



Whole School Implementation Plan - Inclusion

To embed a culture of equity, ambition, and belonging for every learner

Intent

Move beyond compliance to ensure a whole-school culture of inclusion where every pupil, across all three pathways is recognised as capable, valued, and ambitious. Inclusion will not only remove barriers but actively create opportunities for pupils with complex needs to thrive academically, socially, emotionally, and in preparation for adulthood.

Implementation

- **Embed expectations:** embed a culture where staff, families, and pupils believe that every learner can achieve and contribute meaningfully, regardless of complexity of need, gender, race, culture or deprivation.
- **Personalised ambition:** ensure each pupil's **EHCP outcomes and PfA goals** are lived, visible, and central to curriculum design, therapy input, and assessment.
- **Pathway innovation: embed pathway model structures** that go beyond access to learning — offering cutting-edge pedagogies, therapies, and assistive technologies tailored to each learner's context.
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- **Family and external agencies as partners:** build a culture of parental engagement so families are co-creators of provision, actively shaping strategy and engaging with services in a collaborative way.
- **Transform transitions:** ensure every transition (into school, between key stages, into adulthood) is not simply supported, but becomes a **launchpad for opportunity** — building independence, resilience, and connection with the wider community.
- **Visibility and influence:** position the school as a regional model of excellence in inclusion, publishing outcomes, research, and case studies to influence practice beyond the school.
- **Development of Fusion Learning hub** to provides and implement inclusive in person and online services that promote a culture of continuous learning in SEND best practice, fostering collaboration and sharing advice between educational settings. We will do this by combining the latest SEND research, holding the AET license for Northumberland, a range of evidence-based learning strategies and resources, and the expertise of our experienced SEND educators to work together supporting schools in meeting the complex and evolving needs of learners with SEND within Cleaswell Hill and the local wider community. Which includes:
 - -Developing partnerships with Northern Lights Teaching Hub offering AET Training to current ITT students
 - -Develop, film online content packages for other professionals and parents to access.
 - -Offer free AET sessions to general public to access
 - -Continue to work in partnership with GNEYSPPH
 - -AMC to work in local mainstreams supporting growing SEND needs in Early Years
 - -Using best practice SEND strategies in school to provide opportunities to upskill staff in region
- **Inclusive expertise for all staff:** Ensure all staff receive **relevant CPD** (e.g., Total communication approaches Autism Education Trust, trauma-informed practice, Positive Behaviour Support and relational practice) so they can quickly identify barriers to learning and apply evidence-based inclusion strategies while equipped with specialist skills for support.



Phase Implementation

Phase	Actions	Leads	Impact
Junior Engagement /E+	<ul style="list-style-type: none"> · CPD Training programme for all staff based on termly priorities (Bitesize sessions, learning walks, observation schedule). · Supporting parental engagement in curriculum and communication with stay and play sessions, reviews. · Consider appropriate high-needs funding levels linked resources. · Strengthen highly individual targets for pupil using a range of assessment strategies to show progress <p>Access to Forest School teaching providing a outdoor natural inclusive learning environment and inclusive ethos to meet individual childrens needs</p> <ul style="list-style-type: none"> · Embed core word programme and other engagement curriculum areas that put emphasis on community access, communication and emotional regulation. · Effective and impactful assessment approaches that capture small steps of progress and support progression. <p>Consider how transitions can be monitored and reviewed as part of the EHCP process and embedded across the curriculum.</p> <p>Design a class-based action research project to support understanding of how pupils with such complexity learn best.</p> <p>Staff to deliver training to external professionals based on strategies</p>	<p>KMc/ED/ HMc/SO/ Phase staff</p> <p>HMc/SO/AA</p> <p>SO/ED/AA/ JR</p> <p>ED/SO/JR/A A/HMc</p> <p>SO/RHo/ Phase staff</p> <p>SO/Amc</p> <p>ED/ Engagement leads and JW</p> <p>SO/AA/ED/ JR</p> <p>SO/ AA/ Phase staff</p> <p>AMc, Phase staff</p>	<ul style="list-style-type: none"> · Improved staff confidence and competence in delivering high-quality, inclusive education, promoting consistency in teaching approaches across the school and reflective practice through learning walks and observations. · Strengthened home-school relationships, fostering trust and collaboration and increased parental understanding of curriculum and strategies used. · Shared responsibility for learning and development whilst ensuring equitable access to resources for pupils with complex needs and improved provision quality by aligning funding with actual pupil requirements. · Sustainability of specialist interventions and staffing, enabling strategic planning for future resource allocation. · Communication skills are improved through a consistent approach which also promotes emotional regulation, improving behaviour and engagement. · Increased community participation, building real-world skills around communication making learning accessible and meaningful. · Small steps of progress captured, which are often missed by traditional methods with clear evidence for pupil reviews, EHCPs, and external scrutiny.

	<p>used in the classroom as part of Fusion Learning Hub strategy</p> <p>Develop partnerships with other local schools to enhance our exceptional send practice and knowledge as well as supporting the SEN population in Northumberland.</p>		
Senior Engagement /E+	<ul style="list-style-type: none"> · CPD Training programme for all staff (Bitesize sessions, e.g. different areas/key focus, learning walks, observation schedule). · Supporting parental engagement in curriculum, communication and ongoing PfA e.g. stay and play sessions, parent information sessions · Consider appropriate high-needs funding levels linked resources. · Strengthen highly individual targets for pupil using a range of assessment strategies to show progress · Embed core word programme and other engagement curriculum areas that put emphasis on community access, communication and emotional regulation. · Effective and impactful assessment approaches that capture small steps of progress and support progression. · Working collaboratively with external partners to develop and deliver effective PFA and transition arrangements · Appropriate accreditation for year 10+ pupils <p>Consider how transitions can be monitored and reviewed as part of</p>	<p>KMc/ED/HMc /Class teams/ Phase staff</p> <p>HMc/SO/AA</p> <p>HMC/JR</p> <p>ED/SO/JR/A A/HMc</p> <p>HMc/RHo/Phase staff</p> <p>ED/ Engagement leads/ JW</p> <p>CC/BB / HMC/ Engagement leads</p> <p>HMc/ AA/ JW</p>	<ul style="list-style-type: none"> · Improved staff confidence and competence in delivering high-quality, inclusive education, promoting consistency in teaching approaches across the school and reflective practice through learning walks and observations. · Strengthened home-school relationships, fostering trust and collaboration and increased parental understanding of curriculum and strategies used. · Shared responsibility for learning and development whilst ensuring equitable access to resources for pupils with complex needs and improved provision quality by aligning funding with actual pupil requirements. · Sustainability of specialist interventions and staffing, enabling strategic planning for future resource allocation. · Communication skills are improved through a consistent approach which also promotes emotional regulation, improving behaviour and engagement. · Increased community participation, building real-world skills around communication making learning accessible and meaningful.

	<p>the EHCP process and embedded across the curriculum.</p> <p>Design a class-based action research project to support understanding of how pupils with such complexity learn best.</p> <p>Staff to deliver training to external professionals based on strategies used in the classroom as part of Fusion Learning Hub strategy</p> <p>Develop partnerships with other local schools to enhance our exceptional send practice and knowledge as well as supporting the SEN population in Northumberland.</p>	<p>HMC/ AA/ JR/ ED</p> <p>HMc/AA/ Phase staff</p> <p>AMc, Phase staff</p>	<ul style="list-style-type: none"> · Small steps of progress captured, which are often missed by traditional methods with clear evidence for pupil reviews, EHCPs, and external scrutiny. · Improved post-school outcomes by ensuring pupils are well-prepared for adulthood with multi-agency support, leading to more holistic future planning for each pupil. <p>Smoother transitions to adult services building staff confidence in navigating complex transition pathways and legal requirements. Families have clearer expectations and support networks.</p>
Junior Core	<p>CPD training programme for all staff, including bite-size sessions on key focus areas, learning walks, and observation schedules.</p> <p>Sharing good practice within and across pathways through regular meetings to ensure consistency and innovation.</p> <p>Adapted, accessible core foundation curriculum that fosters independence, resilience, and problem-solving skills.</p> <p>Inclusive curriculum offer across all pathways, ensuring equal opportunities for students at both Main Site.</p> <p>Access to Forest School teaching providing a outdoor natural inclusive learning environment and inclusive ethos to meet individual childrens needs</p> <p>From year 9: Embedded PfA (Preparation for Adulthood) areas within lessons, monitored for impact. Appropriate</p>	<p>KMc/ JS</p> <p>HM/SS/CC</p> <p>JW</p> <p>JG/ GB</p> <p>HMc</p> <p>Amc</p>	<p>Improves staff confidence, consistency, and quality of teaching through targeted CPD and shared best practice.</p> <p>Ensures all students access a relevant, inclusive curriculum that promotes independence, resilience, and problem-solving.</p> <p>Guarantees equal opportunities across sites and pathways, supporting fairness and cohesion.</p> <p>Prepares students for adulthood early and provides clear progression routes with appropriate accreditations.</p> <p>Captures small steps of progress through effective assessment, informing personalised learning.</p> <p>Enhances communication and engagement via written output development and alternative methods.</p> <p>Removes barriers in exams through access arrangements and</p>

accreditations offered from Year 10 or 12 depending on future pathways.

Effective and impactful assessment approaches that capture small steps of progress and support progression.

Development of written output sessions, including alternative methods for students who need them.

Access arrangements and reasonable adjustments for exams and assessments.

Access to specialist equipment to support students in accessing learning and activities.

Trial and embed assistive technologies as a normal way of working to promote curriculum access and alternative written output.

Provide multisensory approach to phonics to support engagement and process for some pupils with approaches which children can access.

Pupil accessibility ambassadors to promote an inclusive environment and remove barriers.

Environmental adjustments to ensure physical spaces are accessible for all.

Integrated therapies, including therapeutic assessment, strategies, and provision embedded in school life.

Timely and collaborative support for students with sensory

reasonable adjustments.

Enables participation and independence with specialist equipment and assistive technologies.

Promotes an inclusive culture through pupil accessibility ambassadors and environmental adjustments.

Supports holistic development with integrated therapies and timely sensory support.

Increases engagement and ownership by embedding pupil voice in curriculum and planning.

Smooths transitions and aligns future provision through person-centred planning.

Strengthens home-school collaboration via parental engagement opportunities.

Improves continuity and consistency through stronger links between Main Site and Appleby Centre.

	<p>impairments via services such as the sensory support service (LINT team).</p> <p>Pupil voice embedded in curriculum and personal development planning.</p> <p>Person-centred planning and support for future provision and transitions.</p> <p>Opportunities for parents/carers to engage with school life, including curriculum involvement, enterprise projects, and phase café visits.</p> <p>Stronger links between Main Site and Appleby Centre to support smooth transitions and plot individual routes for each child.</p> <p>Staff to deliver training to external professionals based on strategies used in the classroom as part of Fusion Learning Hub strategy</p> <p>Develop partnerships with other local schools to enhance our exceptional send practice and knowledge as well as supporting the SEN population in Northumberland</p>	AMc, Phase staff	
Junior Extended	<ul style="list-style-type: none"> • Collate documentation and evidence in a variety of means: develop case studies, track data and document initiatives used. • Staff training and modelling of key practices such as scaffolding and use of resources to support learning from key members of staff. • Sharing good practice across the pathway, school and more widely across Northumberland. 	<p>JW/class leads</p> <p>KMc/JW/SLT</p> <p>JW/AMC/ Class leads</p>	<ul style="list-style-type: none"> • Enables reflective practice and continuous improvement. • Provides a clear picture of learner progress and needs. • Supports data-driven and personalised decision-making. • Builds staff confidence and competence in inclusive practices. • Promotes consistency and alignment across the school.

	<p>Inclusive curriculum offer across all pathways, ensuring equal opportunities for students at both Main Site.</p> <p>Access to Forest School teaching providing a outdoor natural inclusive learning environment and inclusive ethos to meet individual childrens needs</p> <ul style="list-style-type: none"> · Quality assurance to ensure the provision is correct and we can make evidence-based decisions regarding improvement based on EHCP outcomes and effective target writing. · Promote communication systems with parents and encourage engagement opportunities across the phase. · Exposure to alternative written output strategies that can support access arrangements and achievement through school. · Communication strategies appropriate for age and stage e.g. visual timetable, colourful semantics, now next then boards, scaffolding visuals <p>Staff to deliver training to external professionals based on strategies used in the classroom as part of Fusion Learning Hub strategy</p> <p>Develop partnerships with other local schools to enhance our exceptional send practice and knowledge as well as supporting the</p>	<p>Amc</p> <p>JW/Class leads / Pathway lead</p> <p>JW/HMc</p> <p>JW/Class Leads / Therapy team</p> <p>JW/Class Leads / Therapy team</p> <p>AMc, JW Phase staff</p>	<ul style="list-style-type: none"> · Enhances learner understanding and independence. · Reduces anxiety and improves classroom engagement. · Supports differentiated instruction and inclusive environments. · Builds trust and shared responsibility with families. · Encourages parental input · Reduces barriers to learning and assessment. · Empowers learners to express themselves in diverse ways. · Supports equity and personalisation in learning.
Senior Extended	<ul style="list-style-type: none"> · Embedded approach to PfA areas that is integrated into the curriculum and monitored as part of lessons, where appropriate. 	<p>JW/CC/Class leads</p>	<ul style="list-style-type: none"> · Ensures PfA is a consistent and visible part of the curriculum. · Promotes learner independence and future readiness.

	<ul style="list-style-type: none"> • Staff training and modelling of key practices such as scaffolding and use of resources to support learning from key members of staff. • Embed written output strategies in preparation for qualifications • Person centred discussions around future provision during EHCP reviews • Communication strategies appropriate for age and stage e.g. emotional regulation visuals, in task schedules, pre-teach vocabulary • Stronger links made between main site and Appleby Centre to support the transition and plot the potential route for each child through school. <p>Inclusive curriculum offer across all pathways, ensuring equal opportunities for students at both Main Site.</p> <p>Access to Forest School teaching providing a outdoor natural inclusive learning environment and inclusive ethos to meet individual childrens needs</p> <p>Staff to deliver training to external professionals based on strategies used in the classroom as part of Fusion Learning Hub strategy</p> <p>Develop partnerships with other local schools to enhance our exceptional send practice and knowledge as well as supporting the SEN population in Northumberland.</p>	<p>JW/Class leads / Therapy team</p> <p>Class Leads</p> <p>JW/ Phase staff / Therapy team</p> <p>JW / CC / JBr</p> <p>JW, AMc, Phase staff</p> <p>AMc</p>	<ul style="list-style-type: none"> • Allows for progress to be monitored and adapted within everyday teaching. • Reduces barriers to assessment and achievement. • Strengthens collaboration between families, professionals, and learners. • Enhances emotional wellbeing and self-regulation. • Improves engagement and understanding during learning tasks. • Supports differentiated instruction and inclusive classroom environments. • Helps map individual learner pathways through the school. • Builds a cohesive and supportive school community across settings.
Extended (Appleby)	<p>Embedded approach to PfA areas that is integrated into the curriculum and monitored as part of lessons, where appropriate.</p>	CC	<ul style="list-style-type: none"> • Ensures PfA is not treated as an add-on but as a core part of learning. • Builds life skills and independence through regular, meaningful practice.

<p>Staff training and modelling of key practices such as scaffolding and use of resources to support learning from key members of staff.</p> <p>Parent open events to share Appleby Centre provision and transition out of school</p> <p>Connect with wider community through a café that can build visibility of the school and support work related learning for pupils, where appropriate.</p> <p>Monitor how access to learning takes place through therapies, assistive technology to provide benefit for all learners</p> <p>All students leaving the Appleby Centre with appropriate qualifications / accreditations</p> <p>Access arrangements and reasonable adjustments in exams</p> <p>Person centred planning and support for future provision and future contribution to the community</p> <p>Communication strategies appropriate for age and stage e.g. bus apps and timetable, shopping list.</p>	<p>CC / Phase staff</p> <p>LBer / AC / CC</p> <p>CC / JR / DF / Phase staff</p> <p>CC / JB / GB / Class leads</p> <p>CC / JB / GB</p> <p>CC / CCa</p> <p>CC / RH / Phase staff</p>	<ul style="list-style-type: none"> · Promotes consistency and accountability through lesson monitoring. · Strengthens home-school partnerships. · Informs parents about transition pathways and available support. · Builds trust and shared understanding of student needs and goals. · Enhances community engagement and reduces stigma. · Builds confidence and transferable employment skills. · Promotes equity by ensuring all learners can access the curriculum. · Validates student achievements and supports future opportunities. · Increases employability and access to further education. · Boosts self-esteem and motivation. · Ensures fair assessment of student abilities. · Reduces anxiety and barriers to success. · Empowers students by involving them in their own planning.
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Evidence

- List links to presentation slides
- Include links to meeting minutes
- Add all other links relevant to the target
- Links to Earwig



Impact

- Pupils with the most complex needs achieve **visible, celebrated progress** in independence, communication, and wellbeing — with success recognised equally to academic outcomes.
- Inclusion is not just a 'support function' but central to **the curriculum, teaching, and leadership**.
- Families and external partners describe the school as a **place of inspiration, discovery, and empowerment**.
- Staff develop as regionally recognised specialists in inclusive pedagogy and SEND practice.
- Transitions are not only smooth but transformative — pupils move forward with skills, confidence, and opportunities that redefine what they and their families thought possible.
- Cleaswell becomes known as a **beacon of inclusion** locally and regionally, influencing best practice across the sector.