

DfE Inclusive Mainstream expectations		
This framework forms the school's Inclusion Strategy, setting out how leaders identify and meet commonly occurring and predictable needs within their cohort. It reflects a whole-school, needs-led approach to inclusion, where support is provided early and without reliance on diagnosis or statutory processes.		
ISS Inclusion Framework	Ofsted Inclusion Factor	DfE Data indicators: Note at the top: Leaders regularly analyse this data to identify patterns, trends and groups at risk (including attendance, behaviour, SEND and protected characteristics). This analysis informs whole-school improvement priorities and targeted inclusion actions.
Belonging	Setting high expectations for all pupils; reducing barriers to learning/well being; inclusive personal development; culture of welcome and reintegration.	- Attendance (incl. persistent absence, EBSA indicators) - Suspensions, exclusions, and PTTT rates - Pupil engagement / participation indicators - Pupil voice on belonging, safety and inclusion - Disparities in attendance/behaviour by group (SEND, disadvantage, etc.)
Responsibility	Qualified, empowered SENCo; graduated approach ('assess, plan, do, review'); staff training; governance challenge.	- Staff training and confidence in SEND and inclusive practice - Leadership oversight of inclusion (monitoring, QA activity) - Distribution of SEND across year groups/classes. - Workforce capacity aligned to need
Flexibility	Accessibility plan; reasonable adjustments; environment adapted to needs.	- Use of reasonable adjustments and adaptive approaches - Patterns in use of part-time timetables or alternative provision - Evidence of curriculum/environment adaptations - Responsiveness to emerging needs across cohorts
Identification	Early, accurate assessment; involvement of parents and specialists; use of graduated approach.	- Number and proportion of pupils at K, E, N - Types of need (SEND profile across school) - Early identification indicators (e.g. emerging needs, new concerns) - Alignment between need, coding, and APDR cycles - Transition data (new starters, phase transfer accuracy)
Champion	High expectations; celebrating achievement; culture that enhances opportunities	- Identification of pupils/groups at risk of underachievement or exclusion - Representation of vulnerable groups in SEND, behaviour, and attendance data - Evidence of advocacy for inclusion at leadership/governor level - Monitoring of equity across cohorts
Provision	Graduated approach implemented; evidence based interventions; monitoring and review; EHC plans considered; AP/off site direction suitable and safe.	- Overview of universal, targeted and specialist provision in place - Evidence of adaptive teaching and quality first teaching - Intervention uptake and review cycles (APDR) - Alignment between need and provision - Impact of provision on outcomes (attendance, engagement, progress)
Opportunities	Reasonable adjustments; inclusive curriculum and teaching; equal participation; Preparing for Adulthood (PfA).	- Attainment and progress (including low prior attainment as proxy for need) - Participation in wider curriculum (clubs, trips, enrichment) - Access to a broad and inclusive curriculum - Gaps in outcomes between pupil groups
Co production	Pupil/parent voice in decision making; promote Local Offer; partnership working.	- Parent/carer engagement and feedback - Pupil involvement in support planning and review - Evidence of partnership with external services - Feedback on accessibility and effectiveness of support
Impact Plan	Leaders prioritise actions based on accurate monitoring; sustained improvement; data informed adjustments.	Schools analyse attendance, behaviour, SEND, attainment, and vulnerability data to identify patterns, remove barriers and evaluate the impact of their whole-school inclusive approach: - Actions are based on analysis of school data and aim to remove identified barriers to learning, improve the universal offer and reduce the need for escalation to specialist provision. - Groups disproportionately affected - Pupils at risk of escalation to specialist support - Overall impact of inclusion strategy on outcomes
Key Data	Leaders use well analysed data (quant & qual) to underpin decisions; monitor progress and close gaps.	
Key Info	Staff expertise, research informed practice, QFT expectations.	

School Name:

Headteacher: Name

SENDCo: Name

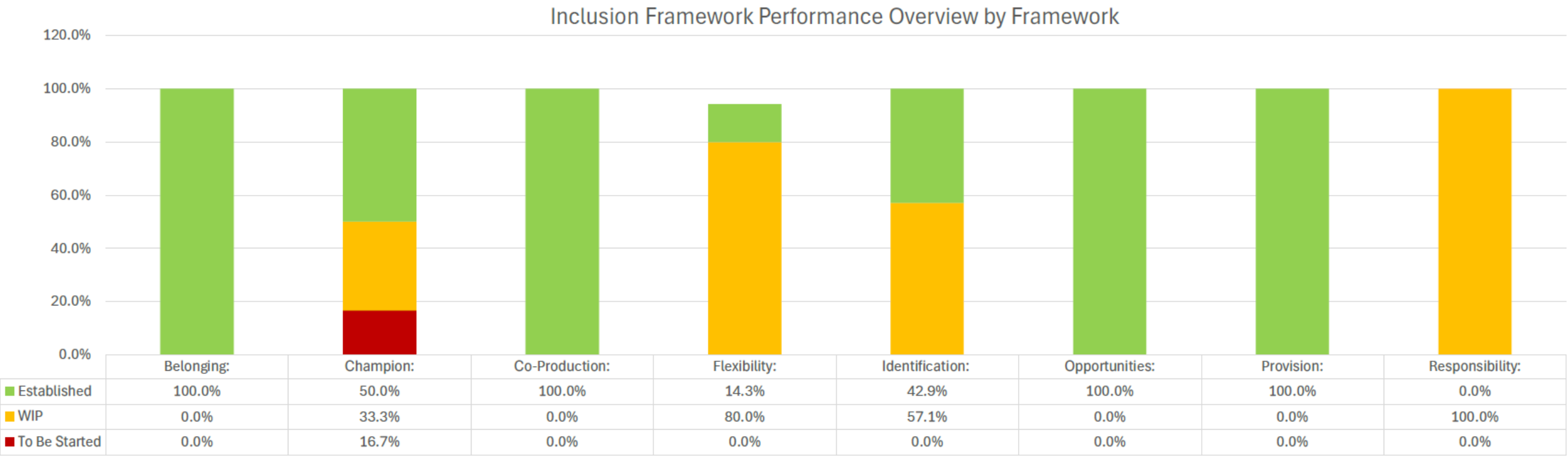
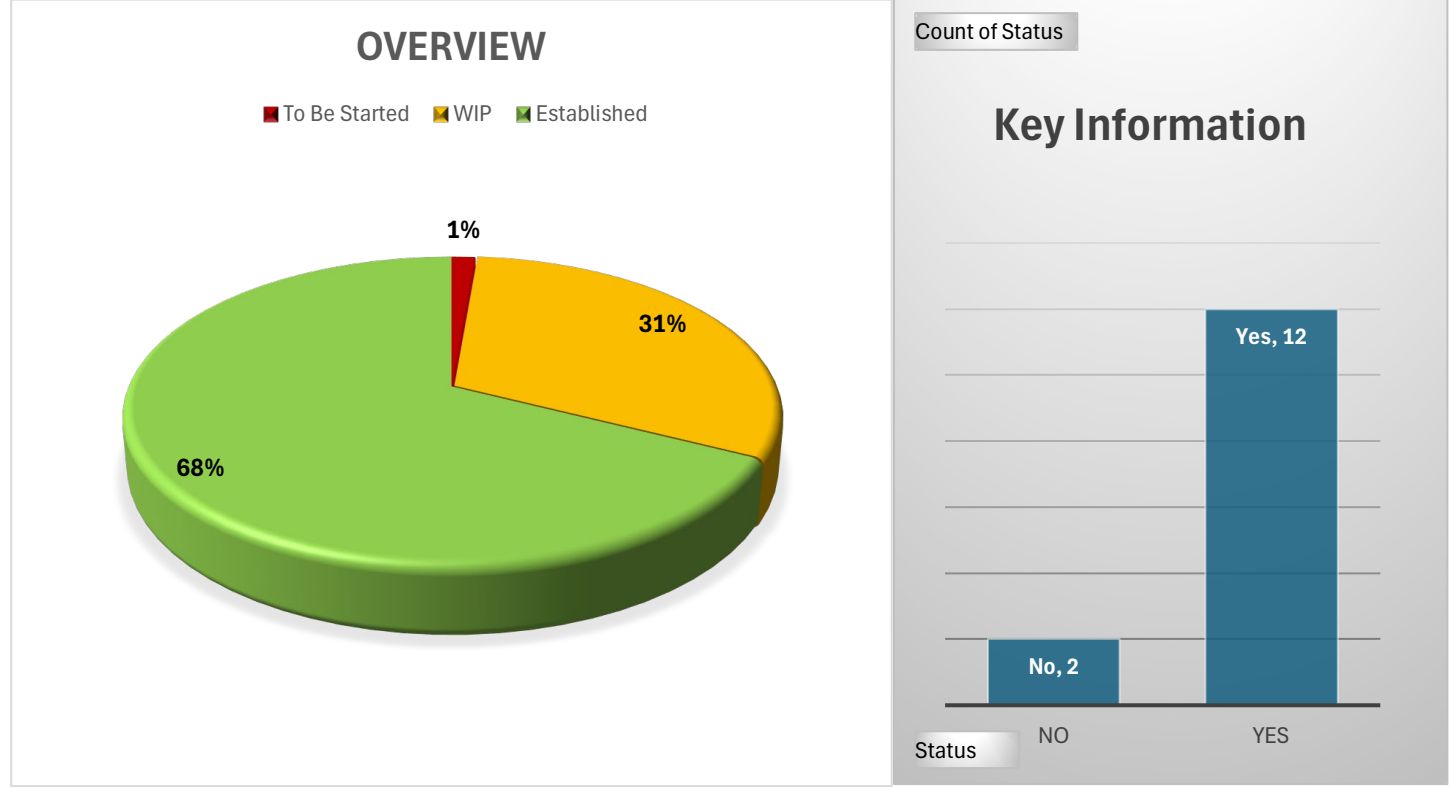
SEND Governor: Name

DfE ID: 1234

Type: Primary

Cluster: 5

ISAT: ISAT Name



Key Info.	Leaders ensure staff expertise, training and deployment are aligned to the needs identified within the Inclusion Strategy.	Status	Name	Comments
	Designated teacher for CiC is part of DT network	Yes		
	SENDCo on leadership team and has qualification	Yes		
	Neuro/autism advocate	Yes		
	SEND/Inclusion staff development planned throughout year	Yes		
	Inclusion data analysed and used to inform policy & practice	Yes		
	Whole School Provision map	Yes		
	Interventions in place across four broad areas of need	Yes		
	Clear expectations of QFT and good practice evident	Yes		
	Trauma informed/relational approaches/ training in place	No		
	Pupil Premium used to support improvements in attendance and engagement.	Yes		
	Clear process for recording and reporting physical intervention – linked to Risk Assessments	Yes		
	Nurture	Yes		
	Positive Play	Yes		
	PINS/AET	No		

Framework	URN	Description	RAG	Supporting Information: This framework forms the school's Inclusion Strategy, setting out how leaders identify and meet commonly occurring and predictable needs within their cohort. It
BELONGING:		Our universal offer ensures all pupils experience a sense of belonging, with early support in place to address emerging barriers to attendance, behaviour, and engagement. Every single member of our school community has a sense of belonging. We know this because...	RAG	
	1	We have clear, co-produced and timely transition arrangements for all SEND learners and ensure they are shared with all involved.		Information
	2	We ensure all children feel welcome and welcome any new families who are considering applying for a place with us.		Information
	3	We prioritise early intervention and inclusive approaches to reduce suspensions and exclusions, ensuring needs are identified and addressed at the earliest stage.		Information
	4	We have a clear process, including a supportive reintegration plan, following a suspension or period of low attendance.		Information
	5	Where there are repeated suspensions or persistent low attendance, we consider unmet needs and develop a supportive, proactive plan, including making any necessary referrals.		Information
	6	We monitor learners who become Electively Home Educated or who move to a different mainstream school due to unmet needs in our school.		Information
	7	We regularly review and monitor reintegration plans for all part-time timetables.		Information
	8	We have a co-produced vision statement, aims and values linked to inclusion.		Information
	9	We have whole-school systems in place to promote belonging for all pupils, including those with commonly occurring and predictable needs.		Information
	10	We ensure all of our learners are able to successfully access social times and we provide additional support and intervention to support, if necessary.		Information
	11	We actively encourage and support staff wellbeing.		Information
	12	Our website is accessible and provides links and information to support parents and carers.		Information
	13	Internal exclusion and off-site direction are used in ways that maintain a strong sense of belonging, with timely, planned reintegration that supports successful return and sustained inclusion.		Information
RESPONSIBILITY:		Inclusion is a core leadership priority and a shared responsibility across all staff, embedded in school improvement planning and daily practice. Inclusion is everyone's responsibility. EVERY teacher/leader is a teacher/leader of SEND.	RAG	
	14	Our SENDCo is on the school leadership team and the SENDCo and the leadership team are aware of our SEND notional budget amount and spend.		Information
	15	We have a named SEND governor who is aware of all of the relevant information linked to SEND and who provides supportive challenge to the leadership team. They visit the school to specifically review SEND/inclusion at least three times a year.		Information
	16	Our SENDCo has sufficient time and resources to be able to undertake the role effectively.		Information
	17	Our support staff are regularly trained in supporting the needs of SEND learners and their deployment ensures best outcomes, including independence, of our SEND learners.		Information
	18	Our staffing structure and numbers are adequate to support the needs of the SEND learners in the school.		Information
	19	Our SENDCo has oversight over our early years/post-16 learners and supports with their inclusion in the same way as all other SEND learners.		Information
	20	We have a clear communication process in place to ensure ALL staff involved in supporting SEND learners are aware of the individual plan and support/approach.		Information
	21	Our SEND learners make good progress across all areas.		Information
	22	Our SENDCo is aware of, and utilises, research and evidence-based practice to inform support and provision and ensures any relevant information is disseminated appropriately.		Information
	23	All staff understand and consistently implement the graduated response, identifying and responding to need early without reliance on diagnosis.		Information
	24	Our SENDCO works alongside teachers and subject leads to support and ensure curriculum development and access to curriculum content for SEND learners.		Information
	25	All SEND learners know who their identified key adult is in school.		Information
	26	All staff receive regular training in SEND and inclusive practice, enabling them to meet a wide range of needs through high-quality teaching.		Information

Framework	URN	Description	RAG	Supporting Information: This framework forms the school's Inclusion Strategy, setting out how leaders identify and meet commonly occurring and predictable needs within their cohort. It
FLEXIBILITY:		The environment is proactively adapted to remove barriers to learning, participation and wellbeing for all pupils. The school environment should fit the child, NOT expecting the child to fit the school.	RAG	
	27	We consider the needs of our SEND learners in the physical and sensory environment and make adaptations accordingly.		Information
	28	We complete an environmental audit/review annually and all staff adapt the environment accordingly.		Information
	29	We provide alternative timetables/provision for children who are unable to access the mainstream classroom full time.		Information
	30	We ensure our displays etc around school are inclusive and accessible for all of our learners.		Information
	31	We provide regulation time for all children throughout the day and ensure that those children who require more than the universal offer have further opportunities to regulate so they are ready to learn.		Information
IDENTIFICATION:		Needs are identified early and acted upon promptly, with support implemented at the point of need rather than waiting for formal diagnosis or external processes. School systems are in place to identify any emerging needs as early as possible in line with the four broad areas of need from Code of Practice.	RAG	
	32	Our class teachers have a good knowledge of the learning and development needs of all the learners in their class, including those with SEND.		Information
	33	Our class teachers explicitly plan the delivery of the learning for SEND learners to ensure learning opportunities are maximised.		Information
	34	We have a clear, consistent process to identify and respond to emerging needs at the earliest stage.		Information
	35	We recognise behaviour as communication and seek to understand and support the unmet need proactively.		Information
	36	We work in partnership with parents/carers and professionals to ensure early, accurate identification and timely support.		Information
	37	Our support staff are also aware of the identification of emerging needs and the process to follow.		Information
	38	Our staff are aware of the other factors that could impact progress and/or engagement and consider these before identifying as SEND needs.		Information
CHAMPION:		The school community is proud about its diversity and finds ways to celebrate everyone.	RAG	
	39	We celebrate diversity to ensure all pupils understand and embrace differences.		Information
	40	Everyone in our school community is proud of how inclusive we are. We are proud to say that inclusion is a golden thread through everything in the school.		Information
	41	We have a system in place to monitor achievements and progress so that we can actively celebrate the successes of our SEND learners.		Information
	42	We promote and celebrate the importance of exercise and eating healthily in relation to mental health and well-being.		Information
	43	We celebrate the achievements of our staff.		Information
	44	Parents and carers are routinely contacted regarding their child's success including effort, progress, academic and wider achievements.		Information

Framework	URN	Description	RAG	Supporting Information: This framework forms the school's Inclusion Strategy, setting out how leaders identify and meet commonly occurring and predictable needs within their cohort. It
PROVISION:		Provision is carefully planned and reviewed to ensure it removes barriers, improves outcomes and reduces the need for escalation to specialist support. A clear, graduated response should be followed with appropriate support and intervention. This should be monitored and reviewed.	RAG	
	45	Our SEND learners have a clear plan with interventions and support planned in and we ensure we follow the 'assess, plan, do, review' approach three times a year.		Information
	46	We use evidence-based approaches and evaluate their impact to ensure sustained improvements in outcomes for pupils.		Information
	47	We ensure our SEND learners have an appropriate balance of whole class, small group and individual intervention and support in line with their specific needs.		Information
	48	We proactively identify and support pupils at risk of exclusion, absence, or disengagement to prevent escalation.		Information
	49	We access the appropriate funding streams and support services to support the needs of SEND learners.		Information
	50	We are clear about our development areas in terms of interventions, environment and provision and have plans to outline next steps.		Information
	51	We have a provision map to demonstrate a graduated approach to intervention, support and provision across the four broad areas of need.		Information
	52	We ensure risk assessments are in place and appropriately shared to ensure proactive and reactive mitigations are planned. These are regularly reviewed with all concerned.		Information
	53	We use technology to support access and inclusion for learners who require it.		Information
	54	Where pupils attend alternative or off-site provision, a named staff member monitors the suitability of the provision and regularly reviews the impact .		Information
	55	We use off-site direction is used to improve future behaviour as part of an effectively planned curriculum.		Information
	56	Internal exclusion is used sparingly as part of a graduated response, time-limited and focused on re-engagement, and recorded and reviewed to inform provision and reintegration.		Information
OPPORTUNITIES:		High-quality inclusive teaching is the foundation of our universal offer, ensuring most needs are met within the classroom. Every member of the school community has equal oportuities. Differences are always mitigated.	RAG	
	57	We ensure that we specifically plan activities and learning opportunities to prepare our SEND learners for their adult life (linked to PFA).		Information
	58	We ensure that all of our SEND learners are able to participate in all school activities, including trip, events and clubs etc.		Information
	59	Our leadership team regularly reflect on the SEND notional spend to ensure it is enabling inclusive opportunities for our SEND learners.		Information
	60	Our curriculum is designed to ensure inclusive practice and equal opportunities for all learners, including our SEND learners specifically.		Information
	61	Quality First Teaching is consistently inclusive, with adaptive teaching and reasonable adjustments meeting a wide range of needs within the universal offer.		Information
	62	We ensure our SEND learners are able to take part in extra curricular opportunities, including the school council, peer mentoring, wellbeing ambassadors etc.		Information
	63	All of our learners, including those with SEND, are actively prepared to become responsible citizens in society including the development of resilience, compassion, self-regulation etc. We have a universal offer as well as specialist interventions as required.		Information
	64	Relationships, sex education and wellbeing linked to exploitation etc is appropriately adapted to ensure it is suitable for all needs and abilities.		Information
	65	All of our teaching staff have opportunities to spend time to directly work with SEND learners on a regular basis.		Information
	66	Provision is needs-led, not diagnosis-led, with support implemented as soon as needs are identified.		Information

Framework	URN	Description	RAG	Supporting Information: This framework forms the school's Inclusion Strategy, setting out how leaders identify and meet commonly occurring and predictable needs within their cohort. It
CO-PRODUCTION:		Children, young people and families are active partners in decision-making about support, provision and school development. Involvement of children and young people and their families is essential. Their voice is vital.	RAG	
	67	We have a clear SEND development plan in place which regularly considers, reflects and responds to pupil progress, staff skills, CPD and child and parent views.		Information
	68	We use appropriate services to support the development of inclusive practice in school at a universal, targeted, specialist level.		Information
	69	Children and parents are actively involved in decision-making, not just consultation, ensuring support reflects their views and lived experience.		Information
	70	We regularly collate feedback from children/young people and parent/carers so that we are clear about their views on inclusion in our school and ensure this information informs our policy and practice linked to SEND and inclusion.		Information
	71	Our learners feel that they can make a positive contribution to our school community.		Information
	72	Our learners feel confident to raise issues, worries, concerns or suggestions at any time with adults who support them and they know these will be responded to.		Information
	73	Our staff feel listened to, supported, valued and well equipped to carry out their roles to support inclusive practice.		Information
	74	We have a process for parents/carers to share their concerns or complain about provision for their child.		Information
	75	Appointments to meet with the SENDCo are easily available for all parents/carers to discuss concerns etc.		Information
	76	We make sure one-page profiles are in place and updated at least twice a year for all SEND learners.		Information
	77	We actively promote the use of the Local Offer to support children, young people and their families.		Information

Start Date	3 months...	Who?	Intended impact*
Over the next year, we will...			* SIP link and success measure

6 months...	Who?	Intended impact*

* SIP link and success measure

12months...	Who?	Intended impact*
* SIP link and success measure		