



Key Staff

Headteacher	Mrs A Holden
SENDCo	Mrs S Farnaby
Designated Governor for SEND	Laura Shepherson

1. Aims and Objectives

Our special educational needs and disabilities (SEND) policy aims to:

- ❖ Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- ❖ Set out how our school will:
 - ✓ Support and make provision for pupils with special educational needs and disabilities
 - ✓ Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - ✓ Help pupils with SEND fulfil their aspirations and achieve their best
 - ✓ Help pupils with SEND become confident individuals living fulfilling lives
 - ✓ Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
 - ✓ Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
 - ✓ Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
 - ✓ Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and Values

At Clover Hill Primary School, we place considerable importance on the provision of a culture:

- ❖ Of equal opportunities for all children regardless of their age, ability, religion, gender or culture.
- ❖ In which all members of our school community are treated with respect.
- ❖ In which all members of our school community have their individual needs and strengths recognised.
- ❖ Which enables everyone to achieve their potential.
- ❖ Which enables all children to gain access to a broad and balanced and appropriately adapted curriculum.

3. Legislation and Guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- ❖ [Part 3 of the Children and Families Act 2014](#),
- [The Special Educational Needs and Disability Regulations 2014](#),
- ❖ The [Equality Act 2010](#)
- ❖ The [Public Sector Equality Duty](#)
- ❖ The [Governance Handbook](#)
- ❖ The [School Admissions Code](#)

4. Inclusion and Equal Opportunities

At Clover Hill, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

4.1 Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- ❖ A significantly greater difficulty in learning than most others of the same age, or
- ❖ A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

At Clover Hill, we will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The 4 Areas of Need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of Need	Description
Communication and Interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils with Autistic Spectrum Condition often have needs that fall in this category and so those with Speech, Language and Communication Needs</p>
Cognition and Learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <p>Specific learning difficulties, which impact 1 or more specific aspects of learning, such as:</p>

	<ul style="list-style-type: none"> ❖ Dyslexia, dyscalculia and dyspraxia ❖ Moderate learning difficulties ❖ Severe learning difficulties <p>Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</p>
Social, Emotional and Mental Health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> ❖ Mental health difficulties such as anxiety, depression or an eating disorder ❖ Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ❖ Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Physical and Sensory	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> ❖ A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ❖ A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and Responsibilities

5.1 The SENDCo

The SENDCo at our school is Sara Farnaby

who will:

- ❖ Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- ❖ Work with the Headteacher and SEN Governor to determine the strategic development of the SEND policy and provision in the school
- ❖ Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- ❖ Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- ❖ Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- ❖ Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ❖ Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- ❖ Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- ❖ When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- ❖ Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ❖ Make sure the school keeps its records of all pupils with SEND up to date and accurate

- ❖ With the Headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- ❖ With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- ❖ Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- ❖ With the Headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.2 The governing body

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- ❖ Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- ❖ Do all it can to make sure that every pupil with SEND gets the support they need
- ❖ Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- ❖ Inform parents when the school is making special educational provision for their child
- ❖ Make sure that the school has arrangements in place to support any pupils with medical conditions
- ❖ Provide access to a broad and balanced curriculum
- ❖ Have a clear approach to identifying and responding to SEND
- ❖ Provide an annual report for parents on their child's progress
- ❖ Record accurately and keep up to date the provision made for pupils with SEND
- ❖ Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- ❖ Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- ❖ Make sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- ❖ Determine their approach to using their resources to support the progress of pupils with SEND

5.3 The SEND link governor

The SEND governor will:

- ❖ Help to raise awareness of SEND issues at governing board meetings
- ❖ Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- ❖ Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

5.4 The Headteacher

The Headteacher will:

- ❖ Work with the SENDCo and SEND Link Governor to determine the strategic development of the SEND policy and provision within the school

- ❖ Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ❖ Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- ❖ Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- ❖ Make sure that the SENDCo has enough time to carry out their duties
- ❖ Have an overview of the needs of the current cohort of pupils on the SEND register
- ❖ Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- ❖ With the SENDCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- ❖ With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- ❖ With the SENDCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.5 Class Teachers

Each Class Teacher is responsible for:

- ❖ Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- ❖ The progress and development of every pupil in their class
- ❖ Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- ❖ Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- ❖ Ensuring they follow this SEND policy and the SEN information report
- ❖ Communicating with parents regularly to:
 - ✓ Set clear outcomes and review progress towards them
 - ✓ Discuss the activities and support that will help achieve the set outcomes
 - ✓ Identify the responsibilities of the parent, the pupil and the school

Listen to the parents' concerns and agree their aspirations for the pupil

5.6 Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- ❖ Invited to termly meetings to review the provision that is in place for their child
- ❖ Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- ❖ Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- ❖ Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

5.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- ❖ Explaining what their strengths and difficulties are
- ❖ Contributing to setting targets or outcomes
- ❖ Attending review meetings
- ❖ Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN Information Report

Clover Hill Primary School publishes a SEND Information Report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our Approach to SEND Support

High Quality Teaching and the Graduated Approach to SEND

All children at Clover Hill receive High Quality Teaching. High Quality Teaching (sometimes referred to in other organisations to as Quality First Teaching) is the term we use to describe the (often invisible) support that all learners, regardless of need, are given to ensure that they make the best possible progress and achieve their potential. Our curriculum has been designed with inclusion as its starting point and is regularly reviewed in light of educational research to ensure that it is based on equity and provides all children with every opportunity to succeed. Further information regarding inclusion across the curriculum can be found in appendix 3.

High Quality Teaching forms the basis of our **Universal Provision** and is all that the majority of children need to thrive and make progress. This progress is closely monitored by teaching staff and will build on information from previous settings and teachers. Details of our universal offer can be found in appendix 1 of this policy.

When concerns arise, such as a child who:

- ❖ Is significantly slower than that of their peers starting from the same baseline,
- ❖ Fails to match or better their previous rate of progress,
- ❖ Fails to close the attainment gap between them and their peers,
- ❖ Widens the attainment gap,
- ❖ Displays anxiety or problems with friendships or social interaction,

we act quickly to provide support through small group interventions, small adaptations or in-class scaffolding with the intention of closing gaps and alleviating concerns. In many cases, this short-term support is sufficient to close any gaps and enable the child to successfully learn and make progress along with their peers. The interventions we offer at Clover Hill have clear entry and exit criteria and are designed to be measurable so that we can closely track each child's response and progress. This is universally available to all children.

On occasions, this support is needed on a longer-term basis in order for a child to be successful and children receiving this level of ongoing support are placed on our Monitoring list and their progress and attainment is closely tracked through termly meetings with the SENDCo and Headteacher. This enables us to monitor the impact of the interventions put in place and ensure that the provision we have in place is having the intended effect. At this point,

a Cause for Concern form will be completed with the SENDCo which states strengths, barriers, strategies employed to date and future action including interventions and additional support.

In situations where, despite High Quality Teaching and its included interventions, a child does not make the anticipated progress, a meeting is called with their parents to discuss placing them on our SEND/Inclusion Register which is recorded as SEND Support in our school records. At Clover Hill, we call this our Enhanced Offer. Children on the SEND Register require support that is 'additional to and different from' universal provision. Teachers will work with parents to share concerns, identify the child's strengths, interests and needs and to set **Specific, Measurable, Achievable, Realistic and Timely (SMART)** targets for improvement. This will form the basis of the child's individual Learning Support Plan which will be shared with parents at least twice per year as part of the Assess, Plan, Do, Review (ADPR) cycle – see information below. All staff that work with the child will be aware of the plan that is in place and the support that is required.

The ADPR Cycle

1. Assess

The pupil's class teacher and the SENDCo will carry out a detailed analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services. Clover Hill Primary School use the Gateshead SEND Threshold document to inform their assessment of a child's needs.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, CPOMS, and will be made accessible to staff in a Learning Support Plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

4. Do

This is where we give time for the support to have effect. The timeframe for the 'Do' part of the ADPR cycle will be set during the 'Plan' phase and is typically one term but can be longer or shorter depending on individual circumstances.

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem-solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils

- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

After two cycles of ADPR, or sooner in some cases, if the desired progress is not evident and sufficient progress is not being made, school may consult an external specialist for further guidance. Specialist advice is available to school in these situations from the Hint Incidence Needs Team, Low Incidence Needs Team or the Educational Psychology Service within Gateshead Authority. At Clover Hill, we call this **Enhanced Provision Plus**. For further information regarding the different stages of our Graduated Approach to SEND, see appendix 2.

If a pupil is joining the school, and:

- ❖ their previous setting has already identified that they have SEND
- ❖ they are known to external agencies
- ❖ they have an Education, Health and Care Plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

A significant benefit of our inclusive High Quality Teaching approach is that support is based on need as presented in school rather than diagnosis. This means that we do not need to hold back support whilst children are on waiting lists. It also means that, in many cases and even with a diagnosis, children do not require any support that is 'additional to or different from' universal provision.

Pupils who need more support than is available through the school-based SEN provision may be entitled to an Education, Health and Care Plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, the outcomes sought and is reviewed annually.

a. Consulting and involving pupils and parents

Clover Hill Primary School puts the pupil and their parents at the heart of all decisions made about special educational provision. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- ❖ Everyone develops a good understanding of the pupil's areas of strength and difficulty
- ❖ We take into account any concerns the parents have
- ❖ Everyone understands the agreed outcomes sought for the child
- ❖ Everyone is clear on what the next steps are
- ❖ Notes of these early discussions will be added to the pupil's record and given to their parents.
- ❖ We will formally notify parents if it is decided that a pupil will receive special educational provision.

b. Evaluating the effectiveness of SEN provision

At Clover Hill, the SENDCo is responsible for monitoring the effectiveness of SEND provision; this is done by:

- ❖ Tracking pupils' progress, including by using provision maps
- ❖ Carrying out the review stage of the graduated approach in every cycle of SEN support
- ❖ Using pupil questionnaires
- ❖ In-class monitoring by the SENDCo
- ❖ Holding annual reviews for pupils with EHC plans
- ❖ Getting feedback from the pupil and their parents

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with External Professional Agencies

We, as a school, recognise that we won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- ❖ Speech and language therapists
- ❖ Specialist teachers or support services
- ❖ Educational psychologists
- ❖ Occupational therapists or physiotherapists
- ❖ General practitioners or paediatricians
- ❖ School nurses
- ❖ Child and adolescent mental health services (CAMHS)
- ❖ Social services

11. Accessibility Arrangements

Clover Hill is fully accessible to students with physical difficulties.

The following facilities are available for pupils and their parents/carers with physical difficulties:

- ❖ Disabled parking bay
- ❖ Ramped access to building
- ❖ Accessible toilets
- ❖ Induction loop for hearing aid users
- ❖ Contrast edging and dual height rails on stairs and steps
- ❖ Accessible break areas
- ❖ Accessible dining area
- ❖ A private room for administration of medication

A risk assessment carried out and personal evacuation plan will be drawn up for all pupils with physical difficulties. All staff working with the student will be made aware of the plan which is available to view on our school website.

12. Complaints about SEND Provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the Class Teacher. If the issue is not resolved to their satisfaction, parents are encouraged to speak to the SENDCo or Headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy which is available on our website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

13. Monitoring the Policy This policy will be reviewed by our SENDCo every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year and will be approved by the full governing board.

How are ALL learners, including those with SEN, supporting to achieve at Clover Hill?



1. **Well-organised classroom** (Predictable routines; visual timetable; welcome slide)
2. **Dual coding** (spoken instructions with written / pictorial copy left on IWB; talk through worksheets)
3. **Support Working memory** (eliminate unnecessary copying from IWB; break up listening time with tasks; chunk instructions; add visual cues; task lists on IWB; give time for processing)
4. **Repetition** (repeat instructions back without re-phrasing; ask children to repeat them back; over-learning; spiral approach etc)
5. **Timing support** (share timing expectations: blu-tac on clock; crossing time off IWB; individual support for task management)
6. **Variety of recording methods** (allow children to demonstrate understanding in variety of ways: PowerPoint, posters, oral presentations, mind maps, labelling, sorting statements, cloze)
7. **Clear expectations** (share completed examples - WAGOLLS)
8. **Key Vocabulary** (taught explicitly and referred back to; display on Working Wall alongside visuals; 'Never Heard the Word')
9. **Seating plans** (flexible groupings; sit children near who need checking or additional support; pairings: role model for learning; complementary strengths – good reader with good orator, careful seating for those with VI, HI)
10. **Reading Age** (know the reading age of all children in the class so resources are appropriately matched)
11. **Metacognition** (discussions around methods of working; teacher modelling the thought process e.g Guided Reading)
12. **Relationships** (catch them displaying desired behaviour; learn strengths, needs and interests, name-led instructions; calm, clear manner; Class Dojo; transitions signalled and supported)

Appendix 3

English: - In English, inclusion begins with ensuring that every child can access and enjoy texts, language and communication. Adaptive teaching might involve using visual supports, pre-teaching vocabulary, offering audiobooks, or using speech-to-text tools so that pupils can demonstrate understanding without being limited by decoding difficulties. Teachers can provide sentence stems, writing frames, and structured talk routines so that all learners can participate confidently in reading and writing tasks. Flexible grouping, targeted questioning, and the use of high-quality, diverse literature allow each child to engage meaningfully, ensuring that learning is both accessible and intellectually ambitious for everyone.

Maths: - In Maths, inclusion starts with the principle that all children can think mathematically when given the right support. Adaptive teaching strategies include using manipulatives, pictorial representations, and scaffolded problem-solving to help learners bridge conceptual gaps. Teachers can adjust the level of abstraction, provide alternative entry points into problems, or use structured step-by-step guides for those who need them, while extending tasks for pupils ready to deepen their reasoning. Regular checks for understanding, alongside flexible pacing and targeted mini-interventions, ensure every child can access core content and build secure mathematical foundations.

Science: - Science is rooted in curiosity, so inclusion begins by ensuring every child can engage in enquiry. Adaptive teaching may involve simplifying investigation steps, offering differentiated recording methods (diagrams, oral explanations, photos), and using hands-on experiences so that all pupils can participate meaningfully in experiments. Teachers can pre-teach scientific vocabulary, provide visual organisers, and scaffold predictions and conclusions to support varied cognitive and language needs. By adjusting the level of independence and offering tailored prompts or challenge questions, science learning becomes accessible, accurate, and engaging for all learners.

History: - Inclusive history teaching starts with ensuring that every child can access stories of the past and see themselves reflected within the wider human narrative. Adaptive methods include using timelines, images, and artefacts to build context, offering simplified texts or audio versions, and modelling how to extract meaning from sources. Teachers may provide structured note-taking formats, simplified enquiry questions, or collaborative learning tasks to support diverse learners. By adjusting cognitive load and ensuring tasks remain conceptually rich, children of all abilities can participate in historical investigation and build strong chronological understanding.

Geography: - In Geography, inclusion starts by making the study of place, space and environment accessible to all pupils. Adaptive teaching might include using concrete resources like maps, globes, or digital imagery to support spatial understanding, alongside chunked instructions and guided fieldwork tasks. Teachers can scaffold map-reading skills, provide vocabulary mats, or offer alternative ways of presenting findings—such as diagrams or verbal explanations. By tailoring levels of challenge within the same enquiry and checking understanding frequently, geography becomes engaging and meaningful for every learner.

Art: - In art, inclusion begins with the understanding that creativity is universal and can be expressed in many forms. Adaptive teaching can involve offering varied materials, tools, and techniques so that pupils with different physical or sensory needs can participate fully. Teachers might model processes step by step, use visual exemplars, or break tasks into manageable stages. Learners can choose from different media to show their ideas, while targeted encouragement and structured peer feedback help build confidence. With accessible demonstrations and flexible expectations, every child can explore artistic expression successfully.

DT: - Inclusive D&T starts by ensuring that all children can design, make, and evaluate products safely and creatively. Adaptive methods include providing modified tools, pre-cut materials, or templates to reduce fine-motor barriers, while offering challenge choices for more advanced learners. Teachers can use visual instructions, repeated modelling, and scaffolded planning sheets to support pupils' understanding of processes. By breaking complex projects into smaller, manageable stages and allowing multiple ways to demonstrate design thinking, D&T becomes an empowering subject for every learner.

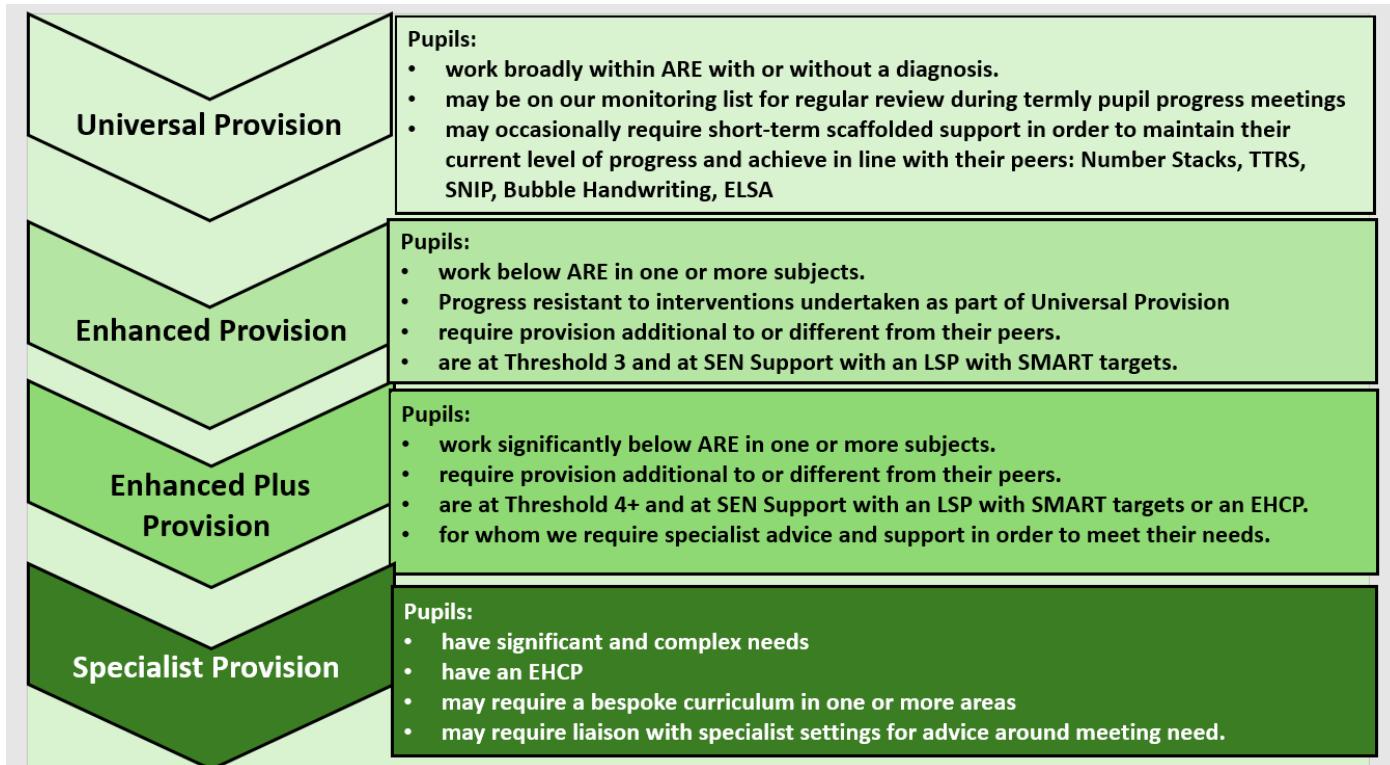
Computing: - Computing begins with the principle that all pupils can think logically and use digital tools when barriers are appropriately addressed. Adaptive teaching may include using unplugged activities to model concepts physically, offering step-by-step coding scaffolds, or adjusting the complexity of tasks within a program. Teachers can provide screen-reader-friendly resources, visual code blocks, and differentiated debugging challenges. Frequent check-ins, paired programming, and personalised support ensure that all learners—regardless of prior experience—can develop confidence and digital literacy.

PE: - In PE, inclusion starts with ensuring that every child can participate actively, safely, and with enjoyment. Adaptive teaching strategies involve modifying equipment, space, rules, or roles so that pupils with differing abilities access the same learning intention. Teachers may use stations with graded challenge, offer choices for skill development, and model movements slowly or with visual cues to support all learners. By focusing on personal progress rather than comparison and ensuring every child experiences success, PE promotes wellbeing and confidence for all.

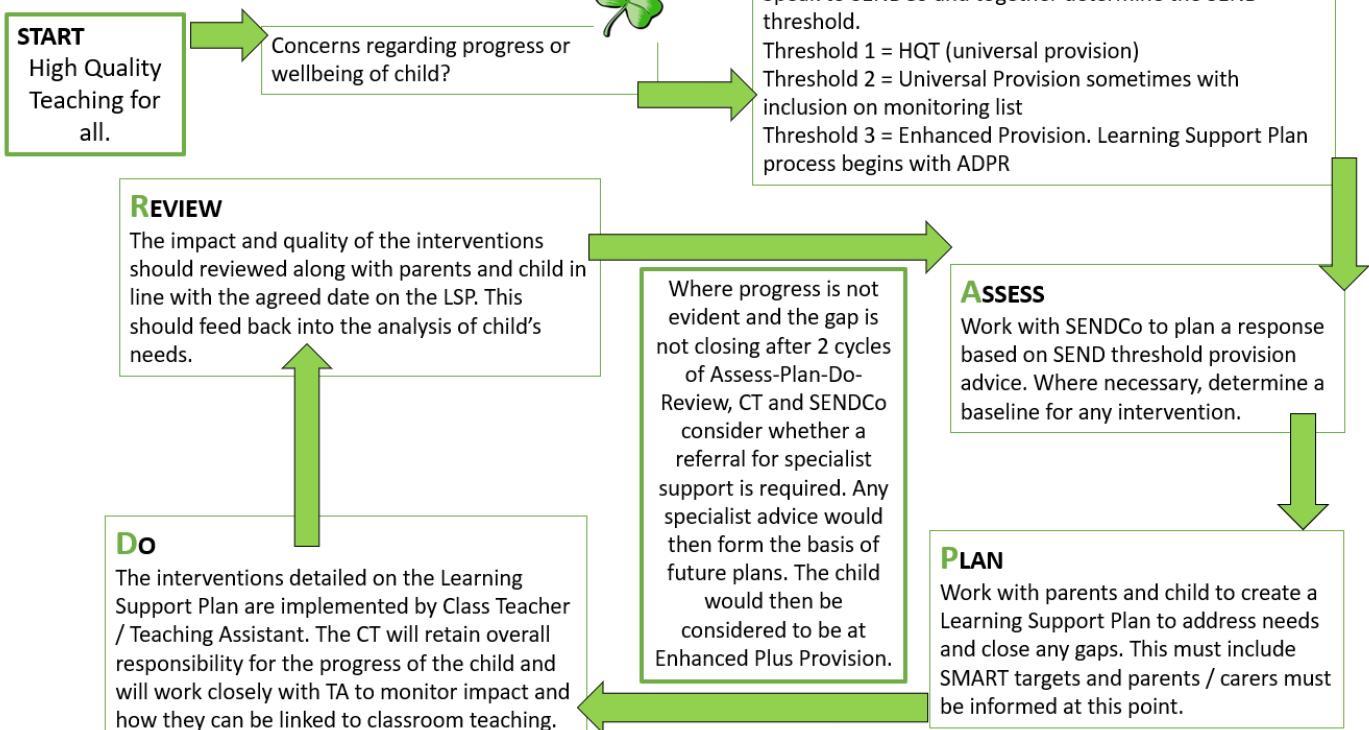
Music: - Music is inherently inclusive, and adaptive teaching begins by acknowledging that every child can engage with rhythm, pitch, and performance. Strategies include using visual notation, body percussion, and call-and-response activities to ensure access for pupils with different learning needs. Teachers can simplify musical patterns, slow the tempo, or provide alternative instruments to remove barriers while offering additional layers of complexity for confident musicians. Allowing varied forms of participation—listening, creating, performing, or composing—ensures that every learner can experience success and joy in music.

RE: - Religious Education at Clover Hill is inclusive and accessible to all pupils. We recognise that children come from a variety of backgrounds and experiences, and we ensure that lessons are adapted to meet individual needs, including those with SEND. Our teaching promotes equality of opportunity and avoids stereotyping. We celebrate diversity by exploring a wide range of faiths and worldviews, ensuring that every child feels represented and respected. Through inclusive practice, we aim to foster understanding, empathy, and a sense of belonging for all learners.

Appendix 2



The Graduated Approach at Clover Hill



Policy updated: September 2025