



Funded by
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INCLUSION AUDIT FRAMEWORK



Acknowledgements

Specialist Sector-Led Inclusion Expert Group



Abbot's Lea
School,
Liverpool



Ladywood
School, Bolton



Elm Tree Community
Primary School,
Skelmersdale



Park Community
Academy,
Blackpool



Tor View School,
Haslingden



New Bridge MAT,
Oldham

Acknowledgements

Call for Evidence Schools

Baxendale St John's CE Primary School

Woodlands School

Highfurlong School

Valley College

Ladywood School

Devonshire Primary Academy

Applebee Wood School

Tor View School

Revoe Learning Academy

Pilot Schools

Brownlow Fold Primary School, Bolton

Boundary Primary School, Blackpool

Chorley St. James' CE Primary School, Chorley

Masefield Primary School, Bolton

Moor Park Primary School, Blackpool

Lytham Hall Park Primary School, Lytham St Annes

Park Community Academy

Crawford Village Primary School

Gilmour Primary School

The Brian Clarke CE Academy

Whitegate End Primary School

Ormskirk CE Primary School

Beever Primary School

Markland Hill Primary School

Falinge Park High School

Penwortham Priory Academy, Preston

Anchorsholme Academy, Blackpool

Eldon Primary School, Preston

Marsden Primary School, Nelson

Lostock Hall Community Primary School, Preston

The Brian Clarke CE Academy, Oldham

St John's Stonefold CE Primary School

Freehold Community Primary Academy

The Belvedere Academy

Elm Tree Community Primary Academy

Blessed Sacrament Catholic Primary School

Chatham Nursery School

Boundary Primary School

Abbot's Lea School

Anchorsholme Academy

Red Marsh School

Balshaw's CE High School, Leyland

Revoe Learning Academy, Blackpool

St. Michael's High School, Chorley

Devonshire Primary Academy, Blackpool

Parklands High School, Chorley



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Introduction

The Inclusion Exchange Framework has been designed as a practical, research-informed audit tool to support mainstream settings in evaluating and strengthening their provision for learners with special educational needs and/or disabilities (SEND). It brings together the best evidence from national guidance into one coherent framework that helps settings understand what effective, inclusive practice looks like in everyday classrooms.

This framework is for all mainstream settings: primary, secondary and all-through. It can be used by setting leaders who are committed to improving outcomes and participation for learners with SEND. It is designed to enable learners to use it as part of ongoing self-evaluation, strategic planning, peer review or external support processes.

The tool supports settings to reflect honestly on where they are currently, using a three-tier approach - Establishing Foundations, Strengthening Practice or Sustaining Excellence, across 8 key areas. By breaking down effective inclusive practice into clear, observable elements, the framework helps schools pinpoint strengths, identify priorities for development and plan meaningful next steps.

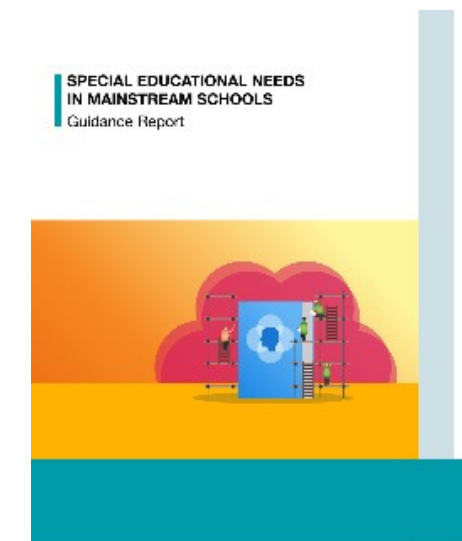
Most importantly, this framework places learners with SEND at the centre. It promotes a whole-setting commitment to high-quality teaching, early identification, proactive support and collaborative working with learners and families. Used well, it will help settings ensure that every learner is valued, supported and able to participate and achieve within an ambitious, inclusive curriculum.



Developing the Inclusion Audit Framework

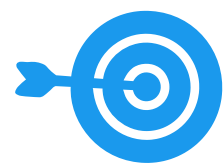


This framework draws on the original Whole School SEND Review Guide and additional, more recent research-informed guides; in particular the Education Endowment Foundation’s Special Educational Needs in Mainstream Schools Guide and their Deployment of Teaching Assistants Guide as well as the nasen Whole School SEND Reflection Framework. Additional guidance is drawn from the 2025 Ofsted School Inspection Toolkit, with particular focus on the ‘Inclusion’ element.



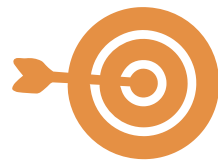
State-funded school inspection toolkit

This toolkit sets out the areas that will be evaluated and graded on inspections of state-funded schools under sections 5 and 8 of the Education Act 2005. It can also be used by leaders to support self-evaluation and continuous improvement.





How to Use the Framework Guidance



[Watch this Video Guide](#)

1. Start by reviewing the eight evaluation areas in the tool. These align with the NASEN SEND Review.
2. For each practice statement, list all in-school activity that aligns with it. This stage is descriptive, not evaluative.
3. Use the evaluative descriptors to judge impact. Identify where your evidence aligns with each stage of development.
4. Highlight statements showing evidence of impact across all stages—development varies across areas.
5. Use the tool for evaluation and improvement, not grading. Choose a method that suits your setting.
6. Explore exemplification and case studies under each area to identify beneficial practice.
7. Use hyperlinks to access detailed project examples, including context, intent, implementation and impact.
8. Review expert QA reports to understand how projects meet the Sustaining Excellence descriptor.
9. Follow up with schools where needed to learn more about specific approaches.
10. Download supporting artefacts and resources labelled 'free for schools' to adapt for your context.

Evaluating Effectiveness







Establishing Foundations

At this stage, systems are emerging and beginning to align.

-  You are putting the right conditions in place for inclusive practice.
-  You share a clear commitment to inclusion and ambition for all learners.
-  You focus on strong classroom teaching as the starting point for support.
-  You use assessment to understand what helps or hinders learners' access to learning.
-  You are developing a consistent graduated response across the setting.
-  You are building shared understanding of responsibility for learners with SEND.







Strengthening Practice

At this stage, practice is more consistent and impact is increasingly visible.

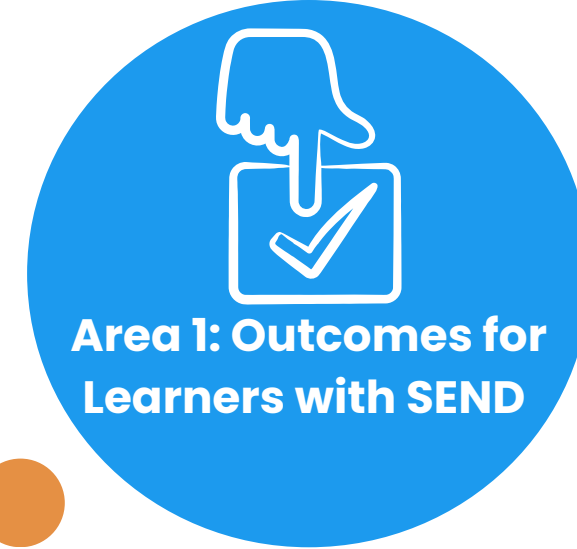
-  You are refining and embedding inclusive systems.
-  You connect classroom practice, additional support and specialist input more deliberately.
-  You use reflection and evidence to adjust provision over time.
-  You deploy staff in ways that increasingly promote independence.
-  You look beyond attainment to understand wider progress and wellbeing.
-  You invest in professional learning to strengthen inclusive practice.

Sustaining Excellence

At this stage, inclusion is embedded, adaptive and resilient over time.

-  You are sustaining and extending high quality inclusive practice.
-  You hold a confident and well informed understanding of SEND across the setting.
-  You evaluate provision through its long term impact on learners' outcomes and independence.
-  You adapt curriculum and systems proactively as needs change.
-  You use external expertise to enhance, not replace, internal practice.
-  You contribute to wider professional learning and system improvement.

Practice Statements



Area 1: Outcomes for Learners with SEND

1. Leaders use deep understanding of learners' needs across the four broad areas, promoting parent and carer contributions, to secure best possible outcomes for learners with SEND.
2. Learners with SEND make strong progress over time and successfully acquire and apply knowledge and skills in core and foundation subjects including communication, early reading and early cognition.
3. Leaders analyse (reviewing rates, patterns and reasonings for attendance, behaviour, suspension and permanent exclusion) data to identify and address barriers to learning, ensuring learners with SEND are not disproportionately disadvantaged.
4. The setting is engaging with a range of methodologies to prepare learners with SEND for the next stage of their education, training or employment. The setting plans early and evaluates transition support to ensure best possible academic, social and independence outcomes.



Establishing Foundations



Strengthening Practice



Sustaining Excellence

Leaders are developing an understanding of outcomes for learners with SEND across the four broad areas of need. Identification of need is emerging and informed by assessment information, with some engagement from parents and carers. Leaders are beginning to articulate how learners with SEND are supported to achieve positive outcomes, though this is not yet consistently secure or well evidenced.

Progress for learners with SEND is variable. Some learners acquire and apply knowledge and skills in core and foundation subjects, including communication, early reading and early cognition, but this is inconsistent across subjects, year groups or phases. Evidence in learners' work shows uneven progress over time.

Leaders monitor attendance, behaviour and exclusion data but analysis focuses more on compliance than on understanding patterns, causes and barriers to learning. Data is not consistently triangulated with work scrutiny or learner voice and leaders cannot yet demonstrate that learners with SEND are not disproportionately disadvantaged.

Approaches to preparing learners with SEND for the next stage of education, training or employment are developing. Transition planning tends to be reactive rather than planned early and evaluation of impact on academic, social and independence outcomes is limited

Leaders have a secure and improving understanding of outcomes for learners with SEND across the four broad areas of need. Identification of need is timely and increasingly accurate, with clear use of assessment information and purposeful contributions from parents and carers. Leaders can explain how provision supports learners to achieve positive outcomes, though this is not yet consistently strong in all areas.

Learners with SEND make progress over time from their individual starting points. Evidence from learners' work shows that many learners acquire and apply knowledge and skills across core and foundation subjects, including communication, early reading and early cognition. Progress is stronger in some subjects or phases than others and consistency is still developing.

Leaders analyse attendance, behaviour, suspension and exclusion data to identify barriers to learning. Analysis considers patterns and trends, and leaders take action to address emerging concerns. Data is increasingly triangulated with work scrutiny and learner voice, although this is not yet routine or fully embedded. Learners with SEND are generally not disproportionately disadvantaged, but leaders continue to refine practice to ensure equity over time.

The setting uses a growing range of approaches to prepare learners with SEND for their next stage of education, training or employment. Transition planning begins earlier for most learners and is more coordinated, with some evaluation of academic, social and independence outcomes. Leaders are developing more systematic use of destination information to inform improvement.

Leaders demonstrate a deeply embedded and evidence informed understanding of outcomes for learners with SEND across the four broad areas of need. Leaders identify needs early and accurately, drawing on high quality assessment, professional knowledge, and meaningful contributions from parents and carers. Leaders can clearly articulate how this shared understanding secures the best possible academic, social and independence outcomes for learners with SEND.

Learners with SEND make strong and sustained progress over time. Evidence from learners' work shows that they consistently acquire, apply and transfer knowledge and skills across core and foundation subjects. This is particularly strong in communication, early reading, early cognition, English and mathematics, and is evident across subjects, year groups and phases.

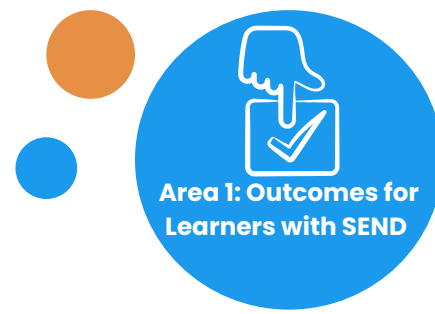
Leaders analyse attendance, behaviour, suspension and exclusion data rigorously. They review rates, patterns and underlying reasons to identify barriers to learning early and act decisively to address them.

Outcome data is triangulated with work scrutiny, learner voice and contextual information to evaluate curriculum access, learning and participation over time. Learners with SEND are not disproportionately disadvantaged and inclusive practice is demonstrably effective and sustained.

The setting uses a broad and well evaluated range of methodologies to prepare learners with SEND for their next stage of education, training or employment. Transition planning begins early, is carefully coordinated, and is evaluated against clear academic, social and independence outcomes. Leaders track and review destination data to understand long term impact and to refine preparation for future cohorts.

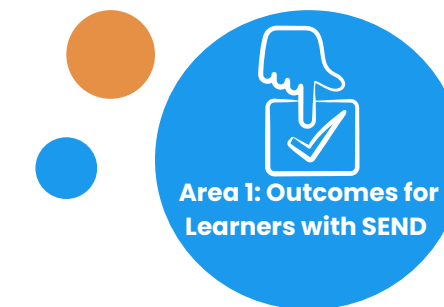
At this stage, outcomes for learners with SEND are strong, sustained and continually improving. Systems are robust, reflective and adaptive, with a clear focus on long term success and positive life chances for every learner.

How to move to Sustaining Excellence – Case Study/Examples



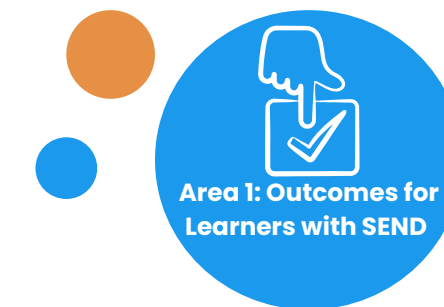
TITLE & ARTEFACTS	BRIEF OVERVIEW
<u>Think, Explore, Thrive</u>	<p>This school redesigned its curriculum to ensure every learner accesses a personalised, evidence-informed and ambitious offer. Through clear pathways, robust assessment and consistent communication approaches, teaching is now tightly matched to need. Functional, real-life learning builds independence, improves engagement and strengthens progression, supporting pupils to thrive in school, community and adulthood.</p>
<u>Independence in Action</u>	<p>This college strengthened its curriculum, accreditation and work-based learning to improve outcomes for young adults with complex needs. Through structured implementation, specialist collaboration and robust quality assurance, learners now achieve aspirational destinations. The PACE vision is embedded, independence is central and engagement, attendance and progression remain consistently strong across the provision.</p>
<u>Progressive, Sequenced Curriculum</u>	<p>This school developed a progressive, sequenced Scheme of Work and assessment framework that ensures pupils working below age-related expectations access a coherent, inclusive curriculum. Embedded assessment, adaptive teaching and aligned Individual Learning Plans targets secure meaningful progression. Strong professional development and consistent implementation enable sustained improvement in classroom practice and outcomes for learners with SEND.</p>
<u>Communicate to Connect</u>	<p>This school embedded a whole-school total communication approach, ensuring every child can understand, express and participate using personalised, consistent strategies. Staff training, daily modelling and collaboration with families created equitable access to learning and strengthened independence, pupil voice and wellbeing. The approach is now sustained, externally validated and fully embedded across the school.</p>
<u>Regulation Rooms Overview Plan</u>	<p>In this school, leaders use regulation rooms and a whole-school Zones of Regulation approach to create calm, supportive spaces that help pupils manage emotions, return to learning quickly and build independence. Strategic resourcing, pupil voice and consistent staff practice ensure improved readiness, behaviour and engagement for vulnerable learners.</p>

How to move to Sustaining Excellence – Case Study/Examples



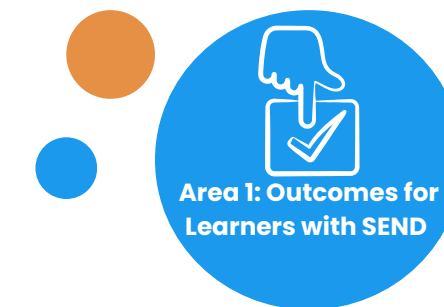
TITLE & ARTEFACTS	BRIEF OVERVIEW
<u>Precision Support</u>	In this school, leaders personalise maths provision through targeted 1:1 teaching, pre-teaching and carefully sequenced small-step learning. Inclusion in whole-class discussion builds confidence, while precision support strengthens functional skills. Regular reviews, strong parent partnership and skilled staff ensure improved engagement, growing independence and measurable progress for the learner.
<u>The Hive</u> <u>Talking Head</u>	In this school, leaders created The Hive to deliver short-term, trauma-informed SEMH support that rebuilds pupils' regulation, confidence and readiness to learn. Through personalised interventions, consistent relationships and therapeutic environments, pupils show improved attendance, reduced dysregulation and stronger learning behaviours, enabling successful reintegration and sustained progress in their mainstream setting.
<u>Regulation Revolution</u>	The school strengthens support for pupils with SEMH needs through relational practice, daily key-adult time, staff training, restorative approaches and flexible routines. Improved regulation, attendance and inclusion have reduced exclusions and increased engagement. Staff now use shared strategies confidently, ensuring pupils access learning successfully alongside peers.
<u>The Foundation</u>	In this school, leaders created The Foundation to provide a trauma-informed, psychologically responsive provision for pupils facing significant barriers to attendance, engagement and wellbeing. Through multidisciplinary support, therapeutic input and personalised reintegration, pupils show improved attendance, reduced incidents and greater stability, enabling them to reconnect with learning and thrive in mainstream.
<u>The Beehive</u> <u>Long Term Plan</u> <u>Medium Term Plan</u> <u>Timetable</u>	The Beehive is a specialised provision supporting pupils with cognition and learning needs through personalised, developmental-level learning. Using a total communication approach, nurturing environments, and strong inclusion practices, it builds academic, social and emotional skills. Regular assessments and collaboration with specialists ensure tailored interventions and measurable, positive pupil progress.

How to move to Sustaining Excellence – Case Study/Examples



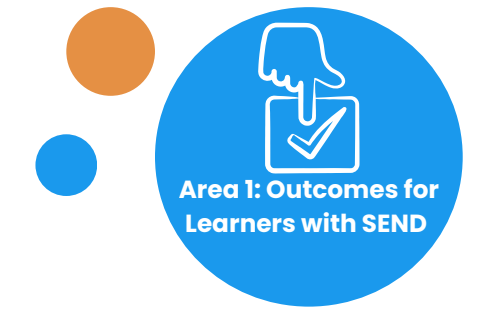
TITLE & ARTEFACTS	BRIEF OVERVIEW
<u>Thrive Together</u>	<p>This school strengthens inclusive practice across mainstream and SEN provision through a whole-school, strategic approach. Grounded in an external audit framework, it ensures highly trained staff, bespoke curricula and robust assessment systems. The work delivers strong outcomes, improved behaviours and outstanding recognition, enabling every child with SEND to thrive and progress confidently.</p>
<u>Growing Futures Curriculum</u>	<p>The Learning Garden provides a nurturing, inclusive KS1–KS2 provision delivering a bespoke, tailored curriculum that aligns closely with the Trust’s core curriculum framework with particular emphasis on Maths and English integrating play-based and therapeutic approaches. With structured environments, continuous assessment and strong mainstream integration, pupils show improved engagement, communication, regulation and confidence, thriving both academically and socially through personalised, holistic support.</p>
<u>SCERTS in Action</u>	<p>This school strengthens assessment by introducing a three-tier system aligned to each learner’s pathway, using PASS, curriculum-focused targets and SCERTS for bespoke learners. Staff received whole-team training, enabling consistent, meaningful support. The approach improves communication, emotional regulation and functional skills, offering a transferable, evidence-informed framework for wider mainstream SEND practice.</p>
<u>NW Specialist Curriculum, Assessment & Pedagogy</u>	<p>This project created data-driven progression charts enabling mainstream and specialist schools to set ambitious, realistic targets for pupils working below age-related expectations. Developed collaboratively and refined over multiple data cycles, the system supports consistent tracking, early identification of slow progress and higher aspirations, improving teaching, intervention and overall pupil outcomes.</p>
<u>Key Skills Care Plans Blank KSCP</u>	<p>This school introduced Key Skills Care Plans to create a clear, <u>one-page link</u> between EHCP outcomes and Small Steps to Success targets. The approach ensures a consistent golden thread from assessment to classroom practice, improves staff clarity, strengthens parental understanding and drives purposeful, targeted learning across the curriculum.</p>

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
<u>Shared Responsibility for EHCP Review</u>	This resource can be used across school to support colleagues in contributing to the review of Education, Health and Care Plan Annual Reviews. Leaders can share this with colleagues prior to the review, collate, and use this to inform the School Advice. This will ensure that there is a holistic, shared perspective shared about the learner's progress towards their EHCP outcomes and the impact of their provision.
<u>Foundations for Focus</u>	This project strengthens the universal offer through structured, evidence-informed strategies such as Attention Autism, Sensory Circuits, TEACCH workstations and Wellcomm screening. Staff receive targeted training, interventions are needs-led and closely tracked and learners show improved regulation, engagement and independence, resulting in stronger readiness for learning across the school.
<u>Unlocking Barriers: The Iris Approach</u>	The project strengthens SEND provision through precise assessment, early identification and the Iris specialist pathway. Learners' needs are unpicked in a structured environment, strategies are trialled and refined and consistent approaches are embedded in mainstream. This ensures learners become more regulated, independent and ready to learn, with tailored support grounded in evidence.
<u>Small Steps to Success</u>	This school introduced Small Steps to Success to provide a precise, specialist assessment framework for learners with SEND. By replacing levels with shared developmental steps, the approach enables accurate baselining, ambitious target-setting and consistent moderation. It strengthens staff confidence, tracks progress reliably and ensures learning pathways are clearly linked to outcomes and annual reviews.

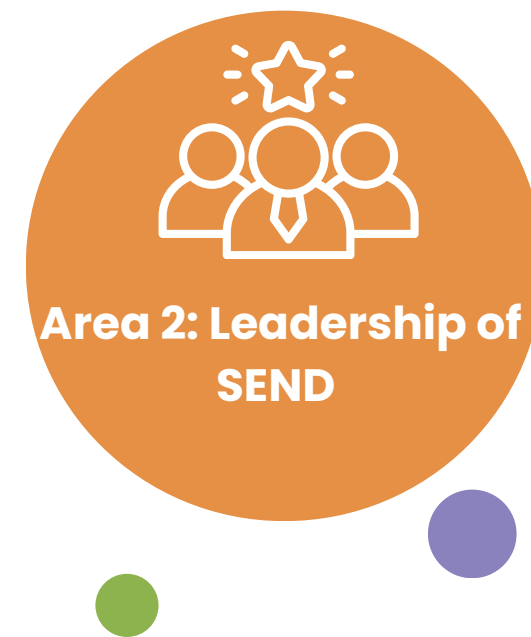
How to move to Sustaining Excellence – Case Study/Examples



THESE PROJECTS ALSO HAVE LINKS TO ASPECTS OF THIS THEME:

<u>Sensory Success</u>	<u>Empowerment of TAs</u>	<u>Stronger Together</u>	<u>Genuine Partnerships</u>
<u>Warm Transitions</u>	<u>Designed for Inclusion</u>	<u>Sensory Support</u>	<u>Successful Partnerships</u>
<u>Roots of Success</u>	<u>Universal First</u>	<u>Inclusion Through Adaptation</u>	<u>Culture First Inclusion</u>

Practice Statements



Area 2: Leadership of SEND

1. Leaders articulate a clear vision and culture of high aspiration for learners with SEND, ensuring that learners feel equally valued and able to participate fully. SEND and Inclusion is fully embedded within a cycle of whole-setting strategic planning and evaluation, underpinned by staff understanding the range of barriers that learners may face to their learning and/or well-being, including those specific to their community and the setting's context.
2. Leaders and Governors actively promote meaningful engagement with parents and carers of learners with SEND.
3. Leaders demonstrate strong knowledge of SEND policy and legislation (SEND Code of Practice, Equality Act 2010) and ensure statutory duties including the published setting accessibility plan is implemented effectively and is reviewed regularly.
4. Governors are appropriately trained and provide informed challenge and accountability ensuring compliance and securing the best outcomes for learners with SEND.
5. As a Senior Leader, the SENCO has the knowledge and expertise to shape pedagogy for SEND, inclusive of the whole setting offer for Curriculum and Assessment.
6. Self-Evaluation of SEND and Inclusion is carried out by all Leaders. All Staff are secure in their understanding of clearly defined SEND priorities through whole setting improvement planning as well as their role and responsibility for the progress of learners with SEND.
7. Leaders secure effective transitional arrangements both within and beyond the school seeking the views of learners, parents, carers and wider stakeholder groups to ensure successful integration between settings or into adulthood.



Establishing Foundations



Strengthening Practice



Sustaining Excellence

Leaders are developing a shared vision for SEND and Inclusion, with emerging expectations that learners with SEND are valued and included. SEND is referenced within whole setting planning but it is not yet consistently embedded within strategic cycles or decision making. Leaders are beginning to recognise barriers to learning and wellbeing, including contextual factors but this understanding is uneven.

Engagement with parents and carers of learners with SEND is in place but is largely reactive. Opportunities for meaningful contribution are inconsistent and not yet used systematically to inform evaluation or improvement.

Leaders and Governors demonstrate awareness of SEND policy and statutory duties but understanding is variable. Compliance is mostly secure, though review processes, including those linked to the accessibility plan, are not yet embedded or routinely evaluated for impact. Governance challenge is limited and focuses more on assurance than outcomes.

Leaders articulate a clearer vision and culture of aspiration for learners with SEND. SEND and Inclusion are increasingly integrated into whole setting planning and evaluation. Leaders demonstrate a growing understanding of learning and wellbeing barriers, including those shaped by the setting's context and use this knowledge to inform improvement.

Leaders and Governors promote more purposeful engagement with parents and carers of learners with SEND. Relationships are increasingly collaborative and parental views are used to inform provision and evaluation, though this is not yet consistent across all areas.

Senior Leaders and Governors have a secure understanding of SEND policy and legislation. Statutory duties are met and reviewed more systematically, including the accessibility plan. Governance provides more confident challenge, with increasing focus on impact and outcomes rather than compliance alone.

Leaders articulate and sustain a clear vision and culture of high aspiration for learners with SEND. Learners feel equally valued and are enabled to participate fully in school/setting life. SEND and Inclusion are fully embedded within whole setting strategic planning and evaluation.

Leaders consistently consider the impact of decisions on learners with SEND and demonstrate a strong understanding of the barriers learners may face in learning and wellbeing, including those shaped by the setting's context and community.

Leaders and Governors actively promote meaningful and sustained engagement with parents and carers of learners with SEND. Relationships are trusting and purposeful. Parental and carer views inform evaluation, provision and improvement planning, strengthening outcomes and experiences for learners with SEND over time.

The SENCo has a developing leadership role. Influence on pedagogy, curriculum and assessment is emerging but not yet embedded across the setting. Responsibility for learners with SEND is not consistently owned by all staff. Understanding of SEND priorities and individual roles is variable.

Transition arrangements for learners with SEND are in place but tend to be reactive and operational. Planning does not consistently begin early or draw systematically on the views of learners, parents, carers or wider partners.

The SENCo is established as a senior leader and increasingly influences inclusive pedagogy, curriculum and assessment. Self evaluation of SEND and Inclusion is more robust and involves a wider group of leaders. Most staff understand SEND priorities and their responsibility for learners with SEND, though consistency of practice continues to develop.

Transition arrangements within and beyond the setting are more proactive and planned earlier for most learners. Leaders increasingly seek the views of learners, parents, carers and external partners. Evaluation of transition impact is developing and is beginning to inform improvement.

Senior Leaders and Governors demonstrate strong and shared knowledge of SEND policy and legislation, including the SEND Code of Practice and the Equality Act 2010. Statutory duties are met securely and reviewed regularly, including the effective implementation of the setting accessibility plan. Governance provides informed challenge and accountability, using evidence and outcome information to secure the best possible outcomes for learners with SEND.

The SENCo operates as a senior leader with the expertise and authority to shape inclusive pedagogy, curriculum and assessment across the whole setting. SEND is fully owned by all staff. Leaders ensure that self evaluation of SEND and Inclusion is rigorous and collective. All staff understand clearly defined SEND priorities and their responsibility for the progress, participation and long term success of learners with SEND.

Leaders secure highly effective transition arrangements within the setting and beyond it. Transition planning is proactive, well coordinated and shaped by the views of learners, parents, carers and wider stakeholders. Leaders evaluate transition outcomes and use this evidence to strengthen pathways between settings and into adulthood.

At this stage, leadership of SEND is embedded, resilient and self improving. Inclusive practice is sustained over time and adapts effectively to the evolving needs of learners and the wider system.

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS

BRIEF OVERVIEW

[Think, Explore, Thrive](#)

This school redesigned its curriculum to ensure every learner accesses a personalised, evidence-informed and ambitious offer. Through clear pathways, robust assessment and consistent communication approaches, teaching is now tightly matched to need. Functional, real-life learning builds independence, improves engagement and strengthens progression, supporting pupils to thrive in school, community and adulthood.

[Independence in Action](#)

This college strengthened its curriculum, accreditation and work-based learning to improve outcomes for young adults with complex needs. Through structured implementation, specialist collaboration and robust quality assurance, learners now achieve aspirational destinations. The PACE vision is embedded, independence is central, and engagement, attendance and progression remain consistently strong across the provision.

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
<u>Progressive, Sequenced Curriculum</u>	<p>This school developed a progressive, sequenced Scheme of Work and assessment framework that ensures pupils working below age-related expectations access a coherent, inclusive curriculum. Embedded assessment, adaptive teaching and aligned Individual Learning Plan targets secure meaningful progression. Strong professional development and consistent implementation enable sustained improvement in classroom practice and outcomes for learners with SEND.</p>
<u>Regulation Rooms Overview Plan</u>	<p>In this school, leaders use regulation rooms and a whole-school Zones of Regulation approach to create calm, supportive spaces that help pupils manage emotions, return to learning quickly and build independence. Strategic resourcing, pupil voice and consistent staff practice ensure improved readiness, behaviour and engagement for vulnerable learners.</p>
<u>Stronger Together</u>	<p>The Stronger Together strategy strengthens support for SEND families by hosting multi-agency services on site, guiding parents through complex systems, and improving communication – especially for EAL families. Through drop-ins, coffee afternoons and wide agency partnerships, parents feel supported, needs are identified early, and children receive timely, effective provision that improves outcomes.</p>
<u>Designed for Inclusion</u>	<p>In this school, leaders designed every system, structure and space around the needs of vulnerable pupils from the moment the school opened. Research-led planning, rigorous induction, weekly adaptive teaching CPD and responsive SEND systems create highly inclusive practice. Strong attendance, positive pupil voice and LA confidence show the impact of this strategic leadership.</p>
<u>The Hive Talking Head</u>	<p>In this school, leaders created The Hive to deliver short-term, trauma-informed SEMH support that rebuilds pupils’ regulation, confidence and readiness to learn. Through personalised interventions, consistent relationships and therapeutic environments, pupils show improved attendance, reduced dysregulation and stronger learning behaviours, enabling successful reintegration and sustained progress in their mainstream setting.</p>

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
The Foundation	<p>In this school, leaders created The Foundation to provide a trauma-informed, psychologically responsive provision for pupils facing significant barriers to attendance, engagement and wellbeing. Through multidisciplinary support, therapeutic input and personalised reintegration, pupils show improved attendance, reduced incidents and greater stability, enabling them to reconnect with learning and thrive in mainstream.</p>
The Beehive Long Term Plan Medium Term Plan Timetable	<p>The Beehive is a specialised provision supporting pupils with cognition and learning needs through personalised, developmental-level learning. Using a total communication approach, nurturing environments, and strong inclusion practices, it builds academic, social, and emotional skills. Regular assessments and collaboration with specialists ensure tailored interventions and measurable, positive pupil progress.</p>
Thrive Together	<p>This school strengthens inclusive practice across mainstream and SEN provision through a whole-school, strategic approach. Grounded in an external audit framework, it ensures highly trained staff, bespoke curricula and robust assessment systems. The work delivers strong outcomes, improved behaviours and outstanding recognition, enabling every child with SEND to thrive and progress confidently.</p>
Roots of Success	<p>This school creates a language-rich, nurturing and inclusive Early Years environment tailored to high EAL, SEND, Early Years Pupil Premium and emotional-regulation needs. Through targeted CPD, consistent communication strategies, trauma-informed routines and a bespoke curriculum, children show improved vocabulary, engagement, regulation and confidence, ensuring stronger foundations and meaningful early progress for all learners.</p>
Universal First	<p>This school strengthens the universal offer by embedding adaptive teaching so pupils' needs are met before escalation. Through data analysis, targeted CPD, refined environments and consistent, high-quality strategies, staff deliver responsive teaching. The approach improves accurate identification, boosts engagement and independence and ensures support is based on real barriers, not labels.</p>

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
<u>Growing Futures Curriculum</u>	<p>The Learning Garden provides a nurturing, inclusive KS1–KS2 provision delivering a bespoke, tailored curriculum that aligns closely with the Trust’s core curriculum framework with particular emphasis on Maths and English integrating play-based and therapeutic approaches. With structured environments, continuous assessment and strong mainstream integration, pupils show improved engagement, communication, regulation and confidence, thriving both academically and socially through personalised, holistic support.</p>
<u>SCERTS in Action</u>	<p>This school strengthens assessment by introducing a three-tier system aligned to each learner’s pathway, using PASS, curriculum-focused targets and SCERTS for bespoke learners. Staff received whole-team training, enabling consistent, meaningful support. The approach improves communication, emotional regulation and functional skills, offering a transferable, evidence-informed framework for wider mainstream SEND practice.</p>
<u>Inclusion Through Adaptation</u>	<p>This school strengthens inclusive classroom practice by embedding adaptive teaching and consistent strategies that support pupils with SEND—particularly Communication & Interaction and SEMH needs. Through scaffolding, visual supports and partnership working, pupils show improved engagement, regulation and independence, enabling them to access the full curriculum alongside peers with reduced reliance on adult support.</p>
<u>Culture First Inclusion</u>	<p>This school builds a shared, evidence-informed understanding of inclusion by developing whole-school principles rooted in psychology and universal provision. Through INSET, learning hubs, reflective practice and staff supervision, the school strengthens adult behaviours, consistency and culture. This approach supports improved pupil outcomes, attendance and behaviour while embedding inclusion across all roles.</p>
<u>NW Specialist Curriculum, Assessment & Pedagogy</u>	<p>This project created data-driven progression charts enabling mainstream and specialist schools to set ambitious, realistic targets for pupils working below age-related expectations. Developed collaboratively and refined over multiple data cycles, the system supports consistent tracking, early identification of slow progress and higher aspirations, improving teaching, intervention and overall pupil outcomes.</p>

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
Foundations for Focus	<p>This project strengthens the universal offer through structured, evidence-informed strategies such as Attention Autism, Sensory Circuits, TEACCH workstations and Wellcomm screening. Staff receive targeted training, interventions are needs-led and closely tracked, and pupils show improved regulation, engagement and independence, resulting in stronger readiness for learning across the school.</p>
Unlocking Barriers: The Iris Approach	<p>The project strengthens SEND provision through precise assessment, early identification and the Iris specialist pathway. Pupils' needs are unpicked in a structured environment, strategies are trialled and refined, and consistent approaches are embedded in mainstream. This ensures pupils become more regulated, independent and ready to learn, with tailored support grounded in evidence.</p>

THESE PROJECTS ALSO HAVE LINKS TO ASPECTS OF THIS THEME:

Partnership Triads	Sensory Success	Communicate to Connect	Empowerment of TAs
Genuine Partnerships	Warm Transitions	Precision Support	Regulation Revolution
Sensory Support	Successful Partnerships	Key Skills Care Plans	Shared Responsibility for EHCP Review

Practice Statements



Area 3: Quality of Teaching & Learning for Learners with SEND

- 1. Effective partnerships between leaders and teachers ensures learners access a breadth of opportunities through an ambitious curriculum, adaptive teaching and evidence based high quality pedagogy and learning environments, thus removing barriers to teaching and enabling learners to achieve their aspirational goals and outcomes.**
- 2. Effective partnerships and communication systems ensure teachers demonstrate a secure understanding of learners needs and aspirations.**
- 3. Teachers use assessment effectively to identify need, address misconceptions and adapt teaching and tasks responsively, including, where appropriate, homework.**
- 4. Teachers and teaching assistants work in an effective professional partnership to use evidence-based instructional strategies (including the EEF's 5-a-day approach) to promote access and independence, with support carefully scaffolded rather than simplifying learning.**
- 5. Interventions are delivered to a high standard and are well integrated into classroom practice so that learning is sustained, transferred and demonstrating impact.**



Establishing Foundations

Leaders and teachers are beginning to form working partnerships to support learners with SEND. There is some intent to provide an ambitious curriculum but alignment between curriculum design, pedagogy and assessment is inconsistent. Adaptive teaching is evident in pockets of practice, however barriers to learning are not yet identified or addressed systematically across classrooms or subjects.

Communication systems exist to share information about learners with SEND but these are variable in quality and consistency. Teachers' understanding of learners' needs and aspirations is developing, though it is not yet secure or shared across the setting. As a result, planning and teaching do not consistently reflect this understanding.

Teachers use assessment to identify need and gaps in learning but assessment is often separated from day to day teaching. Misconceptions are sometimes identified, though responses are not always timely or precise. Adaptation of teaching, tasks and homework is inconsistent and often reactive rather than responsive.

Teaching assistants provide support for learners with SEND but their role is not consistently aligned with classroom teaching. Support can unintentionally reduce independence or narrow learning. Interventions are in place but are not consistently integrated with classroom practice or evaluated for impact.

Overall, teaching and learning for learners with SEND is emerging. Practice varies across the school and systems to secure consistently high quality inclusive teaching are not yet embedded.



Strengthening Practice

Leaders and teachers work in more purposeful and effective partnership to support learners with SEND. Curriculum ambition is clearer and adaptive teaching is increasingly evident across classrooms. Alignment between curriculum, pedagogy and assessment is improving, though it is not yet consistently strong in all subjects or phases.

Communication systems are more effective and enable teachers to develop a clearer understanding of learners' needs and aspirations. This information increasingly informs planning and teaching, leading to more coherent classroom practice and improved access to learning for learners with SEND.

Teachers use assessment more confidently within teaching. They identify misconceptions earlier and adapt teaching, tasks and homework more responsively. Assessment increasingly supports learning over time, though practice is not yet consistently refined or embedded across the setting.

Teaching assistants work more closely with teachers and increasingly use scaffolded support to promote access and independence. Interventions are better planned and more closely linked to classroom learning. Evaluation of impact is developing, though it is not yet consistently rigorous or used to refine practice.

Teaching and learning for learners with SEND is improving and increasingly consistent. Systems to support high quality inclusive teaching are in place, but further strengthening is needed to ensure practice is sustained and embedded across the whole setting.



Sustaining Excellence

Highly effective and inclusive teaching is sustained across the setting through strong and purposeful partnerships between leaders and teachers. Curriculum design, adaptive teaching and assessment are tightly aligned, ensuring learners with SEND access a broad, ambitious curriculum and high quality learning environments. Barriers to learning are systematically removed, enabling learners to work towards aspirational goals and outcomes without reduced expectation.

Leaders and teachers work in close partnership to refine practice continuously. Communication systems are robust and ensure teachers have a secure, shared understanding of learners' needs, strengths and aspirations. This understanding consistently informs planning, teaching and classroom decision making, resulting in coherent and responsive provision across subjects and phases.

Teachers use assessment skilfully and routinely within teaching. They identify need early, address misconceptions precisely and adapt teaching and tasks responsively, including homework where appropriate. Assessment supports learning in the moment and over time, enabling learners with SEND to acquire, apply and secure knowledge and skills with increasing independence.

Classroom practice reflects confident and fluent use of evidence based pedagogy. Teaching assistants work as effective professional partners, using carefully scaffolded support to promote access, independence and sustained learning rather than simplifying content. Instructional strategies are consistently applied and well matched to learners' needs.

Teaching and learning for learners with SEND is coherent, robust and consistently strong. Systems are in place to sustain high quality practice and continuous improvement. Evidence based inclusive teaching ensures learners with SEND are well prepared for future transitions and adulthood, securing strong outcomes over time.

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
<u>Think, Explore, Thrive</u>	This school redesigned its curriculum to ensure every learner accesses a personalised, evidence-informed and ambitious offer. Through clear pathways, robust assessment and consistent communication approaches, teaching is now tightly matched to need. Functional, real-life learning builds independence, improves engagement and strengthens progression, supporting pupils to thrive in school, community and adulthood.
<u>Independence in Action</u>	This college strengthened its curriculum, accreditation and work-based learning to improve outcomes for young adults with complex needs. Through structured implementation, specialist collaboration and robust quality assurance, learners now achieve aspirational destinations. The PACE vision is embedded, independence is central, and engagement, attendance and progression remain consistently strong across the provision.
<u>Progressive, Sequenced Curriculum</u>	This school developed a progressive, sequenced Scheme of Work and assessment framework that ensures pupils working below age-related expectations access a coherent, inclusive curriculum. Embedded assessment, adaptive teaching and aligned Individual Learning Plans targets secure meaningful progression. Strong professional development and consistent implementation enable sustained improvement in classroom practice and outcomes for learners with SEND.
<u>Sensory Success</u>	This school uses sensory resources to help pupils regulate, feel safe and be ready to learn. Staff use consistent strategies, personalised tools and structured routines to reduce barriers and improve focus. Sensory spaces, daily movement and ongoing assessment ensure pupils are calm, engaged and increasingly independent, leading to better participation and learning across the day.
<u>Communicate to Connect</u>	This school embedded a whole-school total communication approach, ensuring every child can understand, express and participate using personalised, consistent strategies. Staff training, daily modelling and collaboration with families created equitable access to learning and strengthened independence, pupil voice and wellbeing. The approach is now sustained, externally validated and fully embedded across the school.

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
Precision Support	<p>In this school, leaders personalise maths provision through targeted 1:1 teaching, pre-teaching and carefully sequenced small-step learning. Inclusion in whole-class discussion builds confidence, while precision support strengthens functional skills. Regular reviews, strong parent partnership and skilled staff ensure improved engagement, growing independence and measurable progress for the learner.</p>
Designed for Inclusion	<p>In this school, leaders designed every system, structure and space around the needs of vulnerable pupils from the moment the school opened. Research-led planning, rigorous induction, weekly adaptive teaching CPD and responsive SEND systems create highly inclusive practice. Strong attendance, positive pupil voice and LA confidence show the impact of this strategic leadership.</p>
The Hive Talking Head	<p>In this school, leaders created The Hive to deliver short-term, trauma-informed SEMH support that rebuilds pupils' regulation, confidence and readiness to learn. Through personalised interventions, consistent relationships and therapeutic environments, pupils show improved attendance, reduced dysregulation and stronger learning behaviours, enabling successful reintegration and sustained progress in their mainstream setting.</p>
Sensory Support Plan Assessment Strategies	<p>This school has developed inclusive sensory provision to improve regulation, wellbeing and readiness to learn for pupils with SEND. Through universal classroom strategies, a dedicated sensory room, specialist training and personalised sensory passports, the school embeds consistent, responsive support. The approach reduces anxiety, boosts engagement and strengthens access to learning alongside peers.</p>
The Beehive Long Term Plan Medium Term Plan Timetable	<p>The Beehive is a specialised provision supporting pupils with cognition and learning needs through personalised, developmental-level learning. Using a total communication approach, nurturing environments and strong inclusion practices, it builds academic, social and emotional skills. Regular assessments and collaboration with specialists ensure tailored interventions and measurable, positive pupil progress.</p>

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
<u>Roots of Success</u>	<p>This school creates a language-rich, nurturing and inclusive Early Years environment tailored to high EAL, SEND, Early Years Pupil Premium and emotional-regulation needs. Through targeted CPD, consistent communication strategies, trauma-informed routines and a bespoke curriculum, children show improved vocabulary, engagement, regulation and confidence, ensuring stronger foundations and meaningful early progress for all learners.</p>
<u>Universal First</u>	<p>This school strengthens the universal offer by embedding adaptive teaching so pupils' needs are met before escalation. Through data analysis, targeted CPD, refined environments and consistent, high-quality strategies, staff deliver responsive teaching. The approach improves accurate identification, boosts engagement and independence and ensures support is based on real barriers, not labels.</p>
<u>Growing Futures Curriculum</u>	<p>The Learning Garden provides a nurturing, inclusive KS1–KS2 provision delivering a bespoke, tailored curriculum that aligns closely with the Trust's core curriculum framework with particular emphasis on Maths and English integrating play-based and therapeutic approaches. With structured environments, continuous assessment and strong mainstream integration, pupils show improved engagement, communication, regulation and confidence, thriving both academically and socially through personalised, holistic support.</p>
<u>Inclusion Through Adaptation</u>	<p>This school strengthens inclusive classroom practice by embedding adaptive teaching and consistent strategies that support pupils with SEND—particularly Communication & Interaction and SEMH needs. Through scaffolding, visual supports and partnership working, pupils show improved engagement, regulation and independence, enabling them to access the full curriculum alongside peers with reduced reliance on adult support.</p>
<u>Culture First Inclusion</u>	<p>This school builds a shared, evidence-informed understanding of inclusion by developing whole-school principles rooted in psychology and universal provision. Through INSET, learning hubs, reflective practice and staff supervision, the school strengthens adult behaviours, consistency and culture. This approach supports improved pupil outcomes, attendance and behaviour while embedding inclusion across all roles.</p>

How to move to Sustaining Excellence – Case Study/Examples



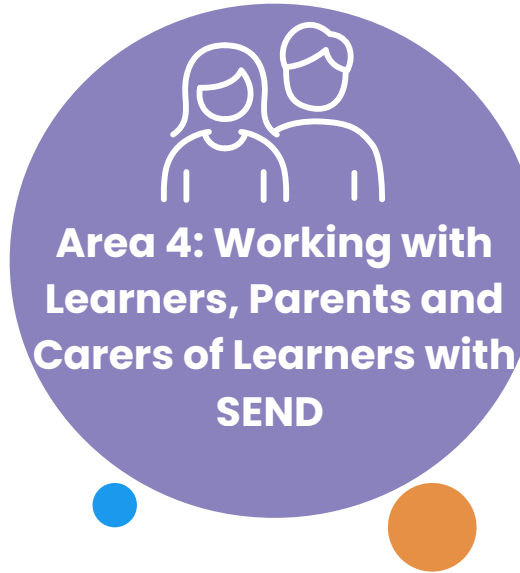
TITLE & ARTEFACTS	BRIEF OVERVIEW
<u>Key Skills Care Plans</u> <u>Blank KSCP</u>	<p>This school introduced Key Skills Care Plans to create a clear, <u>one-page link</u> between EHCP outcomes and Small Steps to Success targets. The approach ensures a consistent golden thread from assessment to classroom practice, improves staff clarity, strengthens parental understanding, and drives purposeful, targeted learning across the curriculum.</p>
<u>Foundations for Focus</u>	<p>This project strengthens the universal offer through structured, evidence-informed strategies such as Attention Autism, Sensory Circuits, TEACCH workstations and Wellcomm screening. Staff receive targeted training, interventions are needs-led and closely tracked, and pupils show improved regulation, engagement and independence, resulting in stronger readiness for learning across the school.</p>
<u>Unlocking Barriers: The Iris Approach</u>	<p>The project strengthens SEND provision through precise assessment, early identification and the Iris specialist pathway. Pupils' needs are unpicked in a structured environment, strategies are trialled and refined, and consistent approaches are embedded in mainstream. This ensures pupils become more regulated, independent and ready to learn, with tailored support grounded in evidence.</p>
<u>3-Part Curriculum</u>	<p>This Trust introduced a 3-Part Curriculum to ensure all learners access a balanced blend of formal, developmental and additional learning. Underpinned by a clear golden thread from aspiration to classroom support, the model adapts flexibly to need, strengthens inclusion and ensures curriculum entitlement, independence and preparation for adulthood for every learner.</p>

How to move to Sustaining Excellence – Case Study/Examples



THESE PROJECTS ALSO HAVE LINKS TO ASPECTS OF THIS THEME:			
Regulation Rooms	Empowerment of TAs	Stronger Together	Warm Transitions
Regulation Revolution	The Foundation	Thrive Together	SCERTS in Action
NW Specialist Curriculum, Assessment & Pedagogy		Shared Responsibility for EHCP Review	

Practice Statements



- 1. The setting provides a clear and accessible SEND Information Report, signposting learners, parents and carers to appropriate advice and support services within the setting and locality (including the area local offer). Leaders understand their roles and responsibilities in promoting the local offer to improve experiences and outcomes for learners and families with SEND.**
- 2. Systems are in place to ensure parents and carers meaning fully contribute to shaping the quality of support and provision through genuine co production, including active participation in parent/carer forums and workshops and involvement as partners in the assess, plan, do, review cycle rather than being informed after decisions are made.**
- 3. Communication with learners, parents and carers is strengths-based and focuses on progress and next steps.**
- 4. Learners feel listened to and heard; they are positive about their learning experience because setting leaders create inclusive, open and safe culture, where the highly skilled staff actively support learners with SEND to understand and communicate all of their needs and strategies that help them learn.**
- 5. The setting leaders take into account the view of learners and their parents and carers, when creating, evaluate and improving a range of opportunities for inclusion, participation and enrichment, for example in learner voice forums, after school clubs etc.**



Establishing Foundations

The setting has a SEND Information Report in place but it is not yet consistently clear, accessible or well understood by learners, parents and carers. Signposting to advice, support services and the local offer is limited or inconsistent. Leaders' understanding of their role in promoting the local offer is developing, and its use to improve experiences and outcomes for families with SEND is not yet secure.

Systems for engaging parents and carers are in place but they are largely informational rather than collaborative. Parents and carers are usually informed of decisions about support and provision after they have been made. Opportunities for genuine co-production, including meaningful involvement in the assess, plan, do, review cycle, are inconsistent or underdeveloped. As a result, parental confidence and influence are variable.

Communication with learners, parents and carers focuses primarily on concerns, needs or issues. Strengths, progress and next steps are not yet a consistent feature of dialogue. Communication is often reactive and does not always build shared understanding or trust.

Learners with SEND are supported by staff, but opportunities for learners to express their views and influence decisions about their learning are uneven. Some learners do not yet feel fully listened to or confident in communicating their needs. An inclusive and safe culture is emerging but it is not yet consistently experienced across the setting.

Leaders consider learner and parent views when planning inclusion, participation and enrichment opportunities but this is informal and inconsistent. Access to learner voice, clubs and enrichment varies. Leaders do not yet evaluate participation or impact systematically to inform improvement.



Strengthening Practice

The SEND Information Report is clearer and more accessible and signposting to advice, support services and the local offer is improving. Leaders demonstrate a growing understanding of their responsibility to promote the local offer and to use it to improve experiences for families with SEND, although practice is not yet fully embedded.

Systems for engaging parents and carers are more structured and increasingly purposeful. Parents and carers contribute to discussions about support and provision and co-production within the assess, plan, do, review cycle is more evident. However, involvement is not yet consistent for all learners and leaders continue to refine systems to ensure genuine partnership.

Communication with learners, parents and carers is increasingly strengths-based. Discussions more routinely focus on progress and next steps, alongside needs. Communication is clearer and more timely, although consistency across the setting is still developing.

Learners with SEND increasingly feel listened to and valued. Staff support learners to communicate their needs and to understand strategies that help them learn. An inclusive and open culture is evident in many aspects of school/setting life, though it is not yet fully embedded or consistently experienced by all learners.

Leaders increasingly use the views of learners and parents and carers to inform inclusion, participation and enrichment opportunities. Access to learner voice and wider opportunities is improving. Leaders are beginning to evaluate participation and impact, though this is not yet systematic or used consistently to refine provision.



Sustaining Excellence

The setting provides a clear, comprehensive and highly accessible SEND Information Report that is well understood and regularly used by learners, parents and carers. Information clearly signposts families to appropriate advice, support services and the local offer. Leaders fully understand their statutory and moral responsibility to promote the local offer and do so proactively. This strengthens parental confidence, improves access to support and contributes directly to improved experiences and outcomes for learners with SEND.

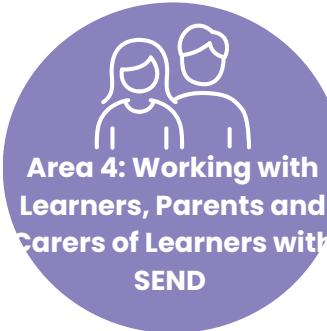
Systems for meaningful engagement and co-production with parents and carers are embedded and sustained. Parents and carers are trusted partners in shaping the quality of support and provision. They contribute actively through structured forums, workshops and ongoing dialogue. Co-production is a defining feature of the assess, plan, do, review cycle, with parents and carers involved from the earliest stages of decision making rather than informed after actions are taken. Leaders evaluate the impact of this partnership on outcomes and refine systems accordingly.

Communication with learners, parents and carers is consistently strengths-based and purposeful. Dialogue focuses on progress, achievements and clear next steps, rather than deficits or labels. Communication is timely, clear and responsive. This shared language strengthens relationships, builds trust and ensures that all stakeholders have a clear understanding of how support is enabling learners with SEND to succeed.

Learners with SEND feel listened to, understood and valued. They are positive about their learning experience and their place within the setting community. Highly skilled staff actively support learners to understand, express and communicate their needs, preferences and the strategies that help them learn and regulate. An inclusive, open and safe culture is embedded across the setting, enabling learners with SEND to participate confidently and authentically.

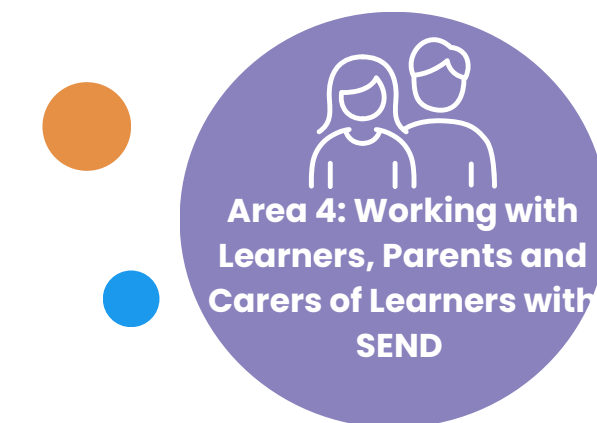
Leaders systematically seek, value and use the views of learners and their parents and carers when designing, evaluating and improving opportunities for inclusion, participation and enrichment. Learner voice structures, clubs, enrichment activities and wider opportunities are accessible and meaningful. Leaders evaluate participation and impact over time to ensure learners with SEND experience belonging, sustained engagement and positive outcomes within and beyond the classroom.

How to move to Sustaining Excellence - Case Study/Examples



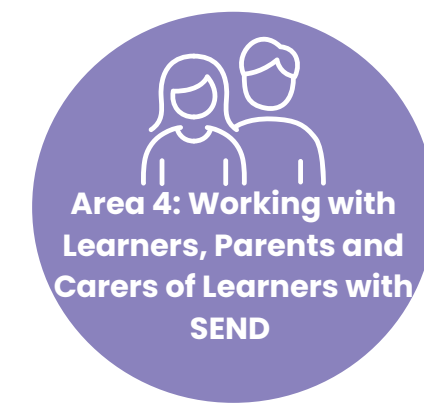
TITLE & ARTEFACTS	BRIEF OVERVIEW
<u>Partnership Triads</u>	<p>The Partnership Triads strategy, strengthens collaboration between school, parents and learners with SEND through improved communication, structured review processes and a clear policy. By involving families, using shared digital tools, and promoting pupil voice, the project boosts engagement, builds positive relationships and helps learners with SEND understand and progress towards their targets.</p>
<u>Stronger Together</u>	<p>The Stronger Together strategy strengthens support for SEND families by hosting multi-agency services on site, guiding parents through complex systems, and improving communication - especially for EAL families. Through drop-ins, coffee afternoons and wide agency partnerships, parents feel supported, needs are identified early and children receive timely, effective provision that improves outcomes.</p>
<u>Genuine Partnerships</u>	<p>In this school, leaders build genuine partnerships with parents so they are true co-producers of SEND provision. Through open dialogue, varied engagement opportunities and trained staff, families feel heard, valued and informed. This strengthens trust, improves identification and ensures personalised support that meets each child's needs more effectively.</p>
<u>Warm Transitions</u> <u>Induction Strategy</u> <u>Welcome Booklet</u> <u>All About Me</u> <u>Organisation Plan</u>	<p>In this school, leaders create warm, personalised transitions that involve pupils and families from the outset. Guided visits, classroom experiences and open dialogue build trust, ensure well-matched placements and give staff meaningful insight. Pupils start school confident, familiar with routines and ready to engage in learning from day one.</p>

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
<u>Precision Support</u>	In this school, leaders personalise maths provision through targeted 1:1 teaching, pre-teaching and carefully sequenced small-step learning. Inclusion in whole-class discussion builds confidence, while precision support strengthens functional skills. Regular reviews, strong parent partnership and skilled staff ensure improved engagement, growing independence and measurable progress for the learner.
<u>The Hive</u> <u>Talking Head</u>	In this school, leaders created The Hive to deliver short-term, trauma-informed SEMH support that rebuilds pupils' regulation, confidence and readiness to learn. Through personalised interventions, consistent relationships and therapeutic environments, pupils show improved attendance, reduced dysregulation and stronger learning behaviours, enabling successful reintegration and sustained progress in their mainstream setting.
<u>Successful Partnerships</u>	This Parent Engagement & Successful Partnerships strategy strengthens parental engagement by building trusting, community-focused relationships with families of pupils with SEMH and complex needs. Through staff training, flexible workshops, accessible communication, proactive <u>Early Help</u> , and inclusive community events, the school reduces barriers, increases parental confidence, and fosters meaningful collaboration. Families feel understood, supported, and more willing to engage, resulting in stronger partnerships and improved outcomes for pupils.
<u>Key Skills Care Plans</u> <u>Blank KSCP</u>	This school introduced Key Skills Care Plans to create a clear, <u>one-page link</u> between EHCP outcomes and Small Steps to Success targets. The approach ensures a consistent golden thread from assessment to classroom practice, improves staff clarity, strengthens parental understanding, and drives purposeful, targeted learning across the curriculum.
<u>Shared Responsibility for EHCP Review</u>	This resource can be used across school to support colleagues in contributing to the review of Education, Health and Care Plan Annual Reviews. Leaders can share this with colleagues prior to the review, collate, and use this to inform the School Advice. This will ensure that there is a holistic, shared perspective shared about the learner's progress towards their EHCP outcomes and the impact of their provision.

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
Unlocking Barriers: The Iris Approach	<p>The project strengthens SEND provision through precise assessment, early identification and the Iris specialist pathway. Pupils' needs are unpicked in a structured environment, strategies are trialled and refined and consistent approaches are embedded in mainstream. This ensures pupils become more regulated, independent and ready to learn, with tailored support grounded in evidence.</p>

THESE PROJECTS ALSO HAVE LINKS TO ASPECTS OF THIS THEME:

Progressive, Sequenced Curriculum	Sensory Success	Regulation Rooms	Designed for Inclusion
Sensory Support	The Foundation	The Beehive	Thrive Together
Roots of Success	Growing Futures	SCERTS in Action	Inclusion Through Adaptation
Culture First Inclusion			

Practice Statements

1. **Leaders develop systems to enable teachers to identify emerging or changing needs quickly and accurately, drawing on specialists where necessary.**
2. **Assessment is comprehensive and used to understand barriers to learning, test hypotheses and inform effective classroom practice rather than assign labels.**
3. **Teachers and leaders evaluate the quality of classroom teaching before identifying SEND or escalating to additional provision.**
4. **Leaders use behaviour, attendance and attainment data to identify unmet or emerging needs and prevent learners being overlooked.**
5. **Parents and carers are actively involved in assessment and identification discussions as partners.**
6. **The SEND register is accurate, up to date and reviewed at least termly to reflect learners' current needs.**



Area 5: Assessment & Identification



Establishing Foundations

Leaders are developing systems to support the identification of learners with SEND but processes are not yet consistently timely or accurate. Identification often relies on individual referrals rather than a shared, systematic approach. Access to specialist input is available but not always used strategically to support early identification

Assessment is used to gather information about learners' difficulties but it is not consistently focused on understanding barriers to learning or informing classroom practice. There is a tendency to focus on identifying SEND or assigning labels rather than testing hypotheses through high quality teaching and adaptation.

Evaluation of classroom teaching before identifying SEND or escalating provision is inconsistent. In some cases, additional support is introduced without sufficient review of the quality of teaching or adaptive practice. As a result, learners' needs are not always clearly understood.

Leaders monitor behaviour, attendance and attainment data but analysis is limited and does not consistently identify emerging or unmet needs. Some learners are at risk of being overlooked, particularly where concerns are less visible or develop gradually.

Parents and carers are involved in assessment discussions but engagement is variable and often occurs after decisions have been made. Partnership working is emerging but not yet embedded.

The SEND register is in place but is not always accurate or up to date. Reviews are irregular and do not consistently reflect learners' current needs.



Strengthening Practice

Leaders have established clearer systems to support identification of SEND, enabling earlier recognition of emerging or changing needs. Teachers are increasingly confident in raising concerns and accessing specialist advice where appropriate, though practice is not yet fully consistent.

Assessment is used more purposefully to explore barriers to learning and inform classroom practice. Leaders and teachers increasingly test hypotheses through adaptive teaching before identifying SEND or escalating provision, although this approach is not yet secure in all cases.

Evaluation of classroom teaching is more routine and informs decision making about additional support. Leaders are increasingly confident in challenging practice where high quality teaching is not yet secure.

Behaviour, attendance and attainment data are analysed more systematically. Leaders identify patterns and trends to highlight unmet or emerging needs, reducing the likelihood that learners are overlooked, though triangulation is still developing.

Parents and carers are more actively involved in assessment and identification discussions. Their views increasingly inform decisions, though partnership is not yet fully consistent across all learners.

The SEND register is reviewed more regularly and is increasingly accurate. It reflects learners' current needs more reliably, though systems to ensure consistency and strategic use continue to develop.



Sustaining Excellence

Leaders have established robust and well embedded systems that enable teachers to identify emerging or changing needs quickly and accurately. Identification is informed by high quality assessment and professional dialogue, with timely involvement of specialists where needed. Systems are responsive and ensure that learners' needs are recognised early and revisited as they change over time.

Assessment is comprehensive and purposeful. It is used to understand barriers to learning, test hypotheses and inform effective classroom practice rather than assign labels. Teachers and leaders evaluate the quality of classroom teaching as the first response, ensuring that high quality teaching and adaptive practice are secured before needs are identified or provision is escalated.

Leaders use behaviour, attendance and attainment data intelligently and in combination. Patterns, trends and anomalies are analysed to identify unmet or emerging needs and to prevent learners being overlooked. This triangulation strengthens professional judgement and ensures timely, appropriate responses.

Parents and carers are active partners in assessment and identification. Their knowledge and insights contribute meaningfully to decision making, strengthening shared understanding of learners' needs and the strategies that support learning and wellbeing.

The SEND register is accurate, up to date and reviewed at least termly. It reflects learners' current needs rather than historic categorisation and is used strategically to inform planning, evaluation and accountability. At this stage, assessment and identification systems are precise, reflective and fully embedded within whole setting practice, enabling sustained improvement and strong outcomes for learners with SEND.

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
<u>Progressive, Sequenced Curriculum</u>	<p>This school developed a progressive, sequenced Scheme of Work and assessment framework that ensures pupils working below age-related expectations access a coherent, inclusive curriculum. Embedded assessment, adaptive teaching and aligned Individual Learning Plans targets secure meaningful progression. Strong professional development and consistent implementation enable sustained improvement in classroom practice and outcomes for learners with SEND.</p>
<u>Sensory Success</u>	<p>This school uses sensory resources to help pupils regulate, feel safe and be ready to learn. Staff use consistent strategies, personalised tools and structured routines to reduce barriers and improve focus. Sensory spaces, daily movement and ongoing assessment ensure pupils are calm, engaged and increasingly independent, leading to better participation and learning across the day.</p>
<u>Regulation Rooms Overview Plan</u>	<p>In this school, leaders use regulation rooms and a whole-school Zones of Regulation approach to create calm, supportive spaces that help pupils manage emotions, return to learning quickly and build independence. Strategic resourcing, pupil voice and consistent staff practice ensure improved readiness, behaviour and engagement for vulnerable learners.</p>
<u>Warm Transitions</u> <u>Induction Strategy</u> <u>Welcome Booklet</u> <u>All About Me</u> <u>Organisation Plan</u>	<p>In this school, leaders create warm, personalised transitions that involve pupils and families from the outset. Guided visits, classroom experiences and open dialogue build trust, ensure well-matched placements and give staff meaningful insight. Pupils start school confident, familiar with routines and ready to engage in learning from day one.</p>
<u>The Hive</u> <u>Talking Head</u>	<p>In this school, leaders created The Hive to deliver short-term, trauma-informed SEMH support that rebuilds pupils' regulation, confidence and readiness to learn. Through personalised interventions, consistent relationships and therapeutic environments, pupils show improved attendance, reduced dysregulation and stronger learning behaviours, enabling successful reintegration and sustained progress in their mainstream setting.</p>

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
Sensory Support Plan Assessment Strategies	<p>This school has developed inclusive sensory provision to improve regulation, wellbeing and readiness to learn for pupils with SEND. Through universal classroom strategies, a dedicated sensory room, specialist training and personalised sensory passports, the school embeds consistent, responsive support. The approach reduces anxiety, boosts engagement, and strengthens access to learning alongside peers.</p>
The Beehive Long Term Plan Medium Term Plan Timetable	<p>The Beehive is a specialised provision supporting pupils with cognition and learning needs through personalised, developmental-level learning. Using a total communication approach, nurturing environments, and strong inclusion practices, it builds academic, social, and emotional skills. Regular assessments and collaboration with specialists ensure tailored interventions and measurable, positive pupil progress.</p>
Thrive Together	<p>This school strengthens inclusive practice across mainstream and SEN provision through a whole-school, strategic approach. Grounded in an external audit framework, it ensures highly trained staff, bespoke curricula and robust assessment systems. The work delivers strong outcomes, improved behaviours and outstanding recognition, enabling every child with SEND to thrive and progress confidently.</p>
Roots of Success	<p>This school creates a language-rich, nurturing and inclusive Early Years environment tailored to high EAL, SEND, Early Years Pupil Premium and emotional-regulation needs. Through targeted CPD, consistent communication strategies, trauma-informed routines and a bespoke curriculum, children show improved vocabulary, engagement, regulation and confidence, ensuring stronger foundations and meaningful early progress for all learners.</p>
Universal First	<p>This school strengthens the universal offer by embedding adaptive teaching so pupils' needs are met before escalation. Through data analysis, targeted CPD, refined environments and consistent, high-quality strategies, staff deliver responsive teaching. The approach improves accurate identification, boosts engagement and independence and ensures support is based on real barriers, not labels.</p>

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
<p><u>Growing Futures Curriculum</u></p>	<p>The Learning Garden provides a nurturing, inclusive KS1–KS2 provision delivering a bespoke, tailored curriculum that aligns closely with the Trust’s core curriculum framework with particular emphasis on Maths and English integrating play-based and therapeutic approaches. With structured environments, continuous assessment and strong mainstream integration, pupils show improved engagement, communication, regulation and confidence, thriving both academically and socially through personalised, holistic support.</p>
<p><u>SCERTS in Action</u></p>	<p>This school strengthens assessment by introducing a three-tier system aligned to each learner’s pathway, using PASS, curriculum-focused targets and SCERTS for bespoke learners. Staff received whole-team training, enabling consistent, meaningful support. The approach improves communication, emotional regulation and functional skills, offering a transferable, evidence-informed framework for wider mainstream SEND practice.</p>
<p><u>NW Specialist Curriculum, Assessment & Pedagogy</u></p>	<p>This project created data-driven progression charts enabling mainstream and specialist schools to set ambitious, realistic targets for pupils working below age-related expectations. Developed collaboratively and refined over multiple data cycles, the system supports consistent tracking, early identification of slow progress and higher aspirations, improving teaching, intervention and overall pupil outcomes.</p>
<p><u>Key Skills Care Plans Blank KSCP</u></p>	<p>This school introduced Key Skills Care Plans to create a clear, <u>one-page link</u> between EHCP outcomes and Small Steps to Success targets. The approach ensures a consistent golden thread from assessment to classroom practice, improves staff clarity, strengthens parental understanding, and drives purposeful, targeted learning across the curriculum.</p>
<p><u>Shared Responsibility for EHCP Review</u></p>	<p>This resource can be used across school to support colleagues in contributing to the review of Education, Health and Care Plan Annual Reviews. Leaders can share this with colleagues prior to the review, collate, and use this to inform the School Advice. This will ensure that there is a holistic, shared perspective shared about the learner’s progress towards their EHCP outcomes and the impact of their provision.</p>

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
<u>Foundations for Focus</u>	This project strengthens the universal offer through structured, evidence-informed strategies such as Attention Autism, Sensory Circuits, TEACCH workstations and Wellcomm screening. Staff receive targeted training, interventions are needs-led and closely tracked, and pupils show improved regulation, engagement and independence, resulting in stronger readiness for learning across the school.
<u>Unlocking Barriers: The Iris Approach</u>	The project strengthens SEND provision through precise assessment, early identification and the Iris specialist pathway. Pupils' needs are unpicked in a structured environment, strategies are trialled and refined, and consistent approaches are embedded in mainstream. This ensures pupils become more regulated, independent and ready to learn, with tailored support grounded in evidence.
<u>Small Steps to Success</u>	This school introduced Small Steps to Success to provide a precise, specialist assessment framework for learners with SEND. By replacing levels with shared developmental steps, the approach enables accurate baselining, ambitious target-setting and consistent moderation. It strengthens staff confidence, tracks progress reliably and ensures learning pathways are clearly linked to outcomes and annual reviews.

THESE PROJECTS ALSO HAVE LINKS TO ASPECTS OF THIS THEME:

<u>Think, Explore, Thrive</u>	<u>Independence in Action</u>	<u>Communicate to Connect</u>	<u>Stronger Together</u>
<u>Genuine Partnerships</u>	<u>Precision Support</u>	<u>Designed for Inclusion</u>	<u>Regulation Revolution</u>
<u>The Foundation</u>	<u>Successful Partnerships</u>	<u>Inclusion Through Adaptation</u>	<u>Culture First Inclusion</u>

Practice Statements



1. **Learners with SEND have personalised plans that are reviewed at least termly with parents and carers to evaluate progress and next steps.**
2. **Interventions are well-matched to the individual requirements of learners and are planned and implemented through a rigorous assess, plan, do review cycle. Baseline assessments are used to plan realistic, time-constrained, outcome-focused interventions. Interventions are adapted or discontinued based on clear evidence of impact.**
3. **Progress monitoring prioritises learners' growing independence, i.e. what they can do without adult support.**
4. **Leaders rigorously and systematically monitor the progress of learners with SEND across subjects through a triangulated evidence base, including work scrutiny, learner voice and parent/carer voice (co-production). They evaluate the cumulative impact of provision on curriculum access and make necessary adjustments to improve outcomes for learners with SEND.**
5. **Leaders use robust baseline data, select appropriate intervention success criteria and use observation to evaluate the impact of interventions and teaching assistant deployment, ensuring time spent on interventions (in or out of class) is justified by improved outcomes.**



Establishing Foundations

Systems for monitoring, tracking and evaluation for learners with SEND are in place but are not yet consistent or robust. Personalised plans exist, but reviews are irregular or focus more on provision than on evaluating progress and agreeing clear next steps. Parental involvement in reviews is variable and not yet embedded as co-production.

Interventions are identified for learners with SEND but matching to individual needs is inconsistent. Baseline assessments are sometimes used, though intervention planning is not always time constrained or outcome focused. The assess, plan, do, review cycle is applied unevenly and interventions are not routinely adapted or discontinued based on evidence of impact.

Progress monitoring focuses primarily on task completion or short-term gains rather than learners' growing independence. Leaders and staff do not yet consistently evaluate what learners can do without adult support or how securely learning transfers into classroom practice.

Leaders monitor progress for learners with SEND, but this is often within individual subjects or interventions rather than across the curriculum. Use of work scrutiny, learner voice and parent or carer voice is limited and not systematically triangulated. Evaluation tends to focus on individual support rather than cumulative impact on curriculum access.

Evaluation of interventions and teaching assistant deployment is underdeveloped. Decisions about time spent in or out of class are not consistently informed by baseline data or clear success criteria and the impact on outcomes is not routinely reviewed.



Strengthening Practice

Systems for monitoring, tracking and evaluation are more coherent and increasingly embedded.

Personalised plans are reviewed at least termly for most learners, with parents and carers increasingly involved in discussions about progress and next steps. Reviews are more evaluative, though consistency across the setting is still developing.

Interventions are more closely matched to learners' individual needs. Baseline assessments are used more routinely to plan time limited and outcome focused support. The assess, plan, do, review cycle is applied more consistently, and interventions are increasingly adapted or discontinued in response to evidence, though practice is not yet fully secure.

Progress monitoring increasingly prioritises learners' independence. Leaders and staff consider what learners can do without adult support and how learning is applied in class, although this focus is not yet embedded in all areas.

Leaders monitor progress across subjects more systematically. Work scrutiny, learner voice and parent or carer voice are increasingly used together to build a fuller picture of impact. Evaluation is beginning to focus on curriculum access and participation over time, though this approach is not yet consistently applied.

Leaders use baseline data, emerging success criteria and observation to evaluate the impact of interventions and teaching assistant deployment. Decisions about time spent in or out of class are more considered, though leaders continue to refine systems to ensure access to high quality teaching is maximised and impact is consistently evidenced.



Sustaining Excellence

There is a highly effective, rigorous and embedded approach to monitoring, tracking and evaluation for learners with SEND. Personalised plans are high quality, outcome focused and reviewed at least termly with parents and carers. They are used as living documents to evaluate progress, agree clear next steps and refine provision in response to learners' changing needs. Co-production with families is integral to this process.

Interventions are precisely matched to individual learners' needs and are planned through a disciplined assess, plan, do, review cycle. Robust baseline assessments inform realistic, time constrained and outcome driven intervention plans. Leaders ensure interventions are adapted, intensified or discontinued promptly based on clear evidence of impact rather than duration or tradition.

Progress monitoring is sharply focused on learners' growing independence. Leaders and staff evaluate success by what learners can do confidently without adult support and how securely learning transfers into everyday classroom practice. Reducing dependency and increasing independence over time is a clear and consistent priority.

Leaders have a detailed and accurate understanding of how learners with SEND achieve across subjects, classes and phases. Monitoring draws on a triangulated evidence base, including work scrutiny, learner voice and parent and carer voice. Evaluation focuses on the cumulative impact of provision on curriculum access, participation and learning over time, rather than isolated intervention gains.

Leaders use robust baseline data, clear success criteria and direct observation to evaluate the impact of interventions and teaching assistant deployment. Time spent in or out of class is routinely reviewed and justified by demonstrable improvements in outcomes. Strategic adjustments are made to ensure access to high quality classroom teaching is maximised.

At this stage, monitoring, tracking and evaluation are precise, reflective and deeply embedded within whole school systems. They drive sustained improvement, informed decision making and strong outcomes for learners with SEND.

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
<u>Think, Explore, Thrive</u>	This school redesigned its curriculum to ensure every learner accesses a personalised, evidence-informed and ambitious offer. Through clear pathways, robust assessment and consistent communication approaches, teaching is now tightly matched to need. Functional, real-life learning builds independence, improves engagement and strengthens progression, supporting pupils to thrive in school, community and adulthood.
<u>Independence in Action</u>	This college strengthened its curriculum, accreditation and work-based learning to improve outcomes for young adults with complex needs. Through structured implementation, specialist collaboration and robust quality assurance, learners now achieve aspirational destinations. The PACE vision is embedded, independence is central, and engagement, attendance and progression remain consistently strong across the provision.
<u>Progressive, Sequenced Curriculum</u>	This school developed a progressive, sequenced Scheme of Work and assessment framework that ensures pupils working below age-related expectations access a coherent, inclusive curriculum. Embedded assessment, adaptive teaching and aligned Individual Learning Plans targets secure meaningful progression. Strong professional development and consistent implementation enable sustained improvement in classroom practice and outcomes for learners with SEND.
<u>Regulation Rooms Overview Plan</u>	In this school, leaders use regulation rooms and a whole-school Zones of Regulation approach to create calm, supportive spaces that help pupils manage emotions, return to learning quickly and build independence. Strategic resourcing, pupil voice and consistent staff practice ensure improved readiness, behaviour and engagement for vulnerable learners.

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
Precision Support	<p>In this school, leaders personalise maths provision through targeted 1:1 teaching, pre-teaching and carefully sequenced small-step learning. Inclusion in whole-class discussion builds confidence, while precision support strengthens functional skills. Regular reviews, strong parent partnership and skilled staff ensure improved engagement, growing independence and measurable progress for the learner.</p>
The Hive Talking Head	<p>In this school, leaders created The Hive to deliver short-term, trauma-informed SEMH support that rebuilds pupils' regulation, confidence and readiness to learn. Through personalised interventions, consistent relationships and therapeutic environments, pupils show improved attendance, reduced dysregulation and stronger learning behaviours, enabling successful reintegration and sustained progress in their mainstream setting.</p>
The Beehive Long Term Plan Medium Term Plan Timetable	<p>The Beehive is a specialised provision supporting pupils with cognition and learning needs through personalised, developmental-level learning. Using a total communication approach, nurturing environments, and strong inclusion practices, it builds academic, social, and emotional skills. Regular assessments and collaboration with specialists ensure tailored interventions and measurable, positive pupil progress.</p>
Thrive Together	<p>This school strengthens inclusive practice across mainstream and SEN provision through a whole-school, strategic approach. Grounded in an external audit framework, it ensures highly trained staff, bespoke curricula and robust assessment systems. The work delivers strong outcomes, improved behaviours and outstanding recognition, enabling every child with SEND to thrive and progress confidently.</p>
Roots of Success	<p>This school creates a language-rich, nurturing and inclusive Early Years environment tailored to high EAL, SEND, Early Years Pupil Premium and emotional-regulation needs. Through targeted CPD, consistent communication strategies, trauma-informed routines and a bespoke curriculum, children show improved vocabulary, engagement, regulation and confidence, ensuring stronger foundations and meaningful early progress for all learners.</p>

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
<p><u>Universal First</u></p>	<p>This school strengthens the universal offer by embedding adaptive teaching so pupils' needs are met before escalation. Through data analysis, targeted CPD, refined environments and consistent, high-quality strategies, staff deliver responsive teaching. The approach improves accurate identification, boosts engagement and independence and ensures support is based on real barriers, not labels.</p>
<p><u>Growing Futures Curriculum</u></p>	<p>The Learning Garden provides a nurturing, inclusive KS1–KS2 provision delivering a bespoke, tailored curriculum that aligns closely with the Trust's core curriculum framework with particular emphasis on Maths and English integrating play-based and therapeutic approaches. With structured environments, continuous assessment and strong mainstream integration, pupils show improved engagement, communication, regulation and confidence, thriving both academically and socially through personalised, holistic support.</p>
<p><u>SCERTS in Action</u></p>	<p>This school strengthens assessment by introducing a three-tier system aligned to each learner's pathway, using PASS, curriculum-focused targets and SCERTS for bespoke learners. Staff received whole-team training, enabling consistent, meaningful support. The approach improves communication, emotional regulation and functional skills, offering a transferable, evidence-informed framework for wider mainstream SEND practice.</p>
<p><u>NW Specialist Curriculum, Assessment & Pedagogy</u></p>	<p>This project created data-driven progression charts enabling mainstream and specialist schools to set ambitious, realistic targets for pupils working below age-related expectations. Developed collaboratively and refined over multiple data cycles, the system supports consistent tracking, early identification of slow progress and higher aspirations, improving teaching, intervention and overall pupil outcomes.</p>
<p><u>Key Skills Care Plans Blank KSCP</u></p>	<p>This school introduced Key Skills Care Plans to create a clear, <u>one-page link</u> between EHCP outcomes and Small Steps to Success targets. The approach ensures a consistent golden thread from assessment to classroom practice, improves staff clarity, strengthens parental understanding, and drives purposeful, targeted learning across the curriculum.</p>

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
<u>Shared Responsibility for EHCP Review</u>	This resource can be used across school to support colleagues in contributing to the review of Education, Health and Care Plan Annual Reviews. Leaders can share this with colleagues prior to the review, collate, and use this to inform the School Advice. This will ensure that there is a holistic, shared perspective shared about the learner’s progress towards their EHCP outcomes and the impact of their provision.
<u>Foundations for Focus</u>	This project strengthens the universal offer through structured, evidence-informed strategies such as Attention Autism, Sensory Circuits, TEACCH workstations and Wellcomm screening. Staff receive targeted training, interventions are needs-led and closely tracked, and pupils show improved regulation, engagement and independence, resulting in stronger readiness for learning across the school.
<u>Unlocking Barriers: The Iris Approach</u>	The project strengthens SEND provision through precise assessment, early identification and the Iris specialist pathway. Pupils’ needs are unpicked in a structured environment, strategies are trialled and refined, and consistent approaches are embedded in mainstream. This ensures pupils become more regulated, independent and ready to learn, with tailored support grounded in evidence.
<u>Small Steps to Success</u>	This school introduced Small Steps to Success to provide a precise, specialist assessment framework for learners with SEND. By replacing levels with shared developmental steps, the approach enables accurate baselining, ambitious target-setting and consistent moderation. It strengthens staff confidence, tracks progress reliably and ensures learning pathways are clearly linked to outcomes and annual reviews.

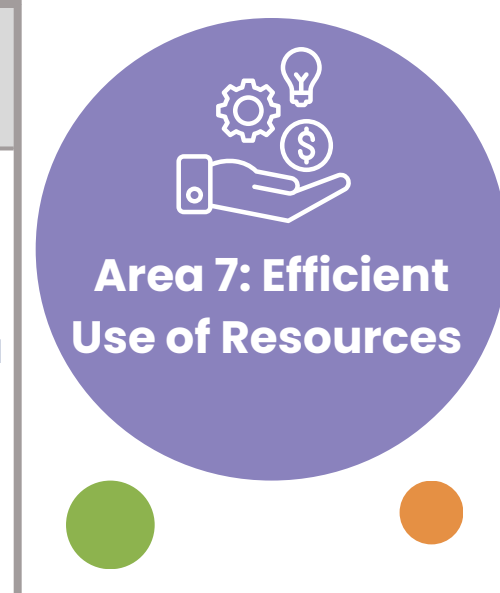
How to move to Sustaining Excellence – Case Study/Examples



THESE PROJECTS ALSO HAVE LINKS TO ASPECTS OF THIS THEME:

Partnership Triads	Sensory Success	Communicate to Connect	Empowerment of TAs
Stronger Together	Genuine Partnerships	Warm Transitions	Designed for Inclusion
Regulation Revolution	Sensory Support	The Foundation	Successful Partnerships
Inclusion Through Adaptation		Culture First Inclusion	

Practice Statements



- 1. SEND has a clear profile within staff professional development. All staff access high quality, evidence informed professional learning aligned to the Standard for Teachers' Professional Development. Professional development prioritises inclusive teaching strategies that support learners with SEND and benefit all learners.**
- 2. Teaching assistants and support staff are well-inducted, receive regular professional reviews and access professional development aligned to the setting development plan and learner outcomes.**
- 3. Leaders plan and review the deployment of teaching assistants and support staff. Teachers communicate clearly and work in professional partnership with additional adults. Teaching assistants add value to teacher led instruction and are not routinely attached to individual learners. Leaders consider whether learners with SEND spend at least as much time with the class teacher as their peers.**
- 4. A graduated approach to intervention is in place. Class, group and individual support is balanced appropriately. Interventions are evidence informed and coordinated, supported by systems such as provision mapping to review impact over time.**
- 5. Administrative systems support strategic SEND leadership.**

Establishing Foundations

SEND has a developing but inconsistent profile within professional development. Some staff access training related to inclusive practice but this is not yet coherent, evidence informed or aligned to the Standard for Teachers' Professional Development. Professional learning does not yet prioritise inclusive teaching strategies in a systematic way, and its impact on classroom practice and outcomes for learners with SEND is variable.

Teaching assistants and support staff receive basic induction and some opportunities for development. Professional reviews are in place but tend to focus on operational responsibilities rather than impact on learning or learner outcomes. Professional development for additional adults is not yet closely aligned to the setting development plan or SEND priorities.

Deployment of teaching assistants and support staff is largely reactive. Communication between teachers and additional adults is inconsistent, and professional partnerships are not yet secure. Teaching assistants are often attached to individual learners, which can unintentionally reduce independence or access to teacher led instruction. Leaders do not yet consistently consider whether learners with SEND spend at least as much time with the class teacher as their peers.

A graduated approach to support is emerging but not yet secure. Class, group and individual provision exists but balance is uneven and interventions are not always evidence informed. Systems such as provision mapping are underdeveloped or inconsistently used, limiting leaders' ability to review impact over time.

Administrative systems support basic SEND processes but are fragmented and time intensive. These systems limit leaders' capacity to monitor provision strategically, evaluate impact or deploy resources efficiently.

Strengthening Practice

SEND has a clearer and more consistent profile within professional development. Professional learning increasingly reflects evidence informed approaches and is more closely aligned to the Standard for Teachers' Professional Development. Inclusive teaching strategies are prioritised more routinely, and staff confidence and consistency of practice are improving, though impact is not yet embedded across all classrooms.

Teaching assistants and support staff are better inducted and receive more regular professional reviews. Professional development is increasingly aligned to the setting development plan and learner outcomes. Leaders are beginning to evaluate the impact of training on practice, although this is not yet systematic or sustained.

Deployment of teaching assistants and support staff is more deliberately planned and reviewed. Teachers communicate more clearly with additional adults and work in closer professional partnership. Teaching assistants increasingly add value to teacher led instruction and promote independence, although some attachment to individual learners remains and practice varies.

A graduated approach to support is more securely established. Class, group and individual provision is better balanced, and interventions are more consistently evidence informed. Provision mapping is used more effectively to coordinate support and review impact, though its use to drive strategic decision making continues to develop.

Administrative systems increasingly enable strategic SEND leadership. Systems support more efficient monitoring, tracking and review of provision, allowing leaders to make more informed decisions about resource deployment. Further refinement is needed to fully embed coherent, sustainable and evidence informed use of resources over time.

Sustaining Excellence

Highly effective and strategic use of resources secure strong and sustained outcomes for learners with SEND. SEND has a clear, visible and embedded profile within professional development planning and whole setting improvement.

All staff engage in high quality, evidence informed professional learning aligned to the Standard for Teachers' Professional Development. Professional development prioritises inclusive teaching strategies that improve classroom practice and support learners with SEND while benefiting all learners. Teaching assistants and support staff are well inducted, receive regular professional reviews and access professional learning that is closely aligned to setting development priorities and learner outcomes.

Deployment of teaching assistants and support staff is carefully planned, routinely reviewed and refined. Teachers communicate clearly and work in professional partnership with additional adults. Teaching assistants consistently add value to teacher led instruction, promote learner independence and are not routinely attached to individual learners. Leaders ensure that learners with SEND spend at least as much time with the class teacher as their peers and have equitable access to high quality teaching.

A graduated approach to support is fully embedded. Class, group and individual provision is balanced appropriately. Interventions are evidence informed, strategically coordinated and reviewed through robust systems such as provision mapping. Decisions to continue, adapt or discontinue support are based on clear evidence of impact on learning, independence and curriculum access over time.

Administrative systems enable SEND leaders to work strategically. Systems reduce unnecessary workload, support accurate tracking and evaluation, and enable leaders to monitor provision efficiently. Resources are deployed coherently and transparently to sustain inclusive practice and continuously improve outcomes for learners with SEND.

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
<u>Independence in Action</u>	This college strengthened its curriculum, accreditation and work-based learning to improve outcomes for young adults with complex needs. Through structured implementation, specialist collaboration and robust quality assurance, learners now achieve aspirational destinations. The PACE vision is embedded, independence is central, and engagement, attendance and progression remain consistently strong across the provision.
<u>Progressive, Sequenced Curriculum</u>	This school developed a progressive, sequenced Scheme of Work and assessment framework that ensures pupils working below age-related expectations access a coherent, inclusive curriculum. Embedded assessment, adaptive teaching and aligned Individual Learning Plans targets secure meaningful progression. Strong professional development and consistent implementation enable sustained improvement in classroom practice and outcomes for learners with SEND.
<u>Sensory Success</u>	This school uses sensory resources to help pupils regulate, feel safe and be ready to learn. Staff use consistent strategies, personalised tools and structured routines to reduce barriers and improve focus. Sensory spaces, daily movement and ongoing assessment ensure pupils are calm, engaged and increasingly independent, leading to better participation and learning across the day.
<u>Regulation Rooms Overview Plan</u>	In this school, leaders use regulation rooms and a whole-school Zones of Regulation approach to create calm, supportive spaces that help pupils manage emotions, return to learning quickly and build independence. Strategic resourcing, pupil voice and consistent staff practice ensure improved readiness, behaviour and engagement for vulnerable learners.
<u>Empowerment of TAs</u>	In this school, leaders use structured probation reviews and TA development meetings to deploy staff where their strengths have the greatest impact. A clear CPD pathway builds expertise, values staff voice and ensures teaching assistants work as skilled partners in learning, improving support, independence and outcomes for all pupils.

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
<u>Stronger Together</u>	The Stronger Together strategy strengthens support for SEND families by hosting multi-agency services on site, guiding parents through complex systems, and improving communication - especially for EAL families. Through drop-ins, coffee afternoons and wide agency partnerships, parents feel supported, needs are identified early, and children receive timely, effective provision that improves outcomes.
<u>Designed for Inclusion</u>	In this school, leaders designed every system, structure and space around the needs of vulnerable pupils from the moment the school opened. Research-led planning, rigorous induction, weekly adaptive teaching CPD and responsive SEND systems create highly inclusive practice. Strong attendance, positive pupil voice and LA confidence show the impact of this strategic leadership.
<u>The Hive</u> <u>Talking Head</u>	In this school, leaders created The Hive to deliver short-term, trauma-informed SEMH support that rebuilds pupils' regulation, confidence and readiness to learn. Through personalised interventions, consistent relationships and therapeutic environments, pupils show improved attendance, reduced dysregulation and stronger learning behaviours, enabling successful reintegration and sustained progress in their mainstream setting.
<u>Sensory Support</u> <u>Plan</u> <u>Assessment</u> <u>Strategies</u>	This School has developed inclusive sensory provision to improve regulation, wellbeing and readiness to learn for pupils with SEND. Through universal classroom strategies, a dedicated sensory room, specialist training and personalised sensory passports, the school embeds consistent, responsive support. The approach reduces anxiety, boosts engagement, and strengthens access to learning alongside peers.
<u>The Foundation</u>	In this school, leaders created The Foundation to provide a trauma-informed, psychologically responsive provision for pupils facing significant barriers to attendance, engagement and wellbeing. Through multidisciplinary support, therapeutic input and personalised reintegration, pupils show improved attendance, reduced incidents and greater stability, enabling them to reconnect with learning and thrive in mainstream.

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
Successful Partnerships	<p>This Parent Engagement & Successful Partnerships strategy strengthens parental engagement by building trusting, community-focused relationships with families of pupils with SEMH and complex needs. Through staff training, flexible workshops, accessible communication, proactive Early Help, and inclusive community events, the school reduces barriers, increases parental confidence, and fosters meaningful collaboration. Families feel understood, supported, and more willing to engage, resulting in stronger partnerships and improved outcomes for pupils.</p>
The Beehive Long Term Plan Medium Term Plan Timetable	<p>The Beehive is a specialised provision supporting pupils with cognition and learning needs through personalised, developmental-level learning. Using a total communication approach, nurturing environments, and strong inclusion practices, it builds academic, social, and emotional skills. Regular assessments and collaboration with specialists ensure tailored interventions and measurable, positive pupil progress.</p>
Thrive Together	<p>This school strengthens inclusive practice across mainstream and SEN provision through a whole-school, strategic approach. Grounded in an external audit framework, it ensures highly trained staff, bespoke curricula and robust assessment systems. The work delivers strong outcomes, improved behaviours and outstanding recognition, enabling every child with SEND to thrive and progress confidently.</p>
Universal First	<p>This school strengthens the universal offer by embedding adaptive teaching so pupils' needs are met before escalation. Through data analysis, targeted CPD, refined environments and consistent, high-quality strategies, staff deliver responsive teaching. The approach improves accurate identification, boosts engagement and independence and ensures support is based on real barriers, not labels.</p>
Growing Futures Curriculum	<p>The Learning Garden provides a nurturing, inclusive KS1–KS2 provision delivering a bespoke, tailored curriculum that aligns closely with the Trust's core curriculum framework with particular emphasis on Maths and English integrating play-based and therapeutic approaches. With structured environments, continuous assessment and strong mainstream integration, pupils show improved engagement, communication, regulation and confidence, thriving both academically and socially through personalised, holistic support.</p>

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
<u>SCERTS in Action</u>	This school strengthens assessment by introducing a three-tier system aligned to each learner’s pathway, using PASS, curriculum-focused targets and SCERTS for bespoke learners. Staff received whole-team training, enabling consistent, meaningful support. The approach improves communication, emotional regulation and functional skills, offering a transferable, evidence-informed framework for wider mainstream SEND practice.
<u>Culture First Inclusion</u>	This school builds a shared, evidence-informed understanding of inclusion by developing whole-school principles rooted in psychology and universal provision. Through INSET, learning hubs, reflective practice and staff supervision, the school strengthens adult behaviours, consistency and culture. This approach supports improved pupil outcomes, attendance and behaviour while embedding inclusion across all roles.
<u>Unlocking Barriers: The Iris Approach</u>	The project strengthens SEND provision through precise assessment, early identification and the Iris specialist pathway. Pupils’ needs are unpicked in a structured environment, strategies are trialled and refined, and consistent approaches are embedded in mainstream. This ensures pupils become more regulated, independent and ready to learn, with tailored support grounded in evidence.

THESE PROJECTS ALSO HAVE LINKS TO ASPECTS OF THIS THEME:

<u>Think, Explore, Thrive</u>	<u>Communicate to Connect</u>	<u>Genuine Partnerships</u>	<u>Warm Transitions</u>
<u>Precision Support</u>	<u>Regulation Revolution</u>	<u>Roots of Success</u>	<u>Inclusion Through Adaptation</u>
<u>NW Specialist Curriculum, Assessment & Pedagogy</u>		<u>Key Skills Care Plans</u>	

Practice Statements



1. **The setting is appropriately staffed and resourced to meet statutory requirements and support high quality provision for learners with SEND.**
2. **Leaders engage with external agencies and specialists to support learners and build staff capacity. Specialist advice is implemented where needed, reasonable adjustments are made in line with statutory guidance and any alternative provision used is suitable, safe and in learners' best interests.**
3. **Alternative Provision is strategically used to improve individual learner outcomes. All Alternative Provision meets a high standard of safeguarding and quality assurance is regular and robust.**
4. **SEND provision is holistic and responsive to learners' needs, development and wellbeing. Classroom teaching, intervention and specialist input are aligned to shared outcomes. Staff create safe environments, value all learners equally and adapt environments to support inclusion, participation and belonging.**
5. **Leaders recognise that effective inclusion begins with everyday high quality inclusive teaching. Leaders reflect on whether SEND systems reduce dependency and increase independence over time. Staff maintain high expectations for all learners and use language and approaches that avoid generalisations or stereotypes.**
6. **Leaders maintain an evidence informed understanding of SEND provision, including strengths and areas for development and engage with wider developments in practice to inform ongoing improvement.**



Establishing Foundations



Strengthening Practice



Sustaining Excellence

The setting meets statutory requirements for SEND but staffing and resourcing are not yet consistently aligned to securing high quality provision. Leaders ensure baseline compliance, however decisions about staffing, specialist support and resources are often reactive. Provision does not yet reliably meet the full range of learners' needs or secure strong outcomes over time.

Leaders engage with external agencies and specialists when concerns escalate but this engagement is not consistently planned or timely. Specialist advice is received but implementation is variable and review of impact is limited. Reasonable adjustments are made in some contexts, though practice is inconsistent. Where alternative provision is used, leaders focus primarily on placement and attendance. Quality assurance and safeguarding oversight are underdeveloped and impact on outcomes is not routinely evaluated.

SEND provision is in place but lacks coherence. Classroom teaching, intervention and specialist input operate in parallel rather than being aligned to shared outcomes. Support often focuses on immediate need rather than learners' wider development, wellbeing and long term independence. Learners' experiences of safety, inclusion, participation and belonging are inconsistent.

Leaders recognise the importance of high quality teaching for learners with SEND, but inclusive classroom practice is not yet a consistent driver of provision. SEND systems can unintentionally increase dependency over time. Expectations for learners with SEND vary between staff and contexts. Inclusive language and approaches are emerging but are not yet secure or consistently applied.

Staffing and resourcing for SEND are more securely aligned to statutory requirements and improving provision. Leaders deploy resources more deliberately and review their effectiveness with greater regularity. Alignment between resources, provision and outcomes is improving, though it is not yet consistently strategic or sustained.

Leaders engage more purposefully with external agencies and specialists. Specialist advice is more consistently implemented and is beginning to be reviewed for impact on learners' learning and wellbeing. Reasonable adjustments are more routinely embedded in practice. Where alternative provision is used, leaders provide clearer oversight and increasingly consider safeguarding, suitability and quality, though quality assurance processes are not yet fully embedded.

SEND provision is increasingly coherent and responsive to learners' needs, development and wellbeing. Classroom teaching, intervention and specialist input are better aligned to shared outcomes. Staff more consistently create safe and inclusive environments and adaptations increasingly support participation, belonging and engagement, though practice varies between classes or phases.

Leaders place greater emphasis on everyday high quality inclusive teaching. SEND systems are reviewed more regularly to reduce dependency and promote independence, though this is not yet consistent for all learners. Expectations for learners with SEND are increasingly ambitious. Staff use more inclusive language and approaches, though some generalisations and inconsistent practice remain.

The setting demonstrates highly effective and sustained SEND provision. Staffing and resourcing are securely aligned to statutory requirements and enable consistently high quality provision for learners with SEND. Leaders deploy resources strategically and review them regularly to ensure provision remains responsive and outcomes are sustained over time.

Leaders work confidently and purposefully with external agencies and specialists to support learners and build staff capacity. Specialist advice is implemented effectively and evaluated for impact. Reasonable adjustments are embedded in everyday practice in line with statutory guidance. Where alternative provision is used, leaders exercise strong strategic oversight. All alternative provision is suitable, safe and demonstrably in learners best interests, with robust quality assurance and safeguarding arrangements in place.

SEND provision is holistic, coherent and responsive to learners' academic, social, emotional and wellbeing needs. Classroom teaching, intervention and specialist input are tightly aligned to shared outcomes. Staff consistently create safe environments, value all learners equally and adapt physical and learning environments to promote inclusion, participation and a strong sense of belonging.

Leaders place everyday high quality inclusive teaching at the centre of their inclusion strategy. SEND systems are routinely evaluated to ensure they reduce dependency and increase learners independence over time. Staff maintain consistently high expectations for all learners and use inclusive language and approaches that avoid generalisations and challenge stereotypes.

Leaders have a developing understanding of the strengths and weaknesses of SEND provision. Evaluation is limited in scope and largely descriptive rather than analytical. The setting is not yet outward facing and does not routinely engage with wider developments in SEND practice to inform improvement.

Leaders have a more secure and developing understanding of the quality and impact of SEND provision. Strengths and areas for development are identified through more systematic evaluation. The setting is increasingly outward facing and beginning to draw on wider developments in practice to inform improvement, though this is not yet embedded or sustained.

Leaders maintain a secure, evidence informed understanding of the quality and impact of SEND provision. Strengths and areas for development are identified accurately through ongoing evaluation and reflection. The setting is outward facing and engages critically with wider developments in practice, using this learning to sustain improvement and adapt provision to meet the evolving needs of learners and the wider system.

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
<u>Think, Explore, Thrive</u>	This school redesigned its curriculum to ensure every learner accesses a personalised, evidence-informed and ambitious offer. Through clear pathways, robust assessment and consistent communication approaches, teaching is now tightly matched to need. Functional, real-life learning builds independence, improves engagement and strengthens progression, supporting pupils to thrive in school, community and adulthood.
<u>Independence in Action</u>	This college strengthened its curriculum, accreditation and work-based learning to improve outcomes for young adults with complex needs. Through structured implementation, specialist collaboration and robust quality assurance, learners now achieve aspirational destinations. The PACE vision is embedded, independence is central, and engagement, attendance and progression remain consistently strong across the provision.
<u>Progressive, Sequenced Curriculum</u>	This school developed a progressive, sequenced Scheme of Work and assessment framework that ensures pupils working below age-related expectations access a coherent, inclusive curriculum. Embedded assessment, adaptive teaching and aligned Individual Learning Plans targets secure meaningful progression. Strong professional development and consistent implementation enable sustained improvement in classroom practice and outcomes for learners with SEND.
<u>Sensory Success</u>	This school uses sensory resources to help pupils regulate, feel safe and be ready to learn. Staff use consistent strategies, personalised tools and structured routines to reduce barriers and improve focus. Sensory spaces, daily movement and ongoing assessment ensure pupils are calm, engaged and increasingly independent, leading to better participation and learning across the day.

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
<u>Communicate to Connect</u>	<p>This school embedded a whole-school total communication approach, ensuring every child can understand, express and participate using personalised, consistent strategies. Staff training, daily modelling and collaboration with families created equitable access to learning and strengthened independence, pupil voice and wellbeing. The approach is now sustained, externally validated and fully embedded across the school.</p>
<u>Regulation Rooms Overview Plan</u>	<p>In this school, leaders use regulation rooms and a whole-school Zones of Regulation approach to create calm, supportive spaces that help pupils manage emotions, return to learning quickly and build independence. Strategic resourcing, pupil voice and consistent staff practice ensure improved readiness, behaviour and engagement for vulnerable learners.</p>
<u>Stronger Together</u>	<p>The Stronger Together strategy strengthens support for SEND families by hosting multi-agency services on site, guiding parents through complex systems, and improving communication – especially for EAL families. Through drop-ins, coffee afternoons and wide agency partnerships, parents feel supported, needs are identified early, and children receive timely, effective provision that improves outcomes.</p>
<u>Warm Transitions</u> <u>Induction Strategy</u> <u>Welcome Booklet</u> <u>All About Me</u> <u>Organisation Plan</u>	<p>In this school, leaders create warm, personalised transitions that involve pupils and families from the outset. Guided visits, classroom experiences and open dialogue build trust, ensure well-matched placements and give staff meaningful insight. Pupils start school confident, familiar with routines and ready to engage in learning from day one.</p>
<u>Designed for Inclusion</u>	<p>In this school, leaders designed every system, structure and space around the needs of vulnerable pupils from the moment the school opened. Research-led planning, rigorous induction, weekly adaptive teaching CPD and responsive SEND systems create highly inclusive practice. Strong attendance, positive pupil voice and LA confidence show the impact of this strategic leadership.</p>

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
<p>The Hive</p> <p>Talking Head</p>	<p>In this school, leaders created The Hive to deliver short-term, trauma-informed SEMH support that rebuilds pupils’ regulation, confidence and readiness to learn. Through personalised interventions, consistent relationships and therapeutic environments, pupils show improved attendance, reduced dysregulation and stronger learning behaviours, enabling successful reintegration and sustained progress in their mainstream setting.</p>
<p>Sensory Support Plan Assessment Strategies</p>	<p>This school has developed inclusive sensory provision to improve regulation, wellbeing and readiness to learn for pupils with SEND. Through universal classroom strategies, a dedicated sensory room, specialist training and personalised sensory passports, the school embeds consistent, responsive support. The approach reduces anxiety, boosts engagement, and strengthens access to learning alongside peers.</p>
<p>The Foundation</p>	<p>In this school, leaders created The Foundation to provide a trauma-informed, psychologically responsive provision for pupils facing significant barriers to attendance, engagement and wellbeing. Through multidisciplinary support, therapeutic input and personalised reintegration, pupils show improved attendance, reduced incidents and greater stability, enabling them to reconnect with learning and thrive in mainstream.</p>
<p>The Beehive</p> <p>Long Term Plan</p> <p>Medium Term Plan</p> <p>Timetable</p>	<p>The Beehive is a specialised provision supporting pupils with cognition and learning needs through personalised, developmental-level learning. Using a total communication approach, nurturing environments, and strong inclusion practices, it builds academic, social, and emotional skills. Regular assessments and collaboration with specialists ensure tailored interventions and measurable, positive pupil progress.</p>
<p>Thrive Together</p>	<p>This school strengthens inclusive practice across mainstream and SEN provision through a whole-school, strategic approach. Grounded in an external audit framework, it ensures highly trained staff, bespoke curricula and robust assessment systems. The work delivers strong outcomes, improved behaviours and outstanding recognition, enabling every child with SEND to thrive and progress confidently.</p>

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
<u>Roots of Success</u>	<p>This school creates a language-rich, nurturing and inclusive Early Years environment tailored to high EAL, SEND, Early Years Pupil Premium and emotional-regulation needs. Through targeted CPD, consistent communication strategies, trauma-informed routines and a bespoke curriculum, children show improved vocabulary, engagement, regulation and confidence, ensuring stronger foundations and meaningful early progress for all learners.</p>
<u>Growing Futures Curriculum</u>	<p>The Learning Garden provides a nurturing, inclusive KS1–KS2 provision delivering a bespoke, tailored curriculum that aligns closely with the Trust’s core curriculum framework with particular emphasis on Maths and English integrating play-based and therapeutic approaches. With structured environments, continuous assessment and strong mainstream integration, pupils show improved engagement, communication, regulation and confidence, thriving both academically and socially through personalised, holistic support.</p>
<u>SCERTS in Action</u>	<p>This school strengthens assessment by introducing a three-tier system aligned to each learner’s pathway, using PASS, curriculum-focused targets and SCERTS for bespoke learners. Staff received whole-team training, enabling consistent, meaningful support. The approach improves communication, emotional regulation and functional skills, offering a transferable, evidence-informed framework for wider mainstream SEND practice.</p>
<u>Inclusion Through Adaptation</u>	<p>This school strengthens inclusive classroom practice by embedding adaptive teaching and consistent strategies that support pupils with SEND—particularly Communication & Interaction and SEMH needs. Through scaffolding, visual supports and partnership working, pupils show improved engagement, regulation and independence, enabling them to access the full curriculum alongside peers with reduced reliance on adult support.</p>
<u>Culture First Inclusion</u>	<p>This school builds a shared, evidence-informed understanding of inclusion by developing whole-school principles rooted in psychology and universal provision. Through INSET, learning hubs, reflective practice and staff supervision, the school strengthens adult behaviours, consistency and culture. This approach supports improved pupil outcomes, attendance and behaviour while embedding inclusion across all roles.</p>

How to move to Sustaining Excellence – Case Study/Examples



TITLE & ARTEFACTS	BRIEF OVERVIEW
<u>Key Skills Care Plans</u> <u>Blank KSCP</u>	<p>This school introduced Key Skills Care Plans to create a clear, <u>one-page link</u> between EHCP outcomes and Small Steps to Success targets. The approach ensures a consistent golden thread from assessment to classroom practice, improves staff clarity, strengthens parental understanding, and drives purposeful, targeted learning across the curriculum.</p>
<u>Foundations for Focus</u>	<p>This project strengthens the universal offer through structured, evidence-informed strategies such as Attention Autism, Sensory Circuits, TEACCH workstations and Wellcomm screening. Staff receive targeted training, interventions are needs-led and closely tracked, and pupils show improved regulation, engagement and independence, resulting in stronger readiness for learning across the school.</p>
<u>Unlocking Barriers: The Iris Approach</u>	<p>The project strengthens SEND provision through precise assessment, early identification and the Iris specialist pathway. Pupils' needs are unpicked in a structured environment, strategies are trialled and refined, and consistent approaches are embedded in mainstream. This ensures pupils become more regulated, independent and ready to learn, with tailored support grounded in evidence.</p>
<u>3-Part Curriculum</u>	<p>This Trust introduced a 3-Part Curriculum to ensure all learners access a balanced blend of formal, developmental and additional learning. Underpinned by a clear golden thread from aspiration to classroom support, the model adapts flexibly to need, strengthens inclusion and ensures curriculum entitlement, independence and preparation for adulthood for every learner.</p>

How to move to Sustaining Excellence - Case Study/Examples



THESE PROJECTS ALSO HAVE LINKS TO ASPECTS OF THIS THEME:

<u>Empowerment of TAs</u>	<u>Genuine Partnerships</u>	<u>Precision Support</u>	<u>Regulation Revolution</u>
<u>Successful Partnerships</u>	<u>Universal First</u>	<u>NW Specialist Curriculum, Assessment & Pedagogy.</u>	<u>Shared Responsibility for EHCP Review</u>

Appendix 1 – Ordinarily Available Provision

Ordinarily Available Provision refers to the universal practice in schools which is available to all learners. Many Local Authorities across the North West have developed their own versions of this and where we have been able to locate them, they are hyperlinked below:

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|---|---|--|--|
|  Blackburn with Darwen
(Accessed 08.01.2026) |  Halton
(Accessed 08.01.2026) |  Salford
(Accessed 23.03.2026) |  Westmorland and Furness
(Accessed 23.03.2026) |
|  Blackpool
(Accessed 08.01.2026) |  Knowsley
(Accessed 08.01.2026) |  Sefton
(Accessed 23.03.2026) |  Wigan
(Accessed 23.03.2026) |
|  Bolton
(Accessed 08.01.2026) |  Lancashire
(Accessed 08.01.2026) |  St. Helens
(Accessed 23.03.2026) |  Wirral
(Accessed 23.03.2026) |
|  Bury
(Accessed 08.01.2026) |  Liverpool
(Accessed 08.01.2026) |  Stockport
(Accessed 23.03.2026) | |
|  Cheshire East
(Accessed 08.01.2026) |  Manchester
(Accessed 08.01.2026) |  Tameside
(Accessed 23.03.2026) | |
|  Cumberland
(Accessed 08.01.2026) |  Rochdale
(Accessed 08.01.2026) |  Trafford
(Accessed 23.03.2026) | |





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