority within the School Improvement Plan and informs strategic planning at all levels.
- Senior leaders and governors regularly review attendance, attainment, progress, behaviour, SEND, safeguarding and wellbeing data to identify trends and improve outcomes.
- Inclusion priorities are reflected within phase curriculum planning and whole-school development plans.
- Staff are supported through ongoing professional development as part of Fusion Learning Hub (school facing) to strengthen inclusive practice across the school.
- A shared culture of high expectations ensures that all pupils are valued and supported to succeed.

6.2. Evidence-Based Support and Early Intervention

Principle: Evidence-based support that prioritises early intervention to provide targeted provision at the right time.

How we achieve this:

- Robust assessment and monitoring systems enable the early identification of barriers to learning.
- A graduated approach is used to assess, plan, do and review support for pupils requiring additional provision.
- Targeted interventions are informed by evidence-based practice and evaluated regularly to ensure impact.

- Close collaboration between teaching staff, pastoral teams, SEND staff and external professionals ensures timely and effective support.
- Provision is tailored to individual need, ensuring pupils receive the right support at the right time.

6.3. High-Quality Adaptive Teaching

Principle: High-quality, adaptive teaching with a curriculum designed and differentiated to suit all learners.

How we achieve this:

- High-quality teaching is recognised as the foundation of effective inclusion.
- Teachers use adaptive teaching strategies to meet the diverse needs of learners within the classroom.
- Lessons are carefully planned using ongoing assessment to provide appropriate challenge, support and scaffolding.
- The curriculum is ambitious, accessible and designed to remove barriers to learning.
- Professional development ensures staff are equipped with the skills and knowledge needed to meet a wide range of learning needs.

6.4. Accessible and Enriching Provision

Principle: Accessible, enriching provision beyond the classroom so all children can support their personal development and build independence.

How we achieve this:

- All pupils are encouraged and supported to access extracurricular activities, educational visits, leadership opportunities and enrichment experiences.
- Reasonable adjustments are made to ensure equitable access to wider school opportunities.
- Personal development programmes promote resilience, confidence, independence and self-advocacy.
- Pupils are supported to develop the skills and aspirations needed for future success.
- Barriers to participation are proactively identified and removed wherever possible.

6.5. A Safe and Respectful Culture

Principle: A safe and respectful culture that fosters belonging, regular attendance and active participation in learning.

How we achieve this:

- We promote a culture of respect, dignity and belonging where diversity is celebrated and valued.

- Strong safeguarding procedures ensure pupils feel safe and supported.
- Positive behaviour approaches focus on building relationships, promoting emotional wellbeing and reducing barriers to engagement.
- Pupil voice is actively sought and used to influence school improvement and provision.
- Attendance is closely monitored and supported to ensure all pupils can access learning and wider opportunities.

6.6. Strong Partnerships with Families and Support Services

Principle: Strong partnerships with families and wider support services.

How we achieve this:

- Parents and carers are recognised as key partners in supporting pupil development and achievement.
- Regular communication ensures that families are informed, involved and listened to throughout their child's educational journey.
- Collaborative relationships are developed with external agencies, health professionals, local authority services and community organisations.
- Multi-agency working ensures a coordinated approach to meeting pupils' academic, social, emotional and wellbeing needs.
- Families are supported to access advice, guidance and specialist services where appropriate.

6.7. Inclusive Environments

Principle: Inclusive environments with continuous, proactive improvements to physical and sensory accessibility.

How we achieve this:

- We continually review and improve the physical environment to ensure accessibility for all pupils.
- Learning spaces are designed to support a range of sensory, communication and learning needs.
- Reasonable adjustments and assistive technologies are used to remove barriers to participation.
- Sensory regulation and wellbeing are considered when developing classroom and intervention spaces.
- Accessibility planning forms part of our ongoing school improvement process to ensure inclusion remains integral to future developments.

Measuring Impact

The success of this strategy will be monitored through:

- Progress, attainment and achievement data.
- Attendance and persistent absence data.

- Behaviour, suspension and exclusion data.
- SEND provision reviews and outcomes.
- Pupil voice and wellbeing measures.
- Parent and carer feedback.
- Staff confidence and professional development evaluations.
- Governor monitoring and strategic review.

Our Commitment

Inclusion is not a standalone initiative but a fundamental aspect of our school culture. Through ambitious leadership, effective early intervention, high-quality adaptive teaching, inclusive opportunities, strong partnerships and accessible environments, we are committed to ensuring that every pupil feels a strong sense of belonging, participates fully in school life and achieves their very best outcomes. Every child will be known, valued and supported to thrive.

7. Policies That Underpin and Interlink Inclusion Across the School

Cleaswell Hill's Inclusion Strategy is interconnected with a wide policy ecosystem. Inclusion is not a standalone policy but a unifying framework guiding all statutory, operational and strategic documentation.

7.1 Policies Directly Interlinked with Inclusion

SEND Policy & Information Report

- Frames the Assess–Plan–Do–Review model, PLIMs, and EHCP alignment.
- Supports early identification and personalised provision.
(Aligned with Inclusion Approach and Action Plans)

Accessibility Plan (2026–29)

- Covers curriculum access, physical environment adaptations, accessible information systems, and statutory compliance.
- Directly informs environmental adaptations and therapy led spaces allowing for safe and purposeful use of environments.

Behaviour is Communication Policy

- Rooted in trauma informed, relational practice and emotional safety.
- Ensures that behaviour support is inclusive and proactive.

Curriculum Policy

- Embeds personalised pathways and equitable progression models.
- Ensures curriculum and teaching is meaningful, aspirational and accessible for all pathways.

Assessment Policy

- Emphasises small step progress, alternative evidence, and multimodal assessment aligned with EHCPs and PfA goals.

Safeguarding & Child Protection Policy

- Ensures safeguarding approaches are adapted to a high needs cohort, with strong multiagency collaboration.
- Informs consistent staff practice across pathways.

Attendance Policy

- Reflects the needs of pupils with medical, sensory or emotional regulation challenges.
- Works in partnership with families to reduce barriers.

Equality Duty & Policy

- Ensures all decisions promote fairness, participation and access for pupils and families experiencing disadvantage.

Parent Partnership and Communication Policies

- Structure co-production, information sharing, and inclusive communication systems.
- Reflect the emotional geographies emphasised by Hargreaves.

8. How All Aspects of Inclusion Interlink Across the School

Cleaswell Hill ensures inclusion is not isolated in separate policies or practices. Instead, every policy, decision, and procedure is interwoven through three overarching lenses:

8.1 Lens 1: Participation and Belonging (Culture)

- Behaviour, relationships, safeguarding and equality policies all reinforce emotional safety and belonging.
- Staff survey results show a strong shared commitment to inclusion, which strengthens cultural coherence.

8.2 Lens 2: Removing Barriers (Policies)

- Accessibility, SEND, curriculum, assessment and attendance policies create consistent, equitable access across all pathways.
- Admissions policies consider need, capacity and the school's ability to provide specialist support.

8.3 Lens 3: Personalised Pathways (Practice)

- Curriculum design, therapeutic support, communication systems and teaching practices centre around personalised ambition.
- Real-life examples across all phases demonstrate how staff adapt environments, communication, timetables, and activities to meet individual needs.

**In this way, inclusion becomes a whole-school ecosystem:
Vision → Culture → Policy → Practice → Evidence → Improvement**

9. Conclusion

Cleaswell Hill School's inclusion strategy is deeply embedded, theoretically grounded, and practice rich.

It combines:

- Hargreaves' uplifting, collective professionalism,
- Booth & Ainscow's structural model of culture–policy–practice,
- and the school's strong existing evidence-based systems, staff expertise, and community commitment.

Through this strategy, the school continues its mission to ensure that every learner, regardless of complexity of need and starting point, experiences belonging, hope, aspiration, and meaningful progress commensurate to their ability.