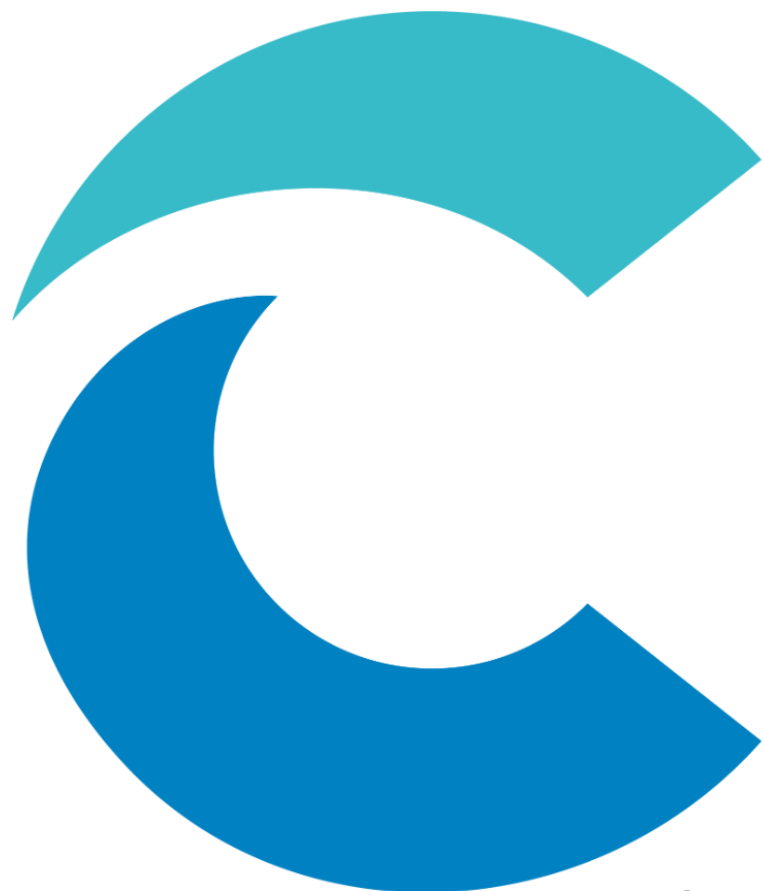




cleaswell
hill school
inspire. discover. empower.

**Inclusive Teaching, EHCP Provision
& Tiered Support Framework**

Whole School Framework

Vision

Inspire, Discover, Empower

**Understanding the
Individual**

Positive Relationships

Enabling Environments

Learning & Development

EHCP at the Centre

Assess → Plan → Do → Review

Graduated Response

Universal Provision → Targeted Intervention → Specialist Support

Preparation for Adulthood

Communication • Independence • Wellbeing • Community • Further Education/ Employment • Health and Physical Development

Whole School Universal Provision

Communication

Total Communication • AAC •
Adapted language • Choice and
pupil voice

Relationships

Trusted adults • Positive
behaviour support • Family
partnership • MDT collaboration

Teaching

Adaptive teaching • Explicit
instruction • Scaffolding • High
expectations

Assessment

Earwig formative assessment •
EHCP/PLIM review • Holistic
progress • Preparation for
Adulthood

Regulation

Co-regulation • Emotional
wellbeing • Consistent approach
plans • Predictable routines

Environment

Structured • Sensory-aware •
Accessible • Safe and enabling •
Predictable • Fit for purpose

Wellbeing

Belonging • Mental health •
Emotional safety • Participation •
Enrichment • Clubs

Independence

Life skills • Self-advocacy •
Decision making • Preparation for
adulthood

Universal Provision is the foundation of our graduated response. Additional targeted and specialist support builds upon this entitlement—it does not replace it.

Engagement Pathway

Universal provision forms the foundation of every pupil's education. Targeted and specialist support are added where assessment identifies additional barriers.

LEARNER PROFILE

Complex autism • Significant communication differences • Sensory processing differences • High co-regulation needs • Complex support needs with daily living and safety • learning disability/ uneven cognitive profile

UNIVERSAL PROVISION

Total Communication • AAC modelled throughout day • Intensive Interaction • Engagement-based curriculum • Experiential learning • Low-arousal/enabling environments • Predictable routines/ Consistent approaches • Co-regulation • Metacognitive approaches to learning • Physiological and safety needs • Relational Practice • Physical Development • Outdoor Learning • Attention Autism/Curiosity time • Social meal-time • Consistent approach plans and Positive Behaviour Support • Community Access and participation • Focus on developing independence • MDT Approach • Specialist staff expertise • Liaising with external professionals (CYPS, Health and Social Care)

EHCP outcomes: communication initiation, joint attention, regulation, participation and independence

TARGETED INTERVENTION

Individual Attention Autism • AAC programmes • Additional communication strategies • Regulation/ sensory programmes • Bespoke timetabling • Green scale session planning • Therapeutic assessment, intervention and review • Pupil strategy meetings • Hydrotherapy • Rebound Therapy • Intensive Interaction • Music therapy

SPECIALIST SUPPORT

Multidisciplinary Intensive Positive Behaviour Support • Increased staffing ratios • Individual spaces • SALT • OT • Dynamic Support Register (DSR)

OUTCOMES

EHCP • Engagement • Communication • Wellbeing • Independence • Holistic Achievement and Personal Development • Preparation for Adulthood

Core Pathway

Universal provision forms the foundation of every pupil's education. Targeted and specialist support are added where assessment identifies additional barriers.

LEARNER PROFILE

Severe learning difficulties • Uneven learning profile • Skills-based, functional curriculum • Meaningful practical learning • Co-regulation needs • Communication Needs • Physical & Sensory Needs • Support needs for independence and safety

UNIVERSAL PROVISION

Functional literacy and numeracy • Explicit instruction • Multi-sensory learning • Visual supports • Vocabulary development • Communication opportunities • Independence and life skills • Metacognitive approaches to learning • Modelling of tasks • Checklists/ Now, Next and Then • Sentence stems • Written output sessions • Writing scaffolds (Colourful Semantics) • Gross and fine motor development • Community Access and participation • Oracy skills • MDT Approaches • Specialist staff expertise • Liaising with external professionals (CYPS, Health and Social Care) • Multi-sensory approaches to learning

EHCP outcomes: communication, literacy, numeracy, independence and social participation

TARGETED INTERVENTION

Bespoke Phonics • Reading • Precision Teaching • Numeracy • Communication • Sensory and emotional regulation support • Chatterbugs • Oracy support • Lego Therapy • Friends Resilience • Written Output • Therapeutic assessment, intervention and review • Hydrotherapy • Rebound Therapy

SPECIALIST SUPPORT

SalT • OT • Specialist communication systems • Assistive technology • MDT programme planning • Attendance outreach • Sensory Support Service

OUTCOMES

EHCP • Holistic Achievement and Personal Development • Communication • Literacy • Numeracy • Social participation • Preparation for Adulthood

Extended Pathway

Universal provision forms the foundation of every pupil's education. Targeted and specialist support are added where assessment identifies additional barriers.

LEARNER PROFILE

Adapted National Curriculum • Predominantly verbal • Largely neurodivergent • Anxiety driven behaviours • Executive functioning needs • Social skills differences

UNIVERSAL PROVISION

Subject specific teaching • Adapted qualifications pathways • Metacognitive approaches to learning • Retrieval practice • Anxiety-aware and trauma informed practice • Executive functioning supports • Careers/ work-related learning education and experiences • Application of learning to the wider world • Transition preparation and planning • Fine motor development • Explicit teaching • Written output/ guided reading sessions • Modelling and worked examples • Presenting new material in smaller steps • Use of questioning • Outdoor learning • Social communication support and modelling • Oracy skills development • MDT Approaches • Specialist staff expertise • Activities of daily living • Liaising with external professionals (CYPS, Health and Social Care) • Application of learning to the wider world • Age appropriate subject content

EHCP outcomes: achievement, wellbeing, independence and employability

TARGETED INTERVENTION

Literacy and numeracy support interventions • Study skills • Organisational coaching skills • Independent learning • Anxiety and social communication support • Alternative written output • Therapeutic assessment, intervention and review • Hydrotherapy • Rebound Therapy

SPECIALIST SUPPORT

Autism support plan • Therapeutic interventions • OT/SaLT programmes • Mental health practitioner involvement • Access arrangements • Attendance outreach

OUTCOMES

EHCP • Holistic Achievement and Personal Development • Executive functioning • Wellbeing • Employability • Preparation for Adulthood