

Cleaswell Hill School

Inclusive Teaching, EHCP Provision and Tiered Support Framework

Vision

At Cleaswell Hill School, 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 framework is informed by the EEF's *Guide to Inclusive Teaching* and the Neuroinclusive Education Network (NEN) *Schools Standards Framework*. Together, these emphasise the importance of understanding the individual, fostering positive relationships, creating enabling environments and delivering personalised learning that promotes wellbeing and success.

As a specialist setting, we recognise that many approaches often described as "additional" or "specialist" in mainstream schools form part of our everyday practice. Communication support, sensory adaptations, regulation strategies, visual scaffolds, structured environments and personalised teaching are fundamental elements of the universal provision available to all pupils at Cleaswell Hill.

Our tiered approach provides a coherent structure through which support is matched to need. It combines:

- Universal provision for all pupils.
- Targeted interventions for identified barriers.
- Specialist support for pupils requiring intensive and highly personalised provision.

This framework reflects both the evidence base and the context of our school, where many pupils have complex autism, severe learning difficulties, social communication differences, sensory processing differences, anxiety, executive functioning difficulties and highly uneven developmental profiles. These needs are often interrelated and require holistic, person-centred approaches.

Core Principles

The framework is underpinned by the NEN's Four Key Themes and Eight Principles of Good Autism Practice.

Understanding the Individual

We seek to understand every pupil as an individual, recognising their strengths, interests, aspirations, communication profile, sensory needs, learning preferences and support needs. Educational planning is based on a holistic understanding of the whole child rather than a diagnostic label. Pupils are supported to contribute to decisions about their learning and future wherever possible.

Positive Relationships

Strong relationships between pupils, families, staff and professionals are central to successful outcomes. We value co-production, collaboration and partnership working and recognise the expertise of families and the pupil themselves.

Enabling Environments

We create calm, structured, predictable and accessible environments that promote wellbeing, belonging and participation. We make reasonable adjustments and remove barriers so that pupils can engage fully in school life.

Learning and Development

We provide a broad, balanced and flexible curriculum that develops communication, wellbeing, independence, life skills and academic learning. We maintain high expectations whilst recognising that success looks different for each pupil.

EHCPs and the Graduated Response

The EHCP sits at the centre of educational planning at Cleaswell Hill School.

EHCP outcomes are not viewed as separate from the curriculum or daily teaching. Instead, outcomes are delivered through a graduated model of universal provision, targeted intervention and specialist support.

All provision should be traceable back to:

- EHCP outcomes
- Pathway curriculum outcomes
- Preparation for adulthood outcomes
- Individual aspirations and priorities

Consistent with the NEN Standards, educational planning is pupil-centred, developed in partnership with families and professionals, informed by holistic assessment, and reviewed through an ongoing Assess–Plan–Do–Review (APDR) cycle.

Many EHCP outcomes are achieved through high-quality daily specialist teaching and support. Where progress data, assessment information or ongoing review identifies additional barriers, targeted interventions and specialist programmes may be implemented.

The intensity of support increases according to need, but all support remains focused on achieving meaningful outcomes. Where significant challenge arises for individual pupils, senior leaders meet regularly as part of a strategic early identification process to review provision proactively and target specialist provision in a timely manner using the ADPR cycle.

Universal Specialist Provision Entitlement for Every Pupil

All pupils at Cleaswell Hill are entitled to:

Understanding the Individual

- Comprehensive one-page pupil profiles.
- Strengths-based approaches.
- Recognition of individual interests and motivations.
- Consideration of co-occurring needs, anxiety and wellbeing from individual starting points.
- Pupil voice embedded at an appropriate developmental level.

Communication

- Total Communication approaches.
- Appropriate communication supports.
- Adapted language and instructions.
- Opportunities to communicate preferences and choices.
- Respect for verbal and non-verbal communication.

Positive Relationships

- Trusted adults and key adult support.
- Consistent relational approaches in line with consistent approach plan.
- Positive behaviour support linked to behaviour is communication policy.
- Co-production with families.
- Multi-disciplinary collaboration with external partners.

Enabling Environments

- Structured and predictable routines.
- Regulation-informed practice.
- Sensory-aware environments.
- Reasonable adjustments and adaptations linked to equalities statement and accessibility plan.
- Purposeful environments that promote belonging, safety and wellbeing.

Teaching and Learning

- Adaptive teaching strategies.
- Explicit instruction.
- Appropriate scaffolding supports to remove barriers.
- Metacognitive strategies and evidence-based application.
- Engagement and motivation through interests.
- Flexible approaches that remove barriers to participation.
- High expectations that are aspirational for all learners.
- Classroom-based action researchers to apply the science of learning.

Assessment

- Ongoing Earwig formative assessment.
- Holistic understanding of progress using enrichment framework.
- Assessment of communication, wellbeing, independence and academic learning.
- Regular review of EHCP outcomes and Preparation for Adulthood outcomes linked to PLIM targets.
- Use of IDAF framework to assess smaller steps of progress commensurate to starting points.

ENGAGEMENT PATHWAY

Learner Profile

Pupils within the Engagement Pathway typically present with:

- Complex autism.
- Significant communication differences.
- Non-verbal or minimally verbal communication.
- Significant sensory processing differences.
- Complex regulation needs.

- Highly uneven developmental profiles.
- Learning best through engagement, interaction and meaningful experiences.

Universal Provision

Communication

- Total Communication.
- Intensive Interaction principles.
- AAC consistently modelled.
- Symbol, object and sensory cues.
- Communication embedded throughout the day.

Teaching

- Engagement-based curriculum.
- Experiential learning.
- Sensory-rich opportunities.
- Adult responsiveness and attunement.
- Development of shared attention and interaction.
- Attention Autism
- Access to community, learning in real life contexts and enriching experiences.
- Playful engagement using fun, shared activities to build interaction and connection.

Environment and Regulation

- Low-arousal environments.
- Sensory-informed practice.
- Co-regulation strategies.
- Relational Practice
- Consistent positive behaviour support.
- Predictable routines.
- Multisensory and physically active experiences
- Personalised regulation supports.
- Individualised communication and regulation plans.
- Safety plans and risk assessments.

EHCP Outcomes Commonly Addressed Through Universal Provision

- Joint attention.
- Communication initiation.
- Regulation and emotional wellbeing.
- Engagement and participation.
- Independence within routines.

Targeted Interventions

- Targeted AAC programmes.
- Individual regulation approaches, including increased resources.
- Direct sensory integration sessions, rebound, hydrotherapy.
- Specialist AAC assessment.
- Multi-disciplinary approach including families, CHS occupational therapy and speech and language therapy and external agencies

Specialist Interventions

- Sensory Support Service (e.g. for hearing, visual impairment)
- Multi-disciplinary approach working with specialist services e.g. Intensive Positive Behaviour Support Team (CYPS).

CORE PATHWAY

Learner Profile

Pupils within the Core Pathway typically:

- Have significant learning difficulties and disabilities.
- Often working at pre key-stage standards and significantly below age related expectations.
- May have uneven learning profiles or global developmental delay.
- Require significant support to develop communication, cognition and independence.
- Access a skills-based curriculum.

Universal Provision

Curriculum

- Semi-formal curriculum.
- Thematic learning.
- Functional literacy.
- Functional numeracy.
- Communication.
- Focus on the development of fine and gross motor skills.
- Independence and life skills

Curriculum and Teaching

- Explicit instruction.
- Multi-sensory approaches.
- Physically active
- Repetition and reinforcement.
- Scaffolded learning.
- Practical and meaningful learning experiences.
- Personalised provision is embedded
- Exposure and learning within community contexts (fundamental to preparation for adulthood)

Communication

- Visual supports.
- Symbol-supported resources.
- Vocabulary development.
- Structured communication opportunities.

Regulation

- Emotional literacy.
- Predictable routines.
- Consistent positive behaviour support with embedded strategies
- Regulation strategies embedded throughout the day.

- Relational Practice

EHCP Outcomes Commonly Addressed Through Universal Provision

- Communication development.
- Physical Development and Independence.
- Functional literacy and numeracy.
- Social participation.
- Preparation for adulthood skills.

Targeted Interventions

- Reading interventions.
- Phonics programmes.
- Precision teaching.
- Numeracy interventions.
- Communication groups.

A range of therapeutic and academic interventions

- Fine Motor Development included written output and use of technology.
- Social communication programmes.
- Speech production.
- Independence interventions.
- Regulation support programmes.
- Rebound, Hydrotherapy, Direct Sensory Integration.

Specialist Support

NHS Therapy (OT, SaLT, Physiotherapy)

- Specialist communication systems.
- Assistive technology.
- Strong partnership with external agencies (e.g. CYPS, Medical, Social Care) and families for MDT response.

EXTENDED PATHWAY

Learner Profile

Pupils within the Extended Pathway typically:

- Access an adapted National Curriculum.
- Are predominantly verbal communicators.
- Are largely neurodivergent.
- Frequently experience anxiety.
- May experience executive functioning difficulties.
- Work towards qualifications and adulthood outcomes.

Universal Provision

Curriculum

- Subject-specific teaching.
- Qualifications pathways.
- Careers education.

- Preparation for adulthood.

Teaching

- Explicit instruction.
- Metacognitive approaches.
- Retrieval practice.
- Scaffolding.
- Executive functioning supports.
- Assistive technology where appropriate.

Communication

- Clear and structured language.
- Organisational supports.
- Vocabulary pre-teaching.
- Explicit expectations.

Wellbeing and Regulation

- Anxiety-aware practice.
- Predictable routines.
- Emotional wellbeing support.
- Transition preparation.
- Safe spaces and trusted adults.
- Relational Practice

EHCP Outcomes Commonly Addressed Through Universal Provision

- Academic achievement.
- Independence.
- Executive functioning.
- Emotional wellbeing.
- Employability and preparation for adulthood.

Targeted Interventions

Academic

- Literacy support.
- Reading fluency interventions.
- Numeracy support.
- Study skills programmes.
- Written Output

Executive Functioning

- Organisation coaching.
- Independent learning support.
- Planning and sequencing interventions.

Communication, Sensory and Emotional Regulation

- Anxiety interventions.
- Social communication groups.
- Self-advocacy programmes.
- Emotional regulation support.
- Sensory regulation and self management

Specialist Support

- NHS Occupational Therapy/ SaLT involvement/Physiotherapy
- CYPs
- Multi-disciplinary support including key staff, external agencies and families.
- Bespoke examination access arrangements.
- Individual transition planning.

The Cleaswell Hill Graduated Response

Universal Provision

For all pupils

High-quality specialist teaching and integrated therapy, which can include communication support, environmental adaptations, regulation approaches and inclusive practice embedded within daily learning.

Targeted Intervention

For some pupils

Additional interventions implemented in response to identified barriers and reviewed through assessment and progress monitoring.

Specialist Support

For a smaller number of pupils

Highly personalised provision informed by specialist assessment, increased therapy involvement and multi-disciplinary planning.

Summary Inclusion Statement

At Cleaswell Hill School, inclusion is not an intervention; it is the foundation of everything we do. Through understanding the individual, building positive relationships, creating enabling environments and delivering personalised learning, we ensure that every pupil receives the right support at the right time. Our tiered model enables us to translate evidence-informed practice into specialist provision that reflects the complexity of our learners and supports meaningful progress towards EHCP outcomes, pathway outcomes and successful preparation for adulthood.