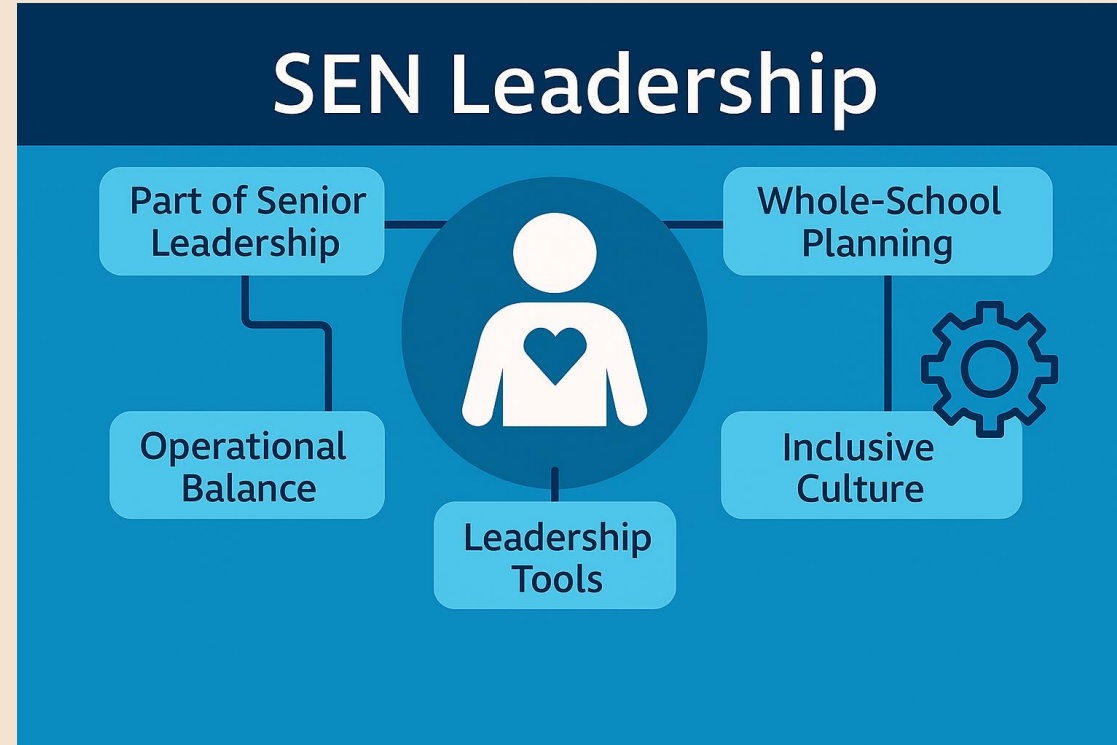


Leading Inclusion Strategically

Writing your Inclusion Strategy



Emma Law & Siobhan Price

Thursday 8th October at 8.15am

If you have any questions about today or ideas for additional webinars to support you, please put them on the Q&A as we go

A short, precise strategy makes inclusion visible, fundable and accountable

- Sets out how the school identifies and meets predictable needs
- Aligns inclusion with whole-school improvement
- Provides clarity for staff, families and governors
- Evidences DfE grant conditions and wider SEND duties
- Shows how inclusion is funded, monitored and improved

31

DEC 2026

Publish on the school website

Include funded activity, budgeted costs
and an annual review point.

FOR EXAMPLE:

“Our Inclusion Strategy ensures every pupil experiences belonging, participation and high-quality teaching, regardless of need.”

Seven principles keep the strategy coherent



**Leadership &
Governance**



**Early Identification
& Intervention**



**High-Quality
Teaching**



**Ambitious, Tailored
Enrichment**



**Culture, Ethos
& Belonging**



Partnerships



**Environment &
Accessibility**

PRACTICAL PROMPT

Add the relevant principle number beside every action in your draft.

A strong strategy answers nine practical questions

01 Vision & ethos

What does inclusion mean here?

04 Graduated response

How and when does support intensify?

07 Monitoring

How will we know practice and outcomes improve?

02 Needs profile

What is predictable in our cohort?

05 Funding

What funds do you receive via CoS, notional SEN, IMF and EHCP?

08 Voice

How will pupils and families shape decisions?

03 OAP

What should every pupil routinely access?

06 Workforce

What must adults know and do consistently?

09 Review cycle

Who reviews, challenges and refreshes the strategy?

WRITE NOW

Draft one sentence under each heading before adding detail.

Your cohort profile should drive every decision

SEND Need Types	Possible Barrier Areas	Tiered Support Response (Tier 1–3)
Communication & Interaction	 Language & Communication	Tier 1: Visuals, structured talk routines, inclusive communication Tier 2: Targeted language groups, social communication support Tier 3: Specialist SALT input, personalised communication plan
Cognition & Learning	 Thinking & Learning	Tier 1: Adaptive teaching, scaffolds, chunking Tier 2: Targeted literacy/numeracy interventions Tier 3: Specialist assessment, bespoke curriculum pathways
Social, Emotional and Mental Health (SEMH)	 Emotional Regulation & Wellbeing	Tier 1: Relational practice, whole-school wellbeing Tier 2: ELSA, mentoring, small-group regulation work Tier 3: Specialist SEMH provision, therapeutic input
Sensory & Physical	 Sensory & Physical Access	Tier 1: Sensory-friendly classroom, flexible seating Tier 2: Individual adjustments, equipment, sensory breaks Tier 3: OT/physio programmes, environmental adaptations
(Note: Belonging & Participation cuts across all types)	 Belonging & Participation	Tier 1: Inclusive culture, representation, peer inclusion Tier 2: Participation mentoring, structured peer support Tier 3: Multi-agency inclusion planning

Inclusion priorities should sit inside school improvement

MAP THE CROSSOVER

- Identify overlap with existing SIP priorities
- Show how inclusion actions strengthen whole-school outcomes
- Link to attendance, behaviour, attainment and wellbeing
- Make each action measurable and time-bound

SIP PRIORITY

Improve early language outcomes



STRATEGY LINK

Embed early identification and targeted language interventions

Principle 2 • Measures: screening, progress, staff confidence

WRITE NOW

For every inclusion action, name the SIP priority and the measure it will move.

OAP is the universal offer every classroom can deliver



Teaching & Learning

- Adaptive practice
- Scaffolding
- Explicit vocabulary support
- Retrieval and checking understanding
- Visual supports



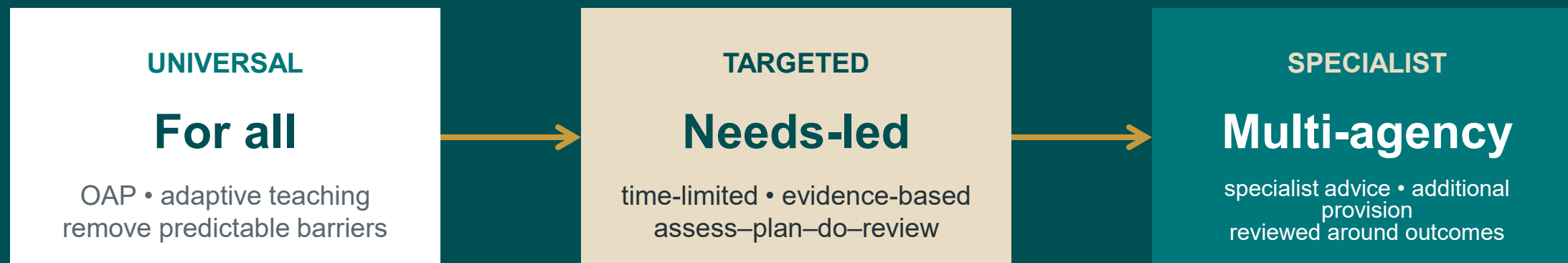
Environment & Wellbeing

- Sensory-aware classrooms
- Calm spaces and regulation support
- Pastoral support
- Predictable, consistent routines
- Two-way parent communication

CONSISTENCY CHECK

Underline what pupils receive routinely; circle what still depends on the adult or room.

Support should be early and proportionate



Review evidence and move support up, down or across as need changes.

EXAMPLE STATEMENT

“Our graduated response ensures timely, proportionate support that evolves with pupil need.”

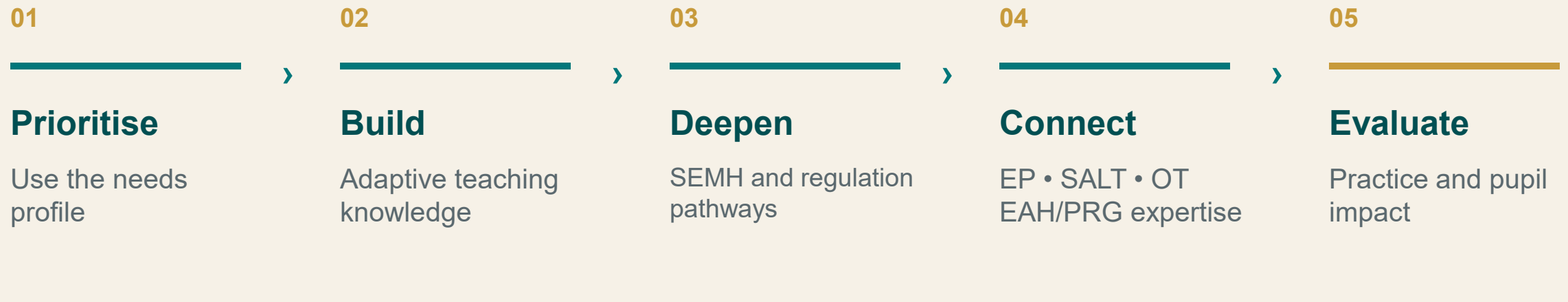
Every investment needs a visible line to impact

Priority	Investment	Funding source	Expected impact	Monitoring
Early language	Screening + targeted intervention	CoS/Notional SEN/IMF	Earlier identification; improved language	Baseline + 10-week review
Regulation	Staff training + sensory resources	Core/Notional SEN/IMF	Improved engagement; fewer incidents	Walkthroughs + behaviour data
Complex need	Agreed additional provision	EHCP where aligned/Notional SEND	Participation and progress	APDR / EHCP review

Funding discipline

Name the source, cost, intended impact, owner and review date—then avoid double-counting.

Build staff capability around the needs you actually see



EVALUATE BEYOND ATTENDANCE

Can staff explain the approach? • Is practice changing? • Do pupils experience better access?

WRITE NOW

Choose one adult behaviour and one pupil outcome for every CPD priority.

Partnership turns plans into meaningful support



EXAMPLE STATEMENT

“We work in partnership with families and professionals to co-produce meaningful support plans.”

Measure experience and outcomes—not activity alone

01

WHAT WILL BE MEASURED?

Attendance
Behaviour and belonging
Attainment and SEND
outcomes
Pupil voice
Parent feedback

02

HOW WILL IT BE EVIDENCED?

Dashboards
Learning walks
Book looks
Case studies
Provision mapping

03

HOW WILL IT BE REVIEWED?

Termly inclusion review
Annual strategy refresh
Governor oversight
Pupil and parent feedback loop

IMPACT TEST

What will be different for pupils—and what evidence would convince a governor?

MAKE IT ACCESSIBLE

Write for families, then evidence for governors

USE PLAIN, PUBLIC-FACING LANGUAGE

- Keep the intent concise
- Avoid unexplained acronyms and jargon
- Use tables and visuals for detail
- Link each section to the seven principles
- Include “You said, we did”
- Publish on the school website

BEFORE

“Implement a robust multi-tiered framework to operationalise inclusive pedagogical modalities.”

AFTER

“Every classroom will use agreed adaptive routines; targeted support will be added and reviewed when pupils need more.”

FINAL EDIT

Ask a parent unfamiliar with SEND terminology to underline anything unclear.

EXAMPLE STATEMENT

“Our strategy is written to be accessible to all stakeholders, ensuring transparency and shared ownership.”

Seven commitments turn strategy into action

01 Strengthen early identification

02 Improve adaptive teaching

03 Enrich provision beyond class

04 Develop staff expertise

05 Foster a learning culture

06 Strengthen partnerships

07 Ensure inclusive environments

Committing to every child thriving academically, socially and emotionally.

CoS Operational Guidance

Related Documents, Links and Key Contacts (Pg 56/57)

- CoS operational queries: cosadmin@kent.gov.uk
- (New) EHCP funding queries: hnf@kent.gov.uk
- Locality Model strategic queries: (inc. for CoS, PRG, governance) localitymodel@kent.gov.uk
- PRG Link Practitioner details: [Professional Resource Group - KELSI](#)
- School Advance and CoS Overview Statement queries: schoolfunding@kent.gov.uk

Thank you for your participation. The evaluation of this session is key to support further development and monitoring the effectiveness of these webinars.

