

DEMONSTRATING INCLUSION TOOL

Every Leader is a Leader of SEND

A collaborative tool to enable all leaders to understand and demonstrate inclusion in their settings



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INTRODUCTION TO THE SEND REVIEW GUIDE SUITE

Whole School SEND is a consortium that brings together schools, organisations and individuals who are committed to ensuring that every child and young person with SEND can achieve their potential at school. A key principle underpinning the work of Whole School SEND is the use of SEND reviews to look at how schools and settings provide for learners with special educational needs and disabilities. The findings from SEND reviews can help improve SEND provision and strategy so that learners are appropriately supported to achieve good outcomes.

The benefits of self-evaluation, peer review and reflective practice are widely known and well understood. However, the successful implementation of these approaches can be challenging to achieve in practice. For this reason, Whole School SEND hosts a suite of freely-available SEND review guides that act as a scaffold to support the effective reviewing of SEND at a range of levels from strategic leadership through to individual practitioners.

The intention is for SEND reviews to act as a catalyst for driving change and improving provision, so it is common for reviews to lead to an action plan. The suite of SEND review guides includes:

- SEND Review Guide
- Effective SENCo Deployment Guide
- Demonstrating Inclusion Tool
- Preparing for Adulthood from the Earliest Years Review Guide
- SEND Reflection Framework
- Teaching Assistant Deployment Review Guide
- MAT SEND Review Guide
- Early Years SEND Review Guide
- SEND Governance Review Guide

We recognise that every school or setting is individual and may require a tailored version of the SEND reviews. Therefore, the entire suite of SEND review guides are available in an editable format from the SEND Gateway – www.sendgateway.org.uk.

We very much hope that this suite of SEND review guides is useful in providing a framework of support and challenge to make a difference to children and young people with special educational needs and disabilities.



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Helping Everyone Achieve



AUTHOR'S FOREWORD

In 2018 the Department for Education commissioned Whole School SEND to engage a group of experts from across the schools sector to develop a tool that would allow leaders at all levels to be able to convincingly 'tell the story' of SEND provision in their individual settings and, by working collaboratively with colleagues, to understand and demonstrate inclusion.

The 'Demonstrating Inclusion Tool' has been created with the purpose of empowering leaders at all levels within mainstream and special schools as well as alternative provision settings to reflect on and improve their inclusion of learners identified with SEND. The group identified five key areas for exploration and created concise reflection activities.

We hope that leaders will use this tool to promote and develop a culture where 'every leader is a leader of SEND'. The tool has been carefully designed to ensure that leaders at all levels can work collaboratively to gather evidence from existing policy and practice and from a range of stakeholders as they use the tool. Leaders can then use this evidence to reflect on the five key areas and identify priorities to develop, refine and implement to improve provision. This hopefully will ensure that high-quality SEND provision is in place so that all pupils are able to achieve good outcomes, access a rich and full curriculum, enjoy learning and are able to live happy and successful lives.

Thank you to: Anne Heavey, National Director, Whole School SEND, Hannah Maloney, Chair, Maximising the SENCO Working Group, Jo Chambers, (Primary representative), Nicola Capstick, (Secondary representative), Jeremy Keeble, (Special schools representative), David Mills, (AP representative), Tania Tirraoro, (Parent representative), Margaret Mulholland, (ASCL representative), James Bowen, (NAHT representative).



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USING THE DEMONSTRATING INCLUSION TOOL

The prioritisation of SEND within school structures, processes and practice is essential for delivering high-quality provision. Using a range of information, including the SEN information report, Accessibility Plan, and internal data, the Whole School SEND Consortium have created this tool to support senior leaders in schools and other settings, to understand and demonstrate to their school community how inclusion is prioritised and enacted within their setting. We recognise that senior leaders are ambitious for every child in their school, and that at times understanding the mechanics of effective provision for specific groups within a school's community can be daunting. We have identified five key areas of enquiry that can drive high-quality provision in a manner that is reflective, manageable and aspirational.

These five areas are:

- Inclusive leadership
- Inclusive teaching and learning
- Drawing on expertise to enrich school experience
- Deployment of resources in an evidence informed way
- Pupil achievements and outcomes

Each of the key areas is supported by reflective statements to enable leaders to understand their current inclusive position and how this translates into key policies and processes. The guide encourages leaders to reflect on evidence gathered from across the school, and the experiences of key stakeholders, including pupils and families as well as staff and external agencies.



Leaders should use this guide to ensure that statutory documents, such as the SEN information report, Accessibility Plan, and equality information and objectives, reflect the lived experience of the school, and visibly demonstrate the school's commitment to supporting each child to thrive in their community.

In line with the recommendations from the Making Data Work report¹, the time spent using this tool should be proportionate to the benefits for pupil outcomes. Leaders should not be collecting additional data to use as evidence or setting up new data collections/reporting arrangements in response to this tool. If leaders feel that they do not have the data required to complete this tool, rather than collecting additional data or setting up new data collections, we would encourage leaders to consider reviewing their current data collection/reporting arrangements as a whole.



¹ <https://www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response>

Inclusive leadership: Leaders ensure that pupils with SEND are always considered when strategic decisions are taken and that the implementation of every school policy accommodates and supports all pupils in practice. Leaders ensure that proportionate evidence is collected and analysed to evaluate whether all pupils enjoy and achieve at school. Leaders regularly reflect on the extent to which statutory guidance is followed and ensure that areas such as the school improvement plan and performance management processes support the prioritisation of effective SEND practice. To enable SENCOs to be effective in their role, leaders should ensure they are part of the senior leadership team.

Inclusive teaching and learning: The SEND Code of Practice outlines clearly that high-quality teaching is the first response to supporting pupils with SEND. Furthermore, the 2015 SEND Code of Practice also outlines that classroom teachers have responsibility for the progress of individual pupils with SEND, even if interventions are delivered by other practitioners. The quality of teaching for pupils with SEND, and the progression made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

Drawing on expertise to enrich school experience: Co-production is at the heart of effective SEND provision. By drawing on the expertise and experience of stakeholders, including parents and carers, pupils, specialists, other schools and education settings, and members of the wider school community effective provision can be put in place for all pupils with SEND.



Deploying resources in an evidence informed way: Leaders will reflect upon the resources available to deliver high-quality SEND provision across a range of areas and the extent to which they are deployed with transparency and efficiency. Resources are finite and must be deployed strategically to achieve maximum impact for pupils with SEND. This section considers how personnel, finances and physical resources are deployed and how allocation decisions are communicated to stakeholders.

Pupil achievement and outcomes: High-quality SEND provision should not simply close attainment gaps but should ensure that every child can be proud of their achievements and development. Leaders consider whether SEND provision is evidence based in the school. Efforts will be made to ensure that all pupils achieve well in statutory assessments and also experience a good quality of education across the full school curriculum. Pupils will be thoroughly prepared for the next steps in their learning and development, be that transition into the next phase of learning, training and employment or living a happy, fulfilling life as independently as possible.





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	EVIDENCE FROM WITHIN OUR POLICIES	EVIDENCE FROM OUR PRACTICE	EVIDENCE FROM OUR STAKEHOLDERS ²	AREAS TO DEVELOP AND REFINE
Inclusion is a priority in our setting.				
Inclusion and diversity are reflected in the population of our community and reflect the local area and demographic.				
The learning and development of pupils with SEND is carefully analysed, including through formal assessment, and pupils' outcomes are improving as a result of the appropriate provision being made for them. This includes, but is not limited to, attainment, progress, behaviour, exclusion and attendance data.				

	EVIDENCE FROM WITHIN OUR POLICIES	EVIDENCE FROM OUR PRACTICE	EVIDENCE FROM OUR STAKEHOLDERS ²	AREAS TO DEVELOP AND REFINE
Securing better outcomes for pupils with SEND features in our school improvement processes.				
We are confident that we abide by both the spirit and the requirements of relevant statutory guidance and laws relating to SEND.				
Conclusion and summary of action:				

Inclusive teaching and learning: The SEND Code of Practice outlines clearly that high-quality teaching is the first response to supporting pupils with SEND. Furthermore, the SEND Code of Practice also outlines that classroom teachers have responsibility for the progress of individual pupils with SEND, even if interventions are delivered by other practitioners. The quality of teaching for pupils with SEND, and the progression made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

	EVIDENCE FROM WITHIN OUR POLICIES	EVIDENCE FROM OUR PRACTICE	EVIDENCE FROM OUR STAKEHOLDERS ²	AREAS TO DEVELOP AND REFINE
All staff set high expectations for all learners across the curriculum and support pupils to meet these expectations.				
All teachers understand their role in identifying, supporting and monitoring individual pupils with SEND, using the graduated approach.				
Teachers deliver high-quality teaching to all pupils, and draw on evidence informed theories of learning, relating to SEND, in their practice.				

	EVIDENCE FROM WITHIN OUR POLICIES	EVIDENCE FROM OUR PRACTICE	EVIDENCE FROM OUR STAKEHOLDERS ²	AREAS TO DEVELOP AND REFINE
All teachers respond to different levels of prior learning and address potential barriers to learning in their lessons.				
SENCOs are enabled to provide high-quality advice and training across their setting(s) to support teachers and other staff to develop their practice.				
Proportionate evaluation of SEND provision is undertaken by all leaders within the school, including those leading subjects, education phases and Key Stages. This information is used to inform whole school improvement priorities.				
Conclusion and summary of action:				

Drawing on expertise to enrich school experience: Co-production is at the heart of effective SEND provision. By drawing on the expertise and experience of stakeholders, including parents and carers, pupils, specialists, other schools and education settings, and members of the wider school community, effective provision can be put in place for all pupils with SEND.

	EVIDENCE FROM WITHIN OUR POLICIES	EVIDENCE FROM OUR PRACTICE	EVIDENCE FROM OUR STAKEHOLDERS ²	AREAS TO DEVELOP AND REFINE
We recognise and value the expertise of families and utilise their personal experience and knowledge to support learning.				
As leaders we ensure that the quality of communication enhances the relationship between professionals and families.				
We actively engage with other settings in the local area to enrich our provision, including working in partnership with local AP settings, special schools and mainstream schools.				

	EVIDENCE FROM WITHIN OUR POLICIES	EVIDENCE FROM OUR PRACTICE	EVIDENCE FROM OUR STAKEHOLDERS ²	AREAS TO DEVELOP AND REFINE
We encourage our staff to engage in professional partnerships and development opportunities to share knowledge and good practice across the system.				
Senior leaders have a strong understanding of the Local Offer and specialist agencies, including health and social care services available to support our learners with SEND.				
Conclusion and summary of action: <div></div>				

Deploying resources in an evidence informed way: Leaders will reflect upon the resources available to deliver high-quality SEND provision across a range of areas and the extent to which they are deployed with transparency and efficiency. Resources are finite and must be deployed strategically to achieve maximum impact for pupils with SEND. This section considers how personnel, finances and physical resources are deployed and how allocation decisions are communicated to stakeholders.

	EVIDENCE FROM WITHIN OUR POLICIES	EVIDENCE FROM OUR PRACTICE	EVIDENCE FROM OUR STAKEHOLDERS ²	AREAS TO DEVELOP AND REFINE
Senior leaders are aware of and committed to meeting statutory requirements in respect to accessibility, including any planning requirements. They also have a clear plan to improve specific areas where required.				
Senior leaders contribute to joint commissioning decisions in the local area and support strategic mapping of needs and services.				
Senior leaders deploy our teaching and whole school staff strategically to match expertise to the specific needs of pupils.				

	EVIDENCE FROM WITHIN OUR POLICIES	EVIDENCE FROM OUR PRACTICE	EVIDENCE FROM OUR STAKEHOLDERS ²	AREAS TO DEVELOP AND REFINE
Senior leaders prioritise the delivery of high-quality SEND provision, this includes devoting sufficient protected time to the SENCO.				
Spending decisions are transparent and we have a clear rationale for the financial decisions we make, including for the notional budget.				
Conclusion and summary of action:				

Pupil achievement and outcomes: High-quality SEND provision should not simply close attainment gaps but should ensure that every child can be proud of their achievements and development. Leaders consider whether SEND provision is evidence based in the school. Efforts will be made to ensure that all pupils achieve well in statutory assessments and also experience a good quality of education across the full school curriculum. Pupils will be thoroughly prepared for the next steps in their learning and development, be that transition into the next phase of learning, training and employment or living a happy, fulfilling life as independently as possible.

	EVIDENCE FROM WITHIN OUR POLICIES	EVIDENCE FROM OUR PRACTICE	EVIDENCE FROM OUR STAKEHOLDERS ²	AREAS TO DEVELOP AND REFINE
We employ evidence informed and targeted interventions, and ensure that such interventions do not interrupt learning sequences within the curriculum.				
Senior leaders ensure that progress secured through intervention is generalised independently across the curriculum.				
We provide a safe and calm environment for all pupils. We ensure that our behaviour management policies and approaches meet the needs of all pupils, including early identification where challenging behaviour may be reflective of an underlying cause such as SEND.				

	EVIDENCE FROM WITHIN OUR POLICIES	EVIDENCE FROM OUR PRACTICE	EVIDENCE FROM OUR STAKEHOLDERS ²	AREAS TO DEVELOP AND REFINE
Our target setting is aspirational, achievable and, supported by the effective use of assessment, appropriately challenging for all pupils.				
Senior leaders support transition, including across settings and phases, by recognising the ambitions of pupils with SEND and proactively seek to secure their next steps in education, employment and/or independence.				
All pupils are encouraged and enabled to participate in extra-curricular activities, trips and other opportunities. To facilitate this, we remove barriers to access at the earliest opportunity.				
Conclusion and summary of action:				

ACTION PLAN	WHAT WE WILL DO NEXT?	WHO FROM THE SCHOOL COMMUNITY WILL BE INVOLVED?	HOW WILL WE DEMONSTRATE THIS TO OUR STAKEHOLDERS (INCLUDING PARENTS/THE WIDER COMMUNITY)?	WHEN WILL THIS BE COMPLETED?
Inclusive leadership				
Inclusive Teaching and Learning				
Drawing on expertise to enrich school experience				
Deployment of resources in an evidence informed way				
Pupil achievements and outcomes				

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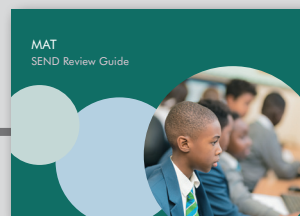
Margaret Mulholland, Association of School and College Leaders

James Bowen, NAHT

WHOLE SCHOOL SEND RESOURCES



For Parents



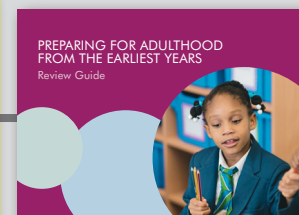
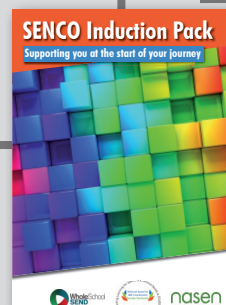
For Headteachers,
Executive Headteachers
and Trustees



For Governors in
all schools

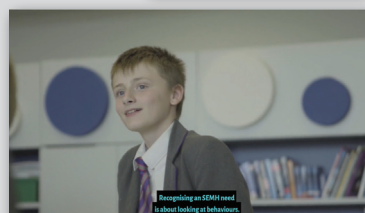


For Headteachers



For SENCOs and
other Senior Leaders

Condition-Specific
Introductory Videos
for NQTs



For individuals or
whole staff in schools

Design by Christina Newman, Black Dog Design, Buckingham

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The next update is due by September 2024

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