

Using Evaluate My School's inclusion
evaluation to accurately self-evaluate your
school *before* you write your
Inclusion Strategy

Session 2



Aims

To support you to:

- use Evaluate My School to accurately self-evaluate inclusion in your school.
- understand the elements of effective self-evaluation so you can use supporting evidence and stakeholder views to make a robust, accurate self-evaluation of inclusive provision.
- understand how to use Evaluate My School to add supporting evidence & commentary to your evaluation

Pre-Evaluation

OXSIT Training 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 2

Evaluate My School

Login:

<https://oxfordshire.evaluatemyschool.co.uk/>

Guides page:

[EvaluateMySchool](#)

Tips:

- Map it into your school calendar, **SLT & staff meeting schedules**
- **Diarise your completion date** for when you will share it with others e.g., Governors, MAT Inclusion Lead
- Always complete it as part of **a discussion with others** e.g., SLT and ensure you have **evidence** to support your scores.

Evaluate My School Inclusion Self-Evaluation

Eight Areas of Focus: Linking to the DfE Principles of Inclusion

- Ambitious leadership and governance that embeds inclusion in planning
- Evidence-based support prioritising early intervention
- High-quality teaching
- Accessible and enriching provision beyond the classroom
- A safe and respectful culture
- Strong partnerships with families and wider services
- Creating inclusive environments
- Reviewing and evaluating impact and progress

Inclusion Self-Evaluation

How do you know?

- How inclusive is our school?
- How effective is our provision and practice?
- How well is x happening in our school?



Use self-evaluation to support your identification of strengths and areas for development.

Evidence

Questions to ask yourselves

What evidence should inform our self-evaluation of the quality of provision?

- What evidence do we have to support each statement?
- What further evidence do we need to form an accurate view?

Top tips:

- **Focus on the discussion of the statements** and **what evidence you have** to support your scoring
- **How well** is that working from a variety of perspectives?
- **How do we know** that?
- What could make it **even better**?

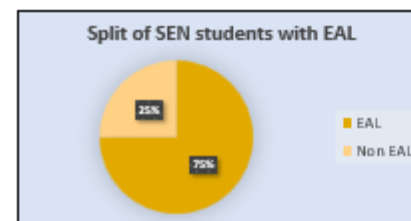
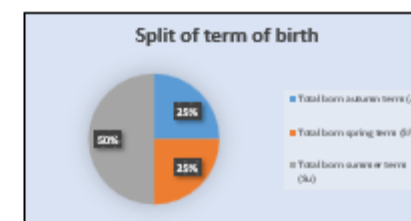
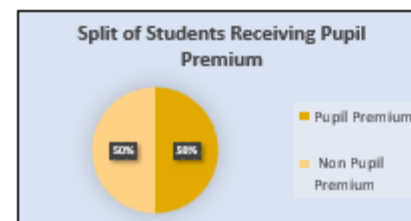
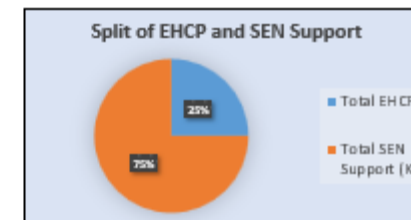
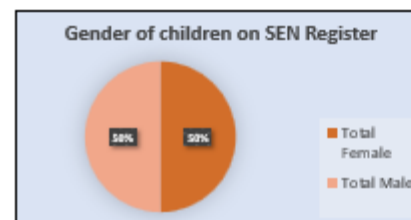
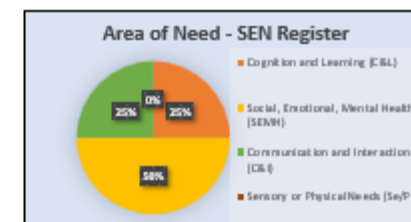
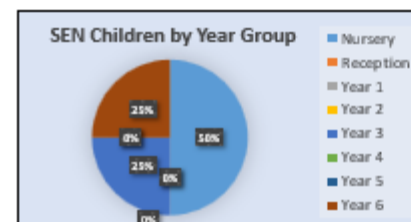
Think about all your pupils...

- Socio-economically disadvantaged pupils (Pupil Premium).
- Pupils with SEND (SEN Support and EHCP).
- Pupils who are known (or previously known) to children's social care, such as children in need and looked-after children.
- Pupils who may face other barriers to their learning and/or well-being. This may include pupils who share a protected characteristic (e.g., young carers).

SEND Register proforma

A	B	C	D	E	F	G	H
Number on SEN Register:			4	% of School:	14.8		
	Number	%		Number in Year Group			
Total Female	2	50.0		Nursery	2		
Total Male	2	50.0		Reception	0		
Total EHCP	1	25.0		Year 1	0		
Total SEN Support (K)	3	75.0		Year 2	0		
Total Pupil Premium (PP)	2	50.0		Year 3	1		
Total EAL	3	75.0		Year 4	0		
Cognition and Learning (C&L)	1	25.0		Year 5	0		
Social, Emotional, Mental Health (SEMH)	2	50.0		Year 6	1		
Communication and Interaction (C&I)	1	25.0					
Sensory or Physical Needs (Se/Ph)	0	0.0					
Total born autumn term (A)	1	25.0					
Total born spring term (SP)	1	25.0					
Total born summer term (Su)	2	50.0		Total Children in school:		27	
DATE LAST UPDATED:	DATE HERE						

SEN Register



Blank EXCEL Primary and Secondary proformas are available to download from the [OXSiT Toolkit](#) if you are an OXSIT subscriber.

Questions to ask to gather evidence

Governor Questions	Follow-up Questions
What is our school's profile of needs?	• What proportion of pupils have an EHC plan? • What proportion of pupils are at the level of SEN support? • What is the balance of pupils' primary needs in relation to the four broad areas of need? • How do these proportions compare with regional and national averages? • How has the school's profile of need changed over time? • Does the school's profile of need and trend data suggest that we are becoming more inclusive over time? • Is the school's approach to the identification of SEND accurate and consistent? How do we know?

Questions to ask to gather evidence

- How does disadvantage impact on pupils' learning (in the individual school context).
- What are the *controllable* factors impacting on disadvantaged pupils' learning.
- What factors are MOST preventing disadvantaged pupils from thriving in the classroom and in wider school life?
- Has school accurately identified the needs of your disadvantaged pupils in your school?

Ensure your stakeholders' views are captured in your self-evaluation?

Who are your stakeholders?

What systems do we already have in place to gather views from different groups of stakeholders?

Questions to consider with your staff

Staff meeting activity:

If I walked into a classroom and it was truly inclusive...

- What would that look like?
- What would pupils say? Be doing?
- What are you looking for in HQT?
- How do you know when it's good?
- How well is that happening in our school?
- Is it happening consistently?
- What are the barriers to greater inclusivity?

Completing the evaluation

3

High-quality teaching

Are adaptive teaching approaches embedded consistently? Are staff following EEF guidance such as the 5 a day principles? Do staff feel equipped to meet diverse needs? What universal practice, provisions and adaptations are in place across the school? How are you prioritising language, reading, writing and maths without narrowing the curriculum?

3.1

The curriculum is ambitious, broad and balanced for all learners.

Not in
place



Securely in
place

3.2

Curriculum design reflects careful consideration of what children and young people need to know, remember and be able to do.

Not in
place



Securely in
place

Pacific Primary or Atlantic Secondary School demo



Powered By

EvaluateMySchool



OXFORDSHIRE
COUNTY COUNCIL

DEMO Oxfordshire Inclusion Evaluation 2026

DEMO Inclusion Evaluation 2026

Developing inclusive practice in your school

Four key steps for schools:

1. Ensure HT and SLT lead on the inclusive vision
2. Keep inclusive practice at the centre - **built-in not bolt-on** inclusion
3. Use the evidence
4. Have a relentless focus on high-quality teaching

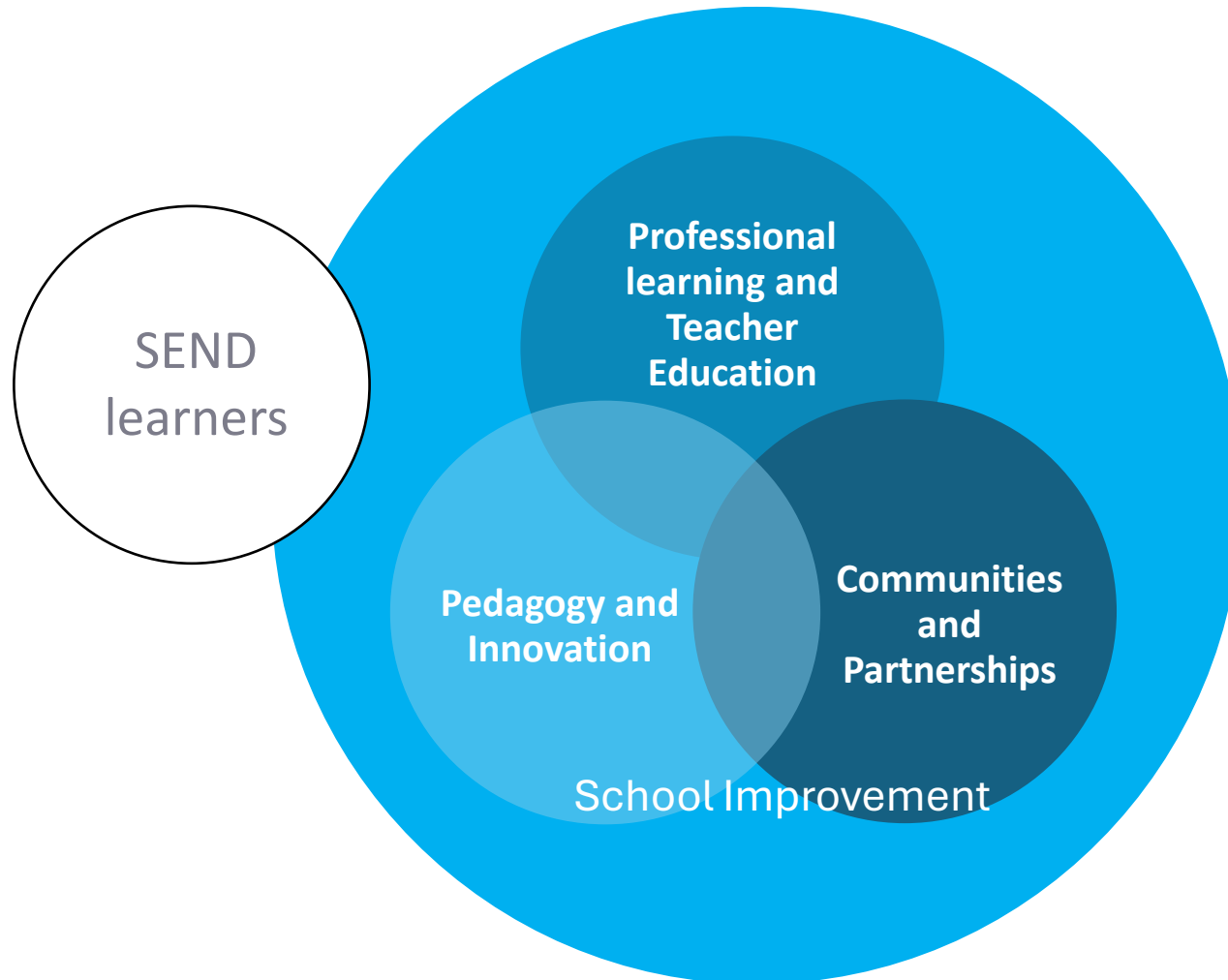
1 Where do you want to be?

Reflect and imagine:

- What is your vision for inclusion in your school?
 - In 1 year, 3 years?
- How does this vision fit with the vision for the school as a whole?
- How can you make sure this vision a collective one?

2 Built-in not bolt-on inclusion

From this...



To this...

Ensuring that inclusion is built-in not bolt-on

- The policies and practices of the school
- The lived culture of the school
- The impact on all groups of children and young people



3 Use the research

- EEF Guide to Inclusive Teaching
- EEF SEND in Mainstream Schools Guidance Report
- EEF Deployment of Teaching Assistants Guidance Report

EEF: Guide to Inclusive Teaching

[Guide to Inclusive Teaching | EEF](#)



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.

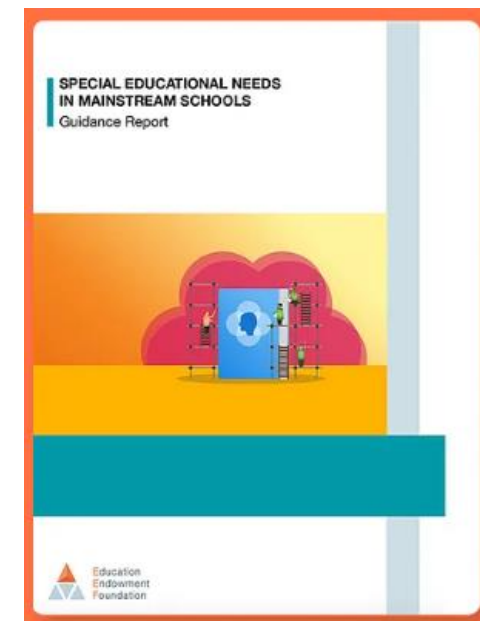


EEF SEND in Mainstream Schools Guidance Report

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>

Five recommendations:

1. Create a positive and supportive environment for all pupils, without exception.
2. Build an ongoing, holistic understanding of your pupils and their needs.
3. Ensure all pupils have access to high quality teaching.
4. Complement high quality teaching with carefully selected small-group and one-to-one interventions.
5. Work effectively with teaching assistants.



EEF Deployment of Teaching Assistants

Deployment of Teaching Assistants | EEF

Five recommendations:

1. Deploy TAs in ways that enable all pupils to access high quality teaching.
2. Deploy TAs to scaffold learning and develop pupils' independence.
3. Deploy TAs to deliver well-chosen, evidence-based structured interventions, where appropriate.
4. Prepare and train staff around effective TA deployment.
5. Engage all staff in the process of implementing effective TA deployment.



4 Have a relentless focus on HQT

Make sure staff are:

- knowledgeable and well-informed about supporting special educational needs. (They can identify barriers to learning, match needs to appropriate support and effectively monitor and review progress.)
- adept at adapting whole class teaching to meet needs.
- can take responsibility for all pupils' progress including those with SEND.

Use the guidance:

- EEF Five a day approach [The Five-a-day approach: How the EEF can support | EEF](#)
- Whole School SEND Teacher Handbook: SEND [Teacher Handbook: SEND | Whole School SEND](#)

Developing high quality teaching for inclusion

- Develop a system that centres on high quality adaptive teaching as the first response within a universal offer for SEND.
- Identify good practice and find practical ways to share it across the school.
- Work with small groups of teachers / classes /pupils to try out new ideas.
- Plan how to embed progress made in interventions back into the classroom as staff
- Ensure Learning Walks / Book Looks include a focus on SEND and are done by all SLT and middle leaders

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

Next time...

Strategic development planning

- use the new features in Evaluate My School to create outcomes and actions to strategically plan developments.
- understand how to create an effective strategic development plan that will inform your Inclusion Strategy.
- understand how to evaluate your progress towards the development plan and strategy.

Book here:

[Training & Events | Oxfordshire | Education Services](#)

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

Videos of EMS processes

1. [Vimeo 1](#)

2. [Vimeo 2](#)

3. [Vimeo 3](#)

4. [Vimeo 4](#)

5. [Vimeo 5](#)

Are you signed up?

- The OCC SENDCo bulletin comes out once a fortnight. Subscribe here: [Oxfordshire County Council](#)
- Schools News comes out weekly. Subscribe here: [Subscribe or unsubscribe to schools news | Oxfordshire Schools](#)

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 2

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

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