

An amazing place to learn!

from nursery to Year 6!

'When I visited Captain Shaw's, it just lifted me off my feet and nourished my heart. The students, young as they are, are sharp, inquisitive, familiar with current issues, full of optimism and keen to engage and make a difference. Thanks for a truly visionary, encouraging and informative visit.'

Pushpanath Krishnamurthy
International campaigner for Fairtrade and Climate Justice

'Oh my goodness! I am still buzzing from the amazing day we had with you and your wonderful school! I love the way you have designed your curriculum so that every lesson has a purpose and is part of an immersive experience, rather than just learning things in isolation.'

Gaye Holmes - Senior Presenter, Imoves



'The conduct of pupils at this school is exemplary. They demonstrate warmth and kindness towards each other. Pupils enjoy respectful relationships with the adults at school who care deeply for them.'

'Pupils respond well to the high aspirations that the school has of their achievement.'

'Pupils demonstrate a high level of motivation towards their learning. They work exceptionally well together. They are well prepared for each stage of their education.'

Ofsted 2023



Captain Shaw's C of E Primary School SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

2026–29

Our approach

At Captain Shaw's, inclusion is not an additional responsibility or a separate initiative: it is part of how we teach, plan, build relationships and make decisions every day. Our vision calls us to Serve the Common Good: seek what is best for everyone, beginning with the last, the least, the lost, the most vulnerable and the most forgotten.

For pupils with SEND, this means beginning with the child rather than a label: knowing strengths, identifying barriers early, listening to the child and family, maintaining ambitious expectations and making purposeful adjustments so that every child can belong, participate, learn, achieve and flourish. High-quality teaching and Ordinarily Available Provision are our first response; additional and specialist provision is added where individual need requires it. Support should build access, confidence and increasing independence rather than unnecessary adult dependence.

Policy owner	Headteacher / SENCO
Policy period	September 2026 – August 2029
Effective date	1 September 2026
SENCO	Terentius Jackson
SENCO contact	01229 718279 admin@capt-shaws.cumbria.sch.uk
Approval	Headteacher – September 2026
Governing Board	Ratification – Autumn Term 2026
Annual check	September each year and following material statutory/guidance change
Full review	Summer 2029, or earlier if required



Serving the Common Good:

Seek what is best for everyone, beginning with the last, the least, the lost,
the most vulnerable and the most forgotten.

1. Purpose

This policy explains the principles and arrangements through which Captain Shaw's identifies and supports pupils with special educational needs and/or disabilities (SEND). It establishes the school's shared expectations for inclusive teaching, SEN Support, partnership with families, specialist involvement, statutory processes and evaluation of impact.

It is deliberately aligned with the Captain Shaw's Inclusion Framework and Classroom Practice Framework. The Inclusion Framework provides the school's shared approach to inclusive practice; the 20 evidence-informed Classroom Practice Guides translate that approach into everyday planning, teaching, classroom routines and professional dialogue.

This policy should be read alongside the annual SEND Information Report, Accessibility Plan, Equality information and objectives, Admissions arrangements, Supporting Pupils with Medical Conditions Policy, Behaviour Policy, Attendance Policy, Child Protection and Safeguarding Policy and Complaints Procedure.

2. Statutory framework

This policy has regard to the statutory framework in force at the date of publication, including:

- Part 3 of the Children and Families Act 2014;
- the Special Educational Needs and Disability Regulations 2014, as amended;
- the SEND Code of Practice: 0 to 25 years;
- the Equality Act 2010, including the duty to make reasonable adjustments and the accessibility planning duty;
- the Early Years Foundation Stage statutory framework, where applicable;
- Keeping Children Safe in Education 2026; and
- current Department for Education requirements for maintained schools to publish SEND information online.

The government has set out proposals for further reform of the SEND system. Until changes are enacted and brought into force, Captain Shaw's will continue to comply with the current statutory framework. This policy will be reviewed early where new legislation, a revised SEND Code of Practice or National Inclusion Standards materially change school duties.

3. Our principles for SEND and inclusion

- Every child is entitled to an ambitious education and a genuine sense of belonging.
- High-quality teaching is the first response to need; SEND is not delegated away from the class teacher.
- Barriers should be identified and reduced as early as possible.
- Ordinarily Available Provision should be secure before additional interventions are used as a substitute for classroom practice.
- Adaptation maintains ambition: we change access, support, representation, communication, pace or scaffolding without unnecessarily narrowing what a pupil is entitled to learn.
- Relationships, participation and pupil voice are integral to inclusion.
- Families are partners and their knowledge of the child is valued alongside professional expertise.
- Additional adult support should develop participation and independence rather than create avoidable dependency.
- Provision is judged by its impact on the child, not by the amount of support delivered.
- Inclusion is a collective responsibility: every adult contributes to noticing barriers and improving access.

4. Definitions

Special educational needs

A child or young person has SEN where they have a learning difficulty or disability which calls for special educational provision to be made for them. For compulsory school-age children, this includes having significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of educational 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 others of the same age.

Disability

A pupil may be disabled under the Equality Act 2010 without having SEN, and a pupil may have SEN without being disabled. Some pupils have both. The school considers SEN duties and equality/reasonable-adjustment duties together where appropriate.

The four broad areas of need

The current SEND Code of Practice describes four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. These are used to support assessment and planning, not to define the whole child. Needs often overlap and may change over time.

5. Roles and responsibilities

The Governing Board

The Governing Board has strategic oversight of SEND and inclusion. It seeks assurance that statutory duties are met, resources are used appropriately, pupils with SEND participate fully and the school evaluates the quality and impact of provision. The strategic governor for Inclusion & Vulnerable Learners supports this oversight without taking operational responsibility.

The Headteacher

The Headteacher has overall responsibility for the implementation of this policy, the quality of teaching and provision for pupils with SEND, deployment of resources, staff development and the culture of inclusion across the school.

The SENCO

The SENCO coordinates the school's SEND provision, supports colleagues with the graduated approach, liaises with families and external professionals, maintains appropriate records, supports transition, contributes to strategic development and works with the Headteacher and governors to evaluate provision.

The school will ensure that the SENCO meets the statutory qualification requirements applicable to the role. Since September 2024, the leadership-level SENCO National Professional Qualification is the mandatory qualification route for newly appointed SENCOs, subject to the statutory transitional arrangements.

Class teachers

Teachers are responsible and accountable for the progress and development of every pupil in their class, including where pupils access support from teaching assistants or specialists. The class teacher plans and reviews classroom adaptations and remains closely connected to any targeted provision.

Teaching assistants and other adults

Teaching assistants work within planned provision. Their role may include modelling, prompting, communication support, targeted teaching, regulation support, observation or intervention. Adults should use the least intrusive effective support, allow processing and thinking time, and reduce prompts as independence grows.

Every member of staff

Inclusion is not the SENCO's responsibility alone. Every adult is expected to know and apply the school's agreed inclusive practices, notice emerging barriers, share relevant information and contribute to a culture in which every child belongs.

6. The Captain Shaw's Inclusion Framework

The Inclusion Framework is the school's shared professional framework for inclusion from Nursery to Year 6. It brings together the school's vision, evidence-informed teaching, Ordinarily Available Provision, partnership with families, external expertise, implementation and evaluation.

The active ingredients

- High-quality teaching is the first response for every learner.
- Adaptive teaching removes barriers while maintaining ambitious expectations.
- The 20 Classroom Practice Guides create a consistent approach to planning, teaching, routines and professional dialogue.
- Ordinarily Available Provision is embedded before additional intervention is considered.
- Relationships, belonging and participation underpin classroom culture.
- Support develops increasing pupil independence rather than adult dependence.
- Professional dialogue focuses on implementation quality and impact, not compliance alone.

The Classroom Practice Framework contains twenty evidence-informed practices across four strands: Prepare for Learning; Teach for Success; Develop Independence; and Reflect & Improve. Staff explore and develop these practices through sequenced professional development, coaching, collaborative planning, learning walks and reflection.

Examples include Retrieval Before New Learning, Explicit Vocabulary Teaching, Explicit Modelling, Worked Examples, Think–Pair–Share, Oral Rehearsal Before Recording, Prompt Hierarchy, Thinking Time, Chunking Learning, Visual Supports, Scaffold for Independence, Adaptive Teaching, Maximise Participation, developing self-regulated learners, Feedback That Moves Learning Forward, Check for Understanding, promoting independence before adult help, reducing cognitive load, Deliberate Practice and Fluency, and Reflect, Refine and Improve.

The Practice Guides are universal practices, not a checklist to be applied identically to every child. Teachers select and combine approaches in response to the learning, subject and pupils in front of them.

7. Universal provision: our first response

Our first response to additional need is not automatically an intervention, withdrawal from class or additional adult. It is excellent teaching that identifies and reduces barriers to learning and participation.

Ordinarily Available Provision includes the evidence-informed classroom practices and reasonable adaptations that should normally be available without a pupil requiring an EHC plan or a diagnosis. Depending on need, this may include:

- clear routines and predictable lesson structures;
- retrieval of relevant prior knowledge before new learning;
- explicit teaching of vocabulary and concepts;
- teacher modelling and worked examples that make expert thinking visible;
- chunking, visual supports and careful management of cognitive load;
- structured talk, oral rehearsal and sufficient thinking/processing time;
- formative assessment and frequent checking for understanding;
- responsive teaching and adaptive scaffolding;
- multiple appropriate ways to communicate, participate and demonstrate understanding;
- purposeful feedback and opportunities to act on it;
- environmental, sensory, communication or organisational adjustments; and
- support that is deliberately faded as competence and independence grow.

A pupil is not identified as having SEN simply because they benefit from good inclusive teaching. Where high-quality teaching, appropriate adaptation and careful assessment indicate that a pupil requires special educational provision additional to or different from that made generally for pupils of the same age, the school will consider SEN Support.

8. Early identification and assessment

We aim to identify barriers early without rushing to label a child. As a small school, close relationships and regular professional dialogue help staff notice changes in learning, communication, participation, wellbeing, behaviour and independence.

Concerns may arise through teacher assessment and observation, pupil or parent voice, progress information, previous-setting information, health or professional advice, attendance or wellbeing information, or a change in presentation.

Slow progress or low attainment does not automatically mean a pupil has SEN. Equally, attainment in line with age expectations does not mean that SEN can be ruled out. We consider the pattern of need, the quality of teaching and adaptations already provided, the pupil's response, and the views of the pupil and family.

English as an additional language, attendance, disadvantage or difficult family circumstances are not themselves SEN, although a pupil may experience these alongside SEN.

9. The graduated approach: Assess → Plan → Do → Review

ASSESS	PLAN	DO	REVIEW
Build a rounded picture of strengths, needs, barriers and influences using teacher evidence, pupil and family voice and specialist advice where needed.	Agree outcomes and the teaching, adjustments, provision or intervention to be used. Clarify who will do what, how often and how impact will be checked.	Implement the agreed plan. The class teacher remains responsible for day-to-day teaching and for connecting additional provision with classroom learning.	Ask what changed for the child. Use evidence and pupil/family views to continue, adapt, intensify, reduce or stop provision and begin the next cycle where needed.

Reviews are proportionate to need and take place at least termly for pupils receiving SEN Support, with more frequent review where circumstances require it.

10. SEN Support

Where a pupil is identified as having SEN, the school will take action to remove barriers and put effective special educational provision in place. Parents/carers will be formally informed and the pupil will be involved in a way that is appropriate to their age and communication.

SEN Support may include increasingly personalised teaching, targeted intervention, additional adult support, specialist resources or technology, communication support, environmental adaptation, therapeutic or pastoral provision, or advice from external professionals.

The school records the agreed outcomes, provision and review information in an appropriate individual plan/tracker or provision record. Documentation should be useful to teaching and review rather than paperwork for its own sake.

11. Education, Health and Care plans

Where, despite relevant and purposeful action, a pupil requires provision beyond that which the school can reasonably secure through SEN Support, the school and/or family may consider requesting an Education, Health and Care (EHC) needs assessment from Cumberland Council.

Where a pupil has an EHC plan, the school will use its best endeavours to secure the educational provision specified in the plan, work with the family and relevant agencies, monitor progress towards outcomes and hold statutory annual reviews. Reviews may be brought forward where there has been a significant change in need or circumstances.

EHC provision should be translated into clear everyday teaching and support. The existence of an EHC plan does not transfer responsibility for learning away from the class teacher.

12. Pupil voice and participation

Children have a right to be involved in decisions about their education. We adapt how we seek views to age, development, communication and need. Pupils may contribute through conversation, visuals, symbols, AAC, choices, photographs, work samples, observation or support from a trusted adult.

A voice does not have to be spoken

Being unable to communicate in a conventional way should never mean having no voice. Staff use the child's most effective means of communication and pay careful attention to engagement, preference, behaviour and interaction when understanding what matters to them.

Pupil voice informs outcomes, provision, reviews and transition planning. Staff should be able to explain not only what adults think a child needs, but what the child communicates about what helps, what is difficult and what matters to them.

13. Partnership with parents and carers

Families are partners. We recognise that parents and carers hold knowledge about their child that school does not. Effective partnership combines this knowledge with teacher assessment and specialist expertise.

- We begin conversations with strengths and shared aspirations as well as needs.
- We communicate concerns early rather than waiting for formal review points.
- We explain provision in accessible language and avoid unnecessary jargon.
- We listen to what families are seeing outside school.
- We agree outcomes and review impact together.
- We aim to build one team around the child rather than a series of disconnected services.

Families may contact the class teacher or SENCO between formal reviews whenever circumstances change or they need to discuss provision.

14. Curriculum access, adaptive teaching and reasonable adjustments

Pupils with SEND are entitled to an ambitious, broad and balanced curriculum. Adaptation should improve access to the intended curriculum rather than routinely replacing it with a less ambitious curriculum.

Teachers consider barriers in advance where possible and make reasonable adjustments to teaching, communication, resources, environment, timing, recording, assessment and participation. Adjustments are based on individual need and are reviewed for effectiveness.

Where a disability places a pupil at a substantial disadvantage, the school will consider reasonable adjustments under the Equality Act 2010. The school's Accessibility Plan sets out how physical access, curriculum access and access to information will be improved over time.

15. Teaching assistants and independence

Additional adult support is valuable when it changes access, participation, communication or learning. It should not unintentionally separate a pupil from the teacher, peers or curriculum, nor make the pupil dependent on an adult for tasks they could increasingly manage themselves.

At Captain Shaw's, adults use a prompt hierarchy: pause and allow processing; direct attention to existing supports; use questions or cues; model or scaffold only as much as necessary; and reduce support when the pupil can proceed independently.

The effectiveness of adult support is evaluated through changes in the pupil's participation, understanding, communication, confidence and independence, not simply through allocated hours.

16. Targeted intervention and specialist provision

Targeted intervention is used where assessment identifies a clear need and there is a plausible link between the intervention and an agreed outcome. Interventions should complement rather than compensate for weak classroom teaching.

Before starting an intervention, staff should be clear about the intended outcome, starting point, frequency, duration, who will deliver it, how it connects to classroom learning and how impact will be reviewed.

Specialist provision or professional advice may be sought where needs are persistent, complex or require expertise beyond school. The school may work with speech and language therapy, educational psychology, occupational therapy/physiotherapy, specialist advisory teachers, sensory services, health professionals, mental health services, social care/early help and other relevant services.

17. Social, emotional and mental health; behaviour and regulation

Behaviour can communicate need, but SEND does not remove the need for clear boundaries, safety or high expectations. Staff seek to understand the function, context and triggers of behaviour while explicitly teaching the skills a child needs to participate successfully.

Where behaviour, emotional regulation or attendance is causing concern, staff consider whether unmet SEND, communication, sensory, health, safeguarding or other barriers may be contributing. Reasonable adjustments and support are planned without assuming that every difficulty is caused by SEND.

Support may include predictable routines, explicit teaching of regulation and social understanding, trusted-adult relationships, communication adaptations, sensory/environmental adjustments, individual risk reduction strategies and specialist advice.

18. SEND and safeguarding

Children with SEND or certain health conditions can face additional safeguarding barriers. Staff must not assume that indicators such as changes in behaviour, mood, attendance, communication or injury are explained by a child's condition without further exploration.

Staff recognise possible additional vulnerability to isolation, bullying, communication barriers, difficulty understanding or reporting abuse, dependence on adults for care and online risks. Safeguarding concerns involving a pupil with SEND require close liaison between the DSL (or deputy) and SENCO.

Communication support will be provided where needed so that pupils can understand safeguarding learning, express concerns and be heard. SEND must never be used to explain away a safeguarding concern.

19. Medical needs and SEND

A medical condition does not automatically mean that a pupil has SEN. Where a pupil has both medical needs and SEN, arrangements under the school's medical-conditions procedures and SEND provision will be coordinated so that plans are coherent, safe and proportionate.

Staff consider how health, fatigue, treatment, absence, anxiety or physical needs may affect participation and make appropriate reasonable adjustments.

20. Early Years

Inclusive practice begins in Nursery and Reception. Early identification is rooted in close observation, high-quality interactions, partnership with families and understanding typical development while recognising individual variation.

The school's early years provision follows the EYFS statutory framework and is informed by Birth to 5 Matters. Where a child may have SEN, the graduated approach is used in an age-appropriate way, with specialist advice sought where needed.

Our curriculum architecture and Reception stepping stones support continuity between EYFS and Key Stage 1 so that transition is based on developmental readiness as well as age.

21. Transition

Transitions are planned around the child. Information shared includes strengths, communication, successful strategies, current provision, risks where relevant, pupil/family views and what helps the child become independent.

- Additional visits, photographs, visual timetables or social narratives may be used.
- Staff meet across phases/classes to transfer practical knowledge, not just documents.
- Families and external professionals are involved where this will improve continuity.
- For secondary transfer, liaison begins early where need is complex.
- For pupils with EHC plans, statutory transition requirements are incorporated into annual review planning.

22. Participation in the wider life of school

Pupils with SEND are entitled to the full life of Captain Shaw's: visits, community projects, worship, outdoor learning, sport, performances, Breakfast Club, after-school clubs and other enrichment.

We consider accessibility and reasonable adjustments at the planning stage. A child should not be excluded from an opportunity simply because they have SEND or a disability. Where a different space or individualised arrangement is beneficial, this should have a clear purpose and be reviewed so that separation does not become the default.

23. Accessibility and the physical environment

Captain Shaw's occupies a small listed building. The two main classrooms and library are on the first floor and accessed by stairs; the hall, kitchen and disabled toilet are on the ground floor, with toilets on both floors.

The physical layout may create barriers for some pupils. The school will assess individual access needs, consider reasonable adjustments and seek specialist/Cumberland Council advice where appropriate. Listed-building constraints may affect what structural alterations are practicable, but they do not remove the duty to consider reasonable adjustments and progressively improve accessibility.

The separate Accessibility Plan 2026–29 sets out the school's strategic actions.

24. Staff expertise and professional development

The quality of inclusion depends on continual professional learning. During 2026/27, staff will explore and develop the 20 evidence-informed Classroom Practice Guides through a sequenced implementation programme.

Implementation is supported through professional development, coaching, collaborative planning, learning walks, classroom reflection and induction. The aim is not to 'complete' twenty practices but to develop increasingly fluent professional judgement about when and how to use them.

Additional training is commissioned in response to cohort and individual needs, for example AAC/communication, autism, sensory or physical needs, medical needs, literacy difficulties, regulation, assistive technology or specific specialist programmes.

25. Working with external professionals

External professionals contribute specialist expertise, but provision remains integrated with the child's everyday school experience. The SENCO coordinates advice and ensures recommendations are translated into practical teaching and support.

At Captain Shaw's, partnership means professional expertise and family knowledge are brought together around shared outcomes. Recommendations are considered in context; they are not adopted mechanically where a more appropriate reasonable approach will better meet the child's needs.

26. SEND funding and use of resources

The school uses its delegated resources to meet pupils' needs and seeks additional funding/support from Cumberland Council where applicable. Decisions about staffing, interventions, resources and specialist input are made according to assessed need, statutory provision and evidence of impact.

Funding does not automatically translate into one-to-one adult support. The school considers how resources can most effectively secure the provision and outcomes required while promoting participation and independence.

27. Recording, monitoring and evaluating impact

SEND records should help adults teach and support the child. They include relevant assessment, pupil/family views, agreed outcomes, provision, specialist advice, review evidence and statutory documents where applicable.

School-level evaluation considers implementation and pupil impact through appropriate combinations of:

- progress and curriculum evidence;
- individual outcome reviews and EHC annual reviews;
- pupil and SEND pupil voice;

- parent/carer feedback;
- provision map and Ordinarily Available Provision review;
- learning walks focused on agreed Classroom Practice Guides;
- coaching records and staff reflection;
- planning scrutiny and classroom-environment review;
- attendance, engagement, wellbeing and behaviour evidence where relevant; and
- governor monitoring and strategic assurance.

Monitoring is intended to improve practice. Professional dialogue should focus on what is working, for whom, under what conditions and what needs to change.

28. The SEND register

The SEND register is a working record of pupils currently identified as receiving SEN Support or who have an EHC plan. It is not a permanent label.

A pupil may be added where assessment shows that special educational provision is required. A pupil may be removed where review evidence indicates that their needs can be met through ordinarily available provision without special educational provision. Parents/carers and the pupil are involved in these decisions.

The school also supports pupils who have emerging needs or require reasonable adjustments but do not meet the definition of SEN; appropriate support is not withheld simply because a pupil is not on the SEND register.

29. Looked-after and previously looked-after children with SEND

Where a looked-after or previously looked-after child has SEND, the designated teacher and SENCO work together so that the child's circumstances, Personal Education Plan where applicable, SEN Support and/or EHC plan are coherent. Planning considers the interaction between SEND, attachment, trauma, stability, safeguarding and educational progress without assuming that one explains the other.

30. Attendance, suspension and exclusion

Where a pupil with SEND experiences attendance difficulty or is at risk of suspension/exclusion, staff consider whether unmet need, disability, communication, regulation, health, bullying, safeguarding or the suitability of existing adjustments may be contributing.

SEND does not prevent the school from maintaining clear expectations for behaviour and attendance, but statutory duties, reasonable adjustments and the pupil's individual circumstances must be considered. Support is reviewed promptly where patterns emerge.

31. Complaints and disagreement resolution

We encourage families to raise concerns early. In the first instance, concerns about SEND provision should normally be discussed with the class teacher or SENCO, followed by the Headteacher where necessary.

Formal complaints about school provision are considered under the school's Complaints Procedure. Separate statutory routes may apply to disability discrimination or decisions concerning EHC needs assessments and plans. Cumberland SENDIASS can provide free, impartial information and support.

32. Cumberland Local Offer and SENDIASS

Cumberland Council's SEND Local Offer brings together information about education, health, social care and support for children and young people with SEND and their families. The school's annual SEND Information Report links directly to the current Local Offer.

Cumberland SENDIASS provides free, impartial and confidential information, advice and support to children and young people with SEND and to parents/carers.

33. Governance, implementation and review

This policy is implemented through the school's wider Inclusion Framework rather than as a stand-alone SEND initiative. During 2026/27, implementation of the Classroom Practice Guides is a strategic school-improvement priority: Every Child Belongs.

The Headteacher and SENCO review SEND provision and implementation quality. Governors receive proportionate assurance through pupil and family voice, monitoring visits, implementation evidence, provision review and outcome information.

The SEND Information Report is reviewed annually and updated during the year when arrangements change. This policy is checked annually and will be fully reviewed by Summer 2029, or sooner following material changes to legislation, statutory guidance, the SEND Code of Practice, National Inclusion Standards or school arrangements.

Appendix A – The relationship between universal inclusion and SEN Support

Level	What it means at Captain Shaw's	Key question
Universal inclusive provision	High-quality teaching, the 20 Classroom Practice Guides, Ordinarily Available Provision and reasonable classroom adaptations available as part of everyday teaching.	What barrier can we anticipate or remove through excellent everyday practice?
Targeted / SEN Support	Special educational provision additional to or different from that made generally, planned through Assess–Plan–Do–Review and linked to agreed outcomes.	What additional or different provision does this child need, and is it changing the outcome?
Specialist / statutory provision	Specialist professional input and, where required, provision secured through an EHC plan or other statutory arrangements.	What specialist expertise or provision is required beyond what school can ordinarily secure?

Appendix B – Implementation principles for the 20 Classroom Practice Guides

- Introduce and develop practices in a carefully sequenced way rather than launching all twenty at once.
- Use coaching and professional dialogue to improve implementation quality.
- Keep the practices evidence-informed but responsive to subject, age, development and individual need.
- Use learning walks and reflection as developmental tools, not a compliance checklist.
- Connect the practices to Ordinarily Available Provision and the graduated approach.
- Evaluate whether practice increases participation, understanding, success and independence.
- Induct new staff into the shared framework so that inclusive practice remains consistent over time.
- Reflect, refine and sustain: inclusion is a continuing professional commitment, not a project with an end point.