

Section 4 – Inclusion

Inclusion at Cleaswell Hill is transformational because removing barriers changes what pupils with the greatest complexity are able to access, participate in and achieve, rather than simply enabling them to be present. Stage-not-age pathways, integrated SaLT and OT, personalised communication, enabling environments, assistive technology and a rigorous assess-plan-do-review approach enable pupils facing overlapping SEND, disadvantage, social-care, health, attendance and regulation barriers to communicate more effectively, regulate more successfully, participate more independently and sustain ambitious learning. The impact is evident at cohort and individual level: by Spring 2026, Pupil Premium pupils achieved 79% of curriculum targets compared with 75% for non-Pupil Premium pupils and 81% of PLIM targets compared with 79%, demonstrating that disadvantage is not accepted as a ceiling. Longitudinal case sampling further demonstrates how precisely adapted provision changes individual trajectories towards greater achievement, independence, belonging and readiness for adulthood.

What is going well: Evidence to support this judgement

Identifying, Assessing and Meeting Need, and Reducing Barriers

High-quality neuroinclusive teaching is consistently strong and forms the foundation of Cleaswell Hill's inclusion strategy. The stage-not-age pathway model, NEN-informed neuroinclusive practice, Total Communication, sensory-aware pedagogy, relational practice and integrated therapeutic approaches remove barriers by design, reducing reliance on separate individual adaptations while enabling pupils to participate, communicate and learn with increasing independence; leaders evaluate consistency through pathway reviews, learning walks and progress evidence over time.

Leaders have established a highly inclusive culture in which staff understand the intersecting barriers arising from pupils' complex SEND and the school's context, including communication, regulation, health, sensory and physical needs, deprivation, attendance, social care involvement and preparation for adulthood. Assessment, observation, PLIMs, therapy evidence, attendance, behaviour, safeguarding information and family voice enable emerging barriers to be identified quickly and provision adapted before difficulties become entrenched; leaders know this through case sampling and termly cohort and pathway review.

At Cleaswell Hill, teachers, the integrated SaLT/OT team, families and external education, health and social-care specialists work from shared knowledge of pupils' EHCP, PLIM, communication, sensory and physical needs rather than operating as separate services. Therapy and parental knowledge therefore shape classroom communication, regulation, access, reasonable adjustments and transitions in everyday provision; pathway review, family voice and multi-agency case sampling test whether this is improving pupils' access, regulation and independence.

The published Accessibility Plan 2026–29 meets Equality Act requirements and is implemented and reviewed systematically. Improvements to communication, assistive technology, specialist spaces and physical access reduce barriers to participation; leaders and governors evaluate impact annually through accessibility audits, environmental monitoring and pupil and family voice.

Leaders and governors have published a coherent Inclusion Strategy that aligns staffing, specialist teaching, integrated therapy, professional development, technology and accessible environments with the assessed needs of the cohort. It sets out how the school's overall funding

allocation is deployed and evaluated to improve access, participation, wellbeing and achievement.

Supporting Disadvantaged Pupils

Leaders have a secure, evidence-informed understanding of disadvantaged pupils' intersecting barriers, including SEND, communication, regulation, attendance, health, social care involvement and financial hardship. During 2025/26, 134 pupils—51.34% of the then cohort—were eligible for Pupil Premium. Leaders use EEF research alongside assessment, attendance, intervention, family voice and case-sampling evidence to review the strategy regularly and ensure pupils are not treated as a single homogeneous group.

The Pupil Premium strategy is closely aligned with whole-school priorities and implemented consistently by the Pupil Premium lead, senior leaders, pathway teams, therapists and class staff. Sustained professional development and regular leadership and governor scrutiny ensure that specialist teaching, targeted support and wider strategies remain evidence-informed and effective.

Leaders respond swiftly when assessment, attendance, engagement or family evidence identifies that a disadvantaged pupil is at risk of underachievement or reduced participation. Timely academic, therapeutic, attendance and enrichment support is reviewed for its effect on access, participation and achievement; leaders use termly group analysis, intervention evaluation and governor scrutiny to establish whether differences are reducing over time. By Spring 2026, Pupil Premium pupils achieved 79% of curriculum targets compared with 75% for non-Pupil Premium pupils, while PLIM achievement reached 81% compared with 79%; Pupil Premium attendance also improved from 87.0% in autumn 2025 to 87.9% in summer 2026. Leaders continue pupil-level analysis so these positive group trends do not conceal weaker outcomes for individual pupils.

Supporting Pupils with SEND

The appropriately qualified and experienced senior leader coordinating SEND provision is empowered through senior leadership status to lead and quality assure whole-school improvement. Leaders and governors evaluate impact through EHCP quality assurance, NEN audit of school standards, pathway reviews, staff development, case sampling and pupil outcomes over time.

The published SEN information report is accessible, current and accurately reflects Cleaswell Hill's specialist provision, graduated response and arrangements for involving pupils and families. Leaders review it routinely alongside the SEND policy, Accessibility Strategy and changing cohort needs.

Leaders use an embedded assess-plan-do-review cycle, underpinned by sustained, evidence-informed PL&D, to identify emerging needs, secure specialist advice and adapt provision promptly. EHCP outcomes are translated into PLIMs, curriculum and integrated therapy, while Earwig, intervention evaluation and progress reviews enable leaders to refine support and improve pupils' communication, regulation, engagement and independence over time.

Leaders sustain exceptionally high expectations through a stage-not-age pathway model that aligns EHCP and Preparation for Adulthood outcomes with curriculum, PLIMs, integrated therapy, assistive technology and enabling environments. This removes barriers and secures sustained progress in pupils' communication, regulation, independence, achievement and readiness for

adulthood, evidenced through pathway reviews, EHCP and PLIM outcomes, accessibility monitoring and destination trends.

Leaders are highly effective partners within Northumberland's SEND system, working with education, health, social care and other agencies to improve pupils' experiences and outcomes. Families are supported to understand and access the local offer and wider services through annual reviews, personalised communication, signposting and multi-agency planning; impact is evaluated through family voice and case sampling over time.

Transition planning is consistently strong: entry to school, movement between pathways and phases, and preparation for adulthood are personalised through EHCP reviews, family co-production and multi-agency planning. This builds independence, resilience and community participation and secures positive next steps, evidenced through transition case sampling, PfA outcomes, family voice and destination trends.

Cleaswell Hill demonstrates exceptional system leadership through the Fusion Learning Hub and sustained partnerships with universities, trusts, the local authority and other settings, sharing research, case sampling and evidence-informed SEND practice. Between March 2025 and May 2026, more than 2,200 practitioners and professionals accessed Fusion support; 1,524 completed NEN training and advisory work reached 13 external settings. This is complemented by strategic support to WISE Academies in developing and evaluating mainstream inclusion strategy. Leaders evaluate partnership feedback, repeat engagement, participation, resources and changes in practice to test external impact, while deliberately bringing learning from this work back into Cleaswell Hill to strengthen its own provision.

Leaders systematically identify pupils facing additional or intersecting barriers, including those linked to protected characteristics, medical needs, communication, interrupted education or family circumstances. Cohort analysis and case sampling ensure that these barriers are addressed promptly and that pupils participate fully in school life.

Supporting Pupils Who are Known or Previously Known to Social Care

Leadership for looked-after and previously looked-after pupils is secure: the appropriately qualified and experienced designated teacher works closely with the DSL, phase leaders and Northumberland Virtual School to ensure that Personal Education Plans, where in place, are ambitious, current and translated into everyday provision. This supports continuity, stability and progress; leaders know this through PEP quality assurance, training records, attendance and progress analysis, and case sampling over time.

The DSL, designated teacher and senior leaders use pupils' social care status, PEPs where applicable, EHCP outcomes, PLIMs, attendance and safeguarding information to plan precise academic, therapeutic and wellbeing support. This reduces barriers to attendance and learning and improves engagement, regulation and progress; leaders evaluate impact through PEP reviews, cohort analysis and pupil-level case sampling.

Information sharing and multi-agency working are timely and effective: leaders collaborate with Northumberland County Council, social workers, the Virtual School, Early Help and health professionals to support statutory assessments and coordinate provision. Impact is evaluated through review records, completed-action scrutiny, professional feedback and evidence of improved welfare, attendance, learning and placement stability.



Exceptional inclusion is sustained through an integrated system of high-quality teaching, personalised pathways, therapy, family partnership and rigorous evaluation, reducing barriers exceptionally well and enabling pupils to achieve, belong and thrive. Leaders know this through sustained progress, attendance, participation, wellbeing and destination evidence across disadvantaged pupils, pupils with SEND and those known or previously known to children's social care; Fusion and NEN demonstrate how this expertise is used to improve practice beyond Cleaswell Hill.

Supporting Documentation	Quality Assurance Activities
- SIP and external QA reports, with dates, focus, findings and follow-up. - Governor inclusion, Pupil Premium, therapy, accessibility and parent-engagement visit reports. - Ofsted-readiness and partner-school review records. - Fusion/NEN and regional conference programmes, materials, attendance and impact evaluations. - WISE mainstream inclusion strategy support, training, review and follow-up evidence. - Inclusion Strategy, implementation plan, SEND Information Report and Accessibility Plan. - Case sampling, pupil outcomes, family voice and multi-agency evidence.	- SIP and external consultant reviews of inclusion, including toolkit alignment, case sampling, learning walks and impact evaluation. - Governor monitoring visits covering inclusion, Pupil Premium, integrated therapy, accessibility and parental engagement. - Ofsted-readiness support, including scrutiny of evidence, staff discussions and evaluation against the September 2026 toolkit. - Partner-school peer review and professional challenge of inclusive teaching, pathway provision and leadership evaluation. - Regional conference delivery and sharing of practice through Fusion/NEN and university partnerships. - Strategic support to WISE Academies in developing and evaluating mainstream inclusion strategies.

Next Steps (Including targets taken from 5-year plan)
Sustain and deepen the precision with which leaders identify and remove increasingly complex barriers, ensuring assessment, pupil voice, family insight and therapy evidence lead to timely, evidence-informed adaptations and sustained progress from individual starting points. Further strengthen the consistency and evaluative rigour of neuroinclusive and therapy-informed practice across all pathways, so staff can articulate the rationale for their approaches and demonstrate impact on access, participation, regulation, independence and achievement. Extend co-production with pupils, families and professionals, including development of the Family Partner role, so their expertise shapes provision, transitions and strategic decisions and the impact of this partnership is evaluated systematically. Consolidate Cleaswell Hill's exceptional system and civic leadership, evaluating and disseminating the impact of Fusion, NEN, university and partner-school work on inclusive practice beyond the school, while ensuring external learning continues to strengthen provision internally.