

Session 1: Inclusion information for school leaders



Please put your name, school and role in the chat bar

OXSIT Training Evaluation



Pre-Evaluation

Pre-evaluation – snap the QR code or click on the link to provide feedback via our short online form.

Please **complete questions 1-4 only** and leave the form open to return to at the end of the training.

[OXSIT Training Evaluation – Fill in form](#)

**Inclusion evaluation and strategy:
Session 1**

- Share a concise overview of key SEND reform developments, focusing on what is changing, why it matters and the practical questions schools should consider.
- Understand the implications of the SEND reforms for SENDCOs
- Gain an understanding of the new inclusion guidance, and the requirement to write an inclusion strategy

SEND Reform Programme: Every Child Achieving and Thriving

Key messages: Earlier help, stronger mainstream inclusion and less reliance on late statutory intervention.

- Early identification and support
- Inclusive mainstream education
- Consistent national expectations
- Better access to specialist expertise
- Reformed SEND pathways and support structures

SENDCO lens: Shift from case coordination alone to whole-school leadership of inclusion.

[Every child achieving and thriving - GOV.UK](https://www.gov.uk/every-child-achieving-and-thriving)

[Every child achieving and thriving and SEND consultation supporting information - GOV.UK](https://www.gov.uk/every-child-achieving-and-thriving-and-send-consultation-supporting-information)

Key practical developments for schools:

Guidance already published:

- Inclusion Strategy – to be written by December 31st 2026
- Inclusive Mainstream Fund
- Experts at Hand
- Inclusion Bases in schools

Yet to be published:

- National Inclusion Standards
- Individual Support Plans
- National SEND Workforce Development
- Expansion of Specialist and Enhanced Provision

Inclusion Strategy

The Inclusion Strategy should be a **whole-school improvement plan**, not an additional SENDCO compliance task.

- Explain barriers to learning and participation
- Show how funding is being used
- Link activity to evidence and intended outcomes
- Include governor or trustee scrutiny
- Be available for inspection and reviewed annually

SENDCO lens: Provide specialist advice and evidence; senior leaders and governors retain ownership and accountability.

[Developing an inclusion strategy using the inclusive mainstream fund - GOV.UK](#)

[Inclusion Strategy Template DfE](#)

Who was involved in writing your current SEND Information Report

Put your answers on the Whiteboard

The quality of your SEND Information Report

Is it easy to find, written in plain English and specific to your actual provision. Or is it a generic document full of statutory wording and not specific to your cohort or context?

SENDCO Lens:

- Does it explain what support looks like at universal, targeted and specialist levels?
- Does it describe how parents are involved in planning and review?
- Does it explain how children with SEND access enrichment, trips, clubs and wider school life?
- Does it show how provision is reviewed and changed when needed?
- Would a parent recognise their child's experience in what is written?

Seven Principles of Inclusion

Key message: The seven principles provide a shared framework for planning and evaluating inclusion:

1. Ambitious leadership and governance
2. Early intervention and evidence-based support
3. High-quality teaching and curriculum for all
4. Inclusive enrichment beyond the classroom
5. Belonging, attendance and participation
6. Family and multi-agency partnerships
7. Accessible and inclusive environments

The Evaluate My School (EMS) self-evaluation is based on these 7 principles with an additional focus on impact and review.

Inclusive Mainstream Fund (IMF)

Key message: Additional funding intended to strengthen inclusion before diagnosis or statutory assessment.

- £1.6 billion over three years: for early years, schools and colleges
- Investment should reduce barriers to learning
- Schools are expected to develop a clear inclusive core offer

Schools can find their allocation here:

[Inclusion_Grants_26-27_-_May_2026.xlsx](#)

SENDCO lens: Help leaders connect spending decisions to cohort need, evidence-informed practice and measurable outcomes.

Using your Inclusive Mainstream Funding

The Inclusive Mainstream Fund is intended to help schools strengthen **inclusive universal practice**.

Implication for SENDCOs: their role will include building the capability of classroom teachers, not simply organising interventions or managing referrals.

This may require:

- reviewing consistency in adaptive teaching
- strengthening the assess-plan-do-review cycle
- evaluating teaching assistant deployment
- identifying staff training needs
- ensuring targeted support complements, rather than replaces, high-quality classroom teaching

Experts at Hand

Key message: Mainstream settings should gain earlier, more local access to specialist expertise.

- £1.8 billion over three years
- Local access to specialist teachers and education and health professionals
- Support not dependent on having an EHCP
- Advice intended to build capacity within mainstream settings

SENDCO lens: Clarify local access routes, coordinate advice and ensure recommendations change classroom practice.

[Developing and delivering the Experts at Hand offer in year 1: supporting guidance - GOV.UK](#)

OCC: Experts at hand

- The Oxfordshire Local Area Partnership is developing plans to introduce Experts at Hand (EAH), a new Department for Education initiative that will provide additional specialist support for children and young people with SEND in mainstream schools and settings.
- Schools and settings have been invited to contribute to the development of the Oxfordshire offer through the following workshops:
 - *9 September – Review of the EAH Offer*
 - *15 September – Review and design of the EAH front door*
 - *17 September – Determining how the EAH offer is described and communicated (4.30pm to 6.00pm)*

Inclusion Bases in Mainstream Schools

Key message: Inclusion bases should **expand specialist capacity** while **preserving belonging** in the mainstream school community.

- Clear expectations for how bases operate
- Guidance on effective practice
- More specialist provision within mainstream settings
- Capital investment to increase places and accessibility

SENDCO lens: Keep curriculum access, peer relationships, participation and transition at the centre of planning.

Support to develop an inclusive approach

EEF: Guide to Inclusive Teaching

This guidance looks at how you can enable each one of your pupils, including those with SEND and who are disadvantaged, to participate and thrive in school.

Explore the guide here: [Guide to Inclusive Teaching | EEF](#)



EEF's two tier model:

1. Universal approaches
that are likely to be
especially important for
pupils with additional
needs.



**2. Adaptations and
additional support** that
might also be needed by
some pupils.

Explicit instruction

Feedback

Scaffolding

Positive relationships

Calm classroom environments

Key questions from the EEF



1 What do we do **every day** that is especially important for pupils with additional needs?

2 What adaptations or additional support might also be needed by some pupils?

3 How do we know that they help rather than hinder learning?

Take a moment to note down how your school is doing in relation to these questions.

Inclusion By Design: OXSIT Training

OXSIT continues to deliver **Inclusion By Design** training to many schools and partnerships.

The focus of this training is supporting schools to **develop their inclusive offer through high-quality teaching**. The training sessions are interactive and allow schools to identify what they are already doing well and to think how to develop key areas.

Contact us if you would like to book a training session for your school: OXSIT@Oxfordshire.gov.uk



Predictable

Understandable

Memorable

Accessible

Key impacts for SENDCOs

The SENDCO role is becoming **more strategic, more evidenced and more focused on developing whole-school capacity.**

The SEND reforms represent a shift for SENDCOs from coordinating support mainly around individual pupils and statutory processes towards **leading a whole-school, evidence-informed approach to early identification and inclusion.**

Risk: the Inclusion Strategy development and reform implementation become additional SENDCO administrative duties.

A more strategic leadership role

SENDCOs will increasingly need to influence:

- whole-school teaching and curriculum design
- staff deployment and professional development
- attendance, belonging and participation
- accessibility and the learning environment
- engagement with families and external services

Practical impact: SENDCOs will need protected strategic time and closer working relationships with headteachers, senior leaders, governors and trustees.

Increased use of school data and evidence

The Inclusion Strategy must reflect the needs and barriers within the school's actual cohort. DfE guidance also connects inclusive leadership with data collection, peer review and ongoing consideration of learning and development needs.

SENDCOs are therefore likely to need a clearer and broader evidence base:

- patterns of need across the SEND register
- attendance and persistent absence
- suspensions and behaviour
- progress and participation
- access to enrichment
- pupil and family experience
- intervention effectiveness
- accessibility and environmental barriers

Developing the Inclusion Strategy

The school's Inclusion Strategy needs to be published by 31st December. Accountability should remain with senior leadership and governance. The DfE expectations explicitly include scrutiny by governors or trustees.

For SENDCOs, this is likely to involve:

- Carrying out a school-level needs analysis
- Auditing the quality of ordinarily available provision
- Identifying barriers to learning and participation
- Helping select evidence-informed priorities
- Defining intended outcomes and measures of impact
- Contributing evidence for governors and Ofsted

Practical impact: SENDCOs will need protected strategic time and closer working relationships with headteachers, senior leaders, governors and trustees.

**Further information about SEND Reform
developments yet to be published...**

National Inclusion Standards

Key message: National standards aim to make expectations and support more consistent across schools and areas.

- Evidence-informed expectations for schools
- More consistent identification of additional needs
- Clearer expectations for support
- Reduced geographical and school-level variation

SENDCO lens: Review current systems for identification, ordinarily available provision and graduated support.

Where does inconsistency currently create the greatest difficulty for pupils, families or staff?

Individual Support Plans

Key message: Individual Support Plans are intended to provide a clearer, more consistent record of needs, provision and review.

- For pupils identified as needing SEND support
- Clear documentation of needs and support
- Co-produced with pupils, parents and carers
- Regularly reviewed
- Linked to a revised graduated support model

SENDCO lens: Map existing plans and review processes against emerging requirements without prematurely replacing current statutory arrangements.

What could be simplified or strengthened in your current planning process?

National SEND Workforce: Development and Training

Key message: Inclusive practice becomes a professional responsibility for every teacher and member of staff.

- £200 million investment
- National SEND training for teachers and school staff
- Professional development focused on inclusive practice
- Greater consistency in mainstream classroom support

SENDCO lens: Translate training into sustained implementation through coaching, shared practice and review.

Expansion of Specialist and Enhanced Provision

Key message: The reform package combines stronger mainstream inclusion with expanded specialist capacity.

- More specialist places
- More inclusion bases
- Improved accessibility in mainstream settings
- Increased specialist outreach
- A broader continuum of provision

SENDCO lens: Strengthen transition planning, understand local pathways and use outreach to build school capability.

What would a coherent local continuum of provision look like from a pupil and family perspective?

Next time...

We will look at how to use Evaluate My School's inclusion evaluation to accurately self-evaluate your school before you write your Inclusion Strategy.

Links and resources

[Every child achieving and thriving - GOV.UK](#)

[Every child achieving and thriving and SEND consultation supporting information - GOV.UK](#)

[Information on SEND reform for those leading and working in mainstream schools](#)

[Developing an inclusion strategy using the inclusive mainstream fund - GOV.UK](#)

[Inclusion Strategy Template DfE](#)

[Inclusive mainstream fund for schools: methodology 2026 to 2027 - GOV.UK](#)

[Developing and delivering the Experts at Hand offer in year 1: supporting guidance - GOV.UK](#)

We are here to help



For more information about what OXSIT do please take a look at [Oxfordshire School Inclusion Team \(OXSiT\) | Oxfordshire | Education Services](#)

If your school buys in OXSIT support via our Foundation Package or Consultancy Packages you can access our **online Toolkit** via <https://educationservices.oxfordshire.gov.uk/Page/31056>

Contact OXSiT@Oxfordshire.gov.uk for more information about OXSIT packages and support

Questions



Post-Evaluation

OXSIT Training Evaluation



Post-evaluation – go back to the tab with the MS Forms evaluation you started.

Please **complete the remaining questions** and submit the form.

**Inclusion evaluation and strategy:
Session 1**

If you didn't do this at the start, please complete all of the evaluation now

[OXSIT Training Evaluation – Fill in form](#)