



School  
Improvement

# Inclusion

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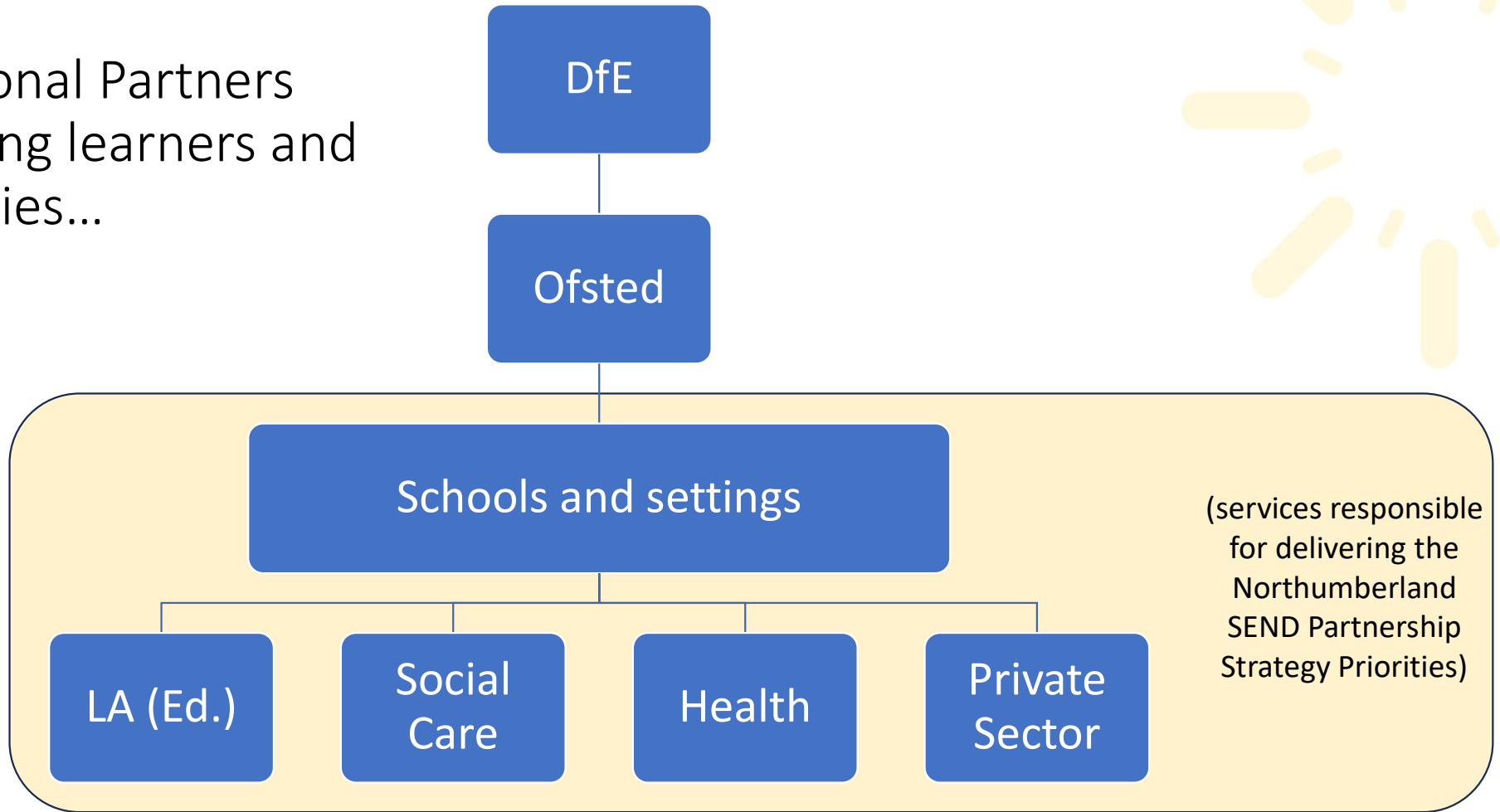
DfE and NHS directive to SEND and AP Local Area Partnerships Dec 2026-

**Local Area Partnerships must support mainstream settings and practitioners to meet needs**

*They should shift focus from reactive statutory support toward collaborative work with early years settings, schools and further education providers.*

*They should create **a shared understanding** of and commitment to inclusive practice, while building system capacity to identify needs and provide support.*

Regional Partners  
serving learners and  
families...



Background- The Northumberland SEND Partnership Strategy Priorities

**1) Strong leadership and clear systems (Governance)-**

The SEND system should be well planned, well governed and accountable

**2) Putting children and young people first (Voice)-**

Learners and families must have their voices heard and those voices should direct the journey of the SEND system

## The Northumberland SEND Partnership Strategy Priorities

### **3) Getting the right help at the right time (Waiting times)-**

All SEND services should be available to all learners in a timely and effective way

### **4) Making sure children and young people with SEND have their needs met as close to home as possible (Inclusion)-**

Schools and setting must be supported to deliver the best inclusive practice. Specialist facilities should be readily available for all those who need it

DfE are currently advocating 'Inclusion' in 3 strands...

Universal  
provision

Targeted  
provision

Specialist  
provision

DfE believe 'Inclusion' is both a PRINCIPLE to underpin all aspects of school life and the PROCESS of removing barriers to access high quality education.

Inclusion includes SEND, 'Cared for' and disadvantaged learners

**These strands are likely to drive the new white paper and inclusion is already the key thread of the new Ofsted Framework**

It looks like schools have had the 'expectation' to be highly inclusive placed upon them...

...so, can we expect significant extra funding?

If not, how do we meet the expectation within a reasonable financial model?

Thankfully, some schools are doing really well with this already...

What does best practice in these strands look like in Northumberland and how can we collectively support each other to deliver it as efficiently as possible?

# Universal Practice?

Have an Inclusive ethos-

- Aim to meet the needs of all the learners in the local area
- Have high expectations for everyone driven through a relationships-based belonging approach
- Have a 'Poverty Proofed' approach where disadvantaged learners are given extra support
- Deliver on high quality 'Ordinarily Available Provision' in all lessons
- Make reasonable adjustments to school rules for learners with special educational needs
- Ensure SENDCo's and other inclusion leads are part of the SLT
- Ensure SEND is a key element of the training programme for all
- Partner with a Special School to support universal (and targeted) provision
- Give learners a fresh start each week if they need it

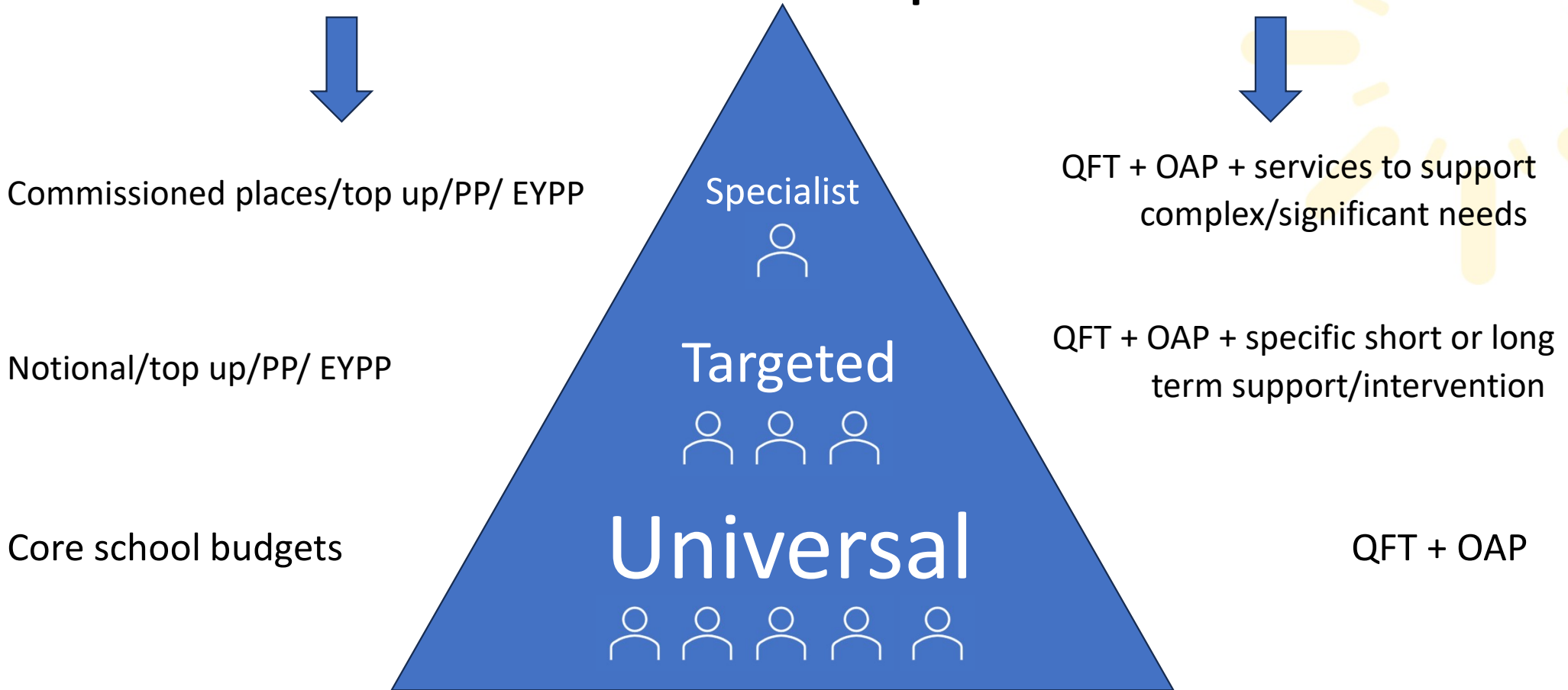
# Targeted Practice?

- Contact and engage with other education, health and social care colleagues to support learners and their families
- Complete appropriate training to deliver targeted provisions
- Deliver interventions to the equivalence of 1:4 ratios with support staff or 1:12 teaching staff from within notional budgets
- Deliver safe space options for learners who need access to them (SEMH or EBSA's) from within notional budgets (Targeted Support Bases?)
- Only explore an EHCP route when universal and targeted provision is strong
- Deliver bespoke packages for learners with an EHCP

# Specialist Practice?

- Only suggest specialist off site options when universal and targeted provision is strong
- Seek advice from specialist colleagues and link special/AP schools before exploring specialist off site options
- Develop a Specialist Support Base(s), if needed, in partnership with a special school
- Attend specialist placement panel as required
- Ensure only learners who cannot have their needs met in their local school access specialist provision

# Resources for the required Provision



# What's next?

- Is there better practice to add into the Universal, Targeted and Specialist lists?
- Can we agree, sign up to and strive to achieve the aspirations listed? (...do we have a choice?)
- How can we self-assess against the best practice?
- How can we learn from each other?
- How can we peer assess for each other?
- Can we make this a North-East model?

**Can you support School Forum and/or SEND Partnership Board?**