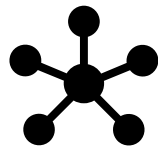
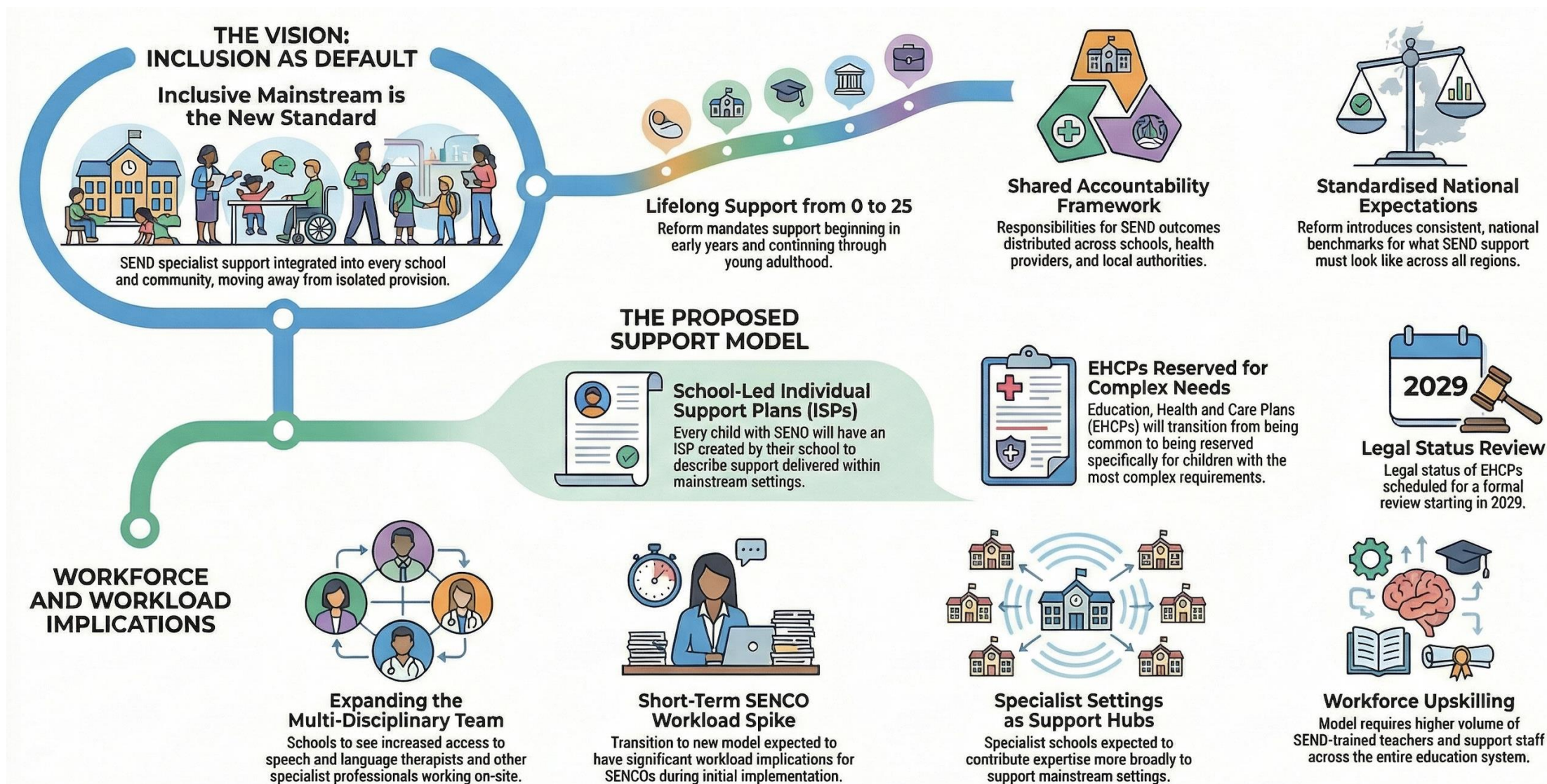


Education for all

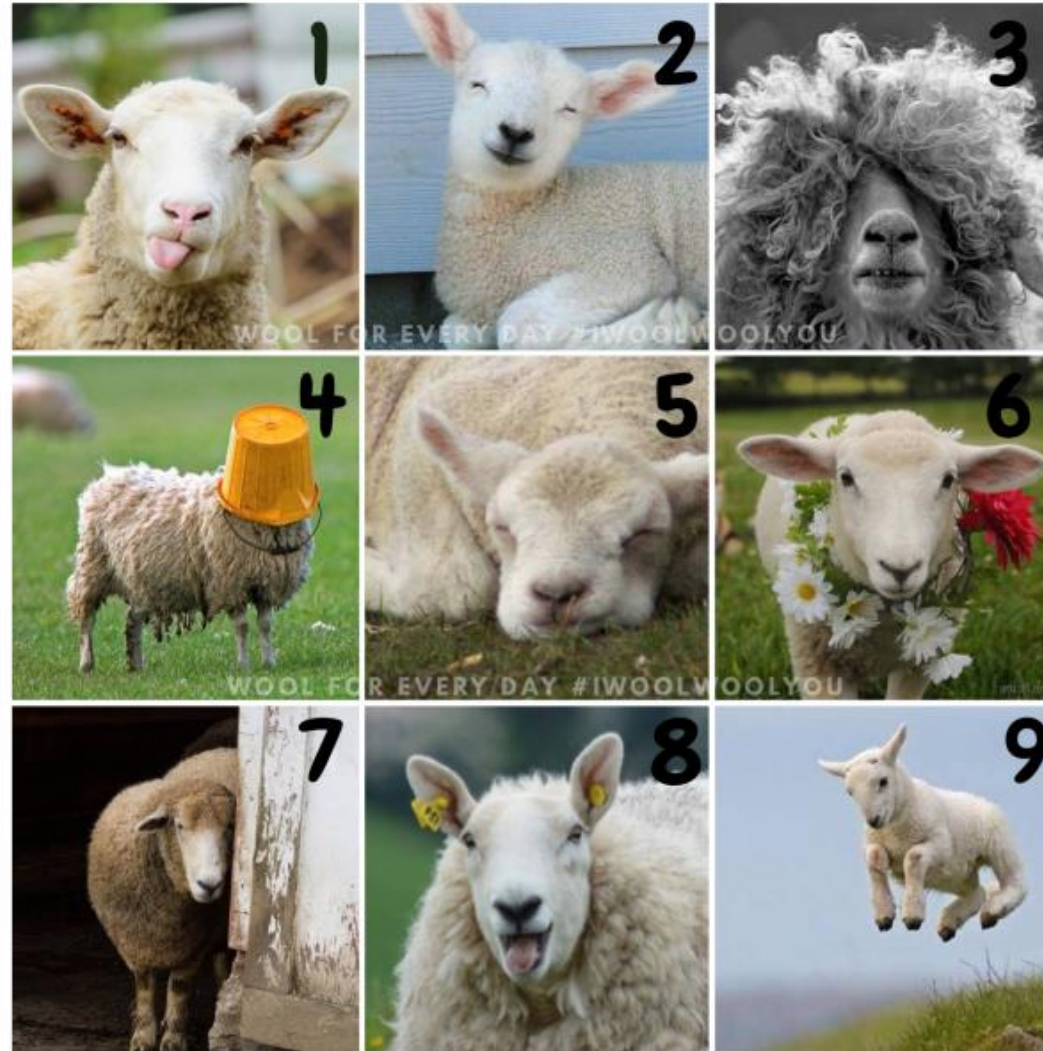
Leaders - creating the conditions for all staff to deliver a strong universal provision



Mechanisms for enabling change



What's your view?



WOOL FOR EVERY DAY #IWOOLWOOLYOU

Figure 1: Projections for percentage of school pupils with an EHCP (actuals for 2024/25)¹¹

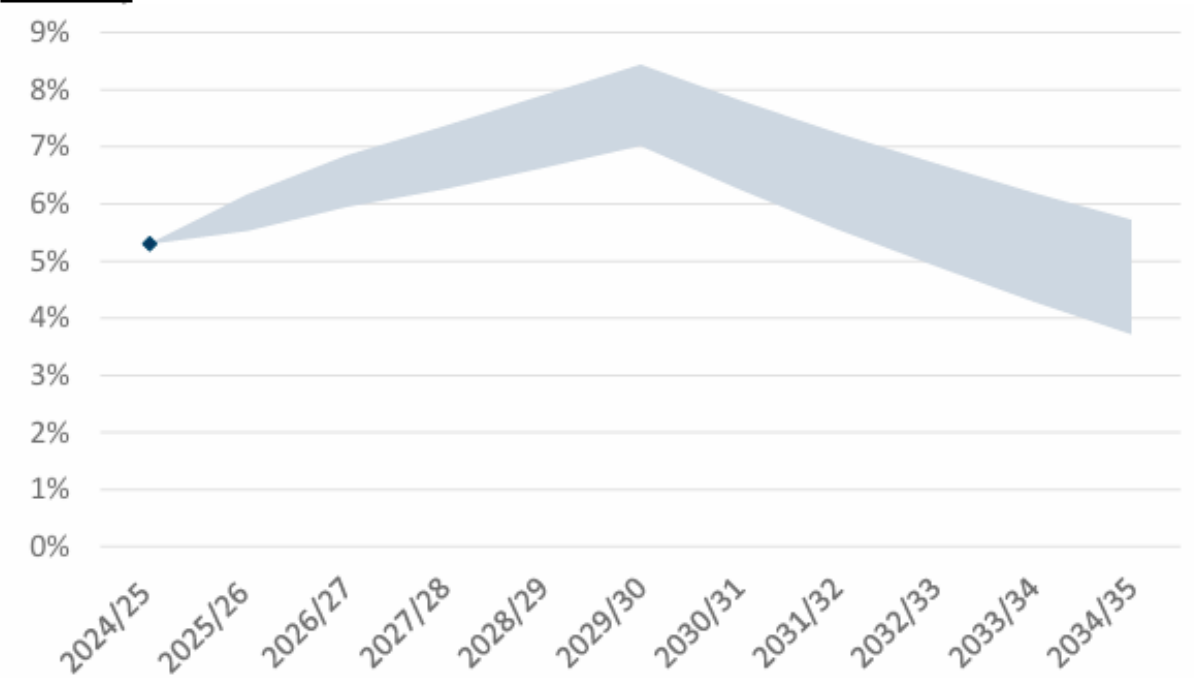


Table 1: Central estimate - percentage of school pupils with an EHCP projection¹²

Academic year	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35
% with EHCP of all pupils ¹³	5.3	5.8	6.4	6.8	7.3	7.7	7.0	6.4	5.8	5.2	4.7

£4 billion SEND investment breakdown



£1.8bn

Experts at Hand



£1.6bn

Inclusive Mainstream Fund



£3.7bn

Capital Investment



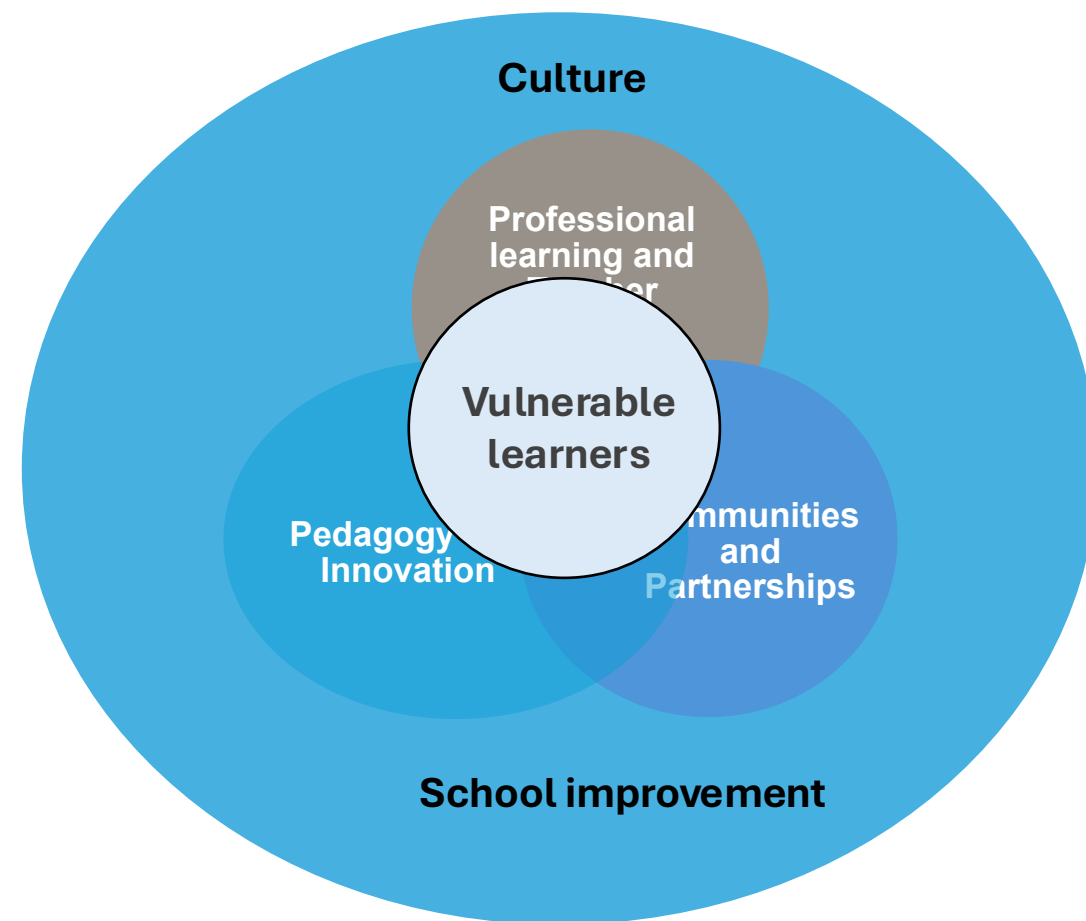
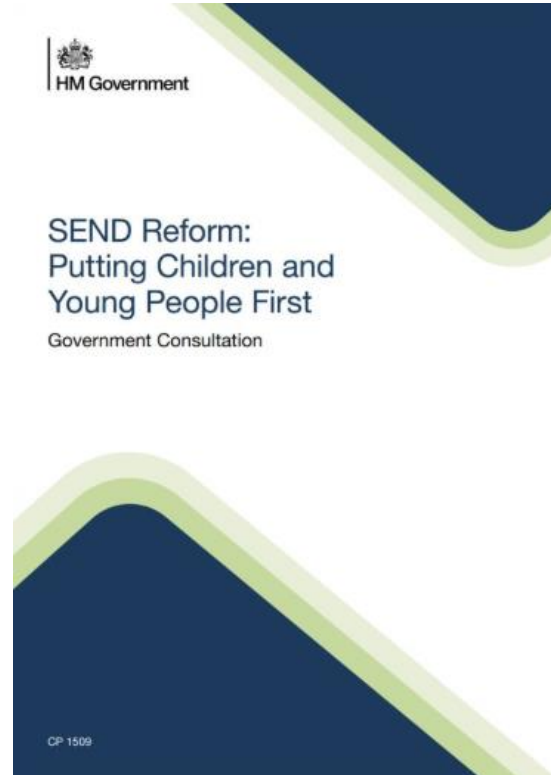
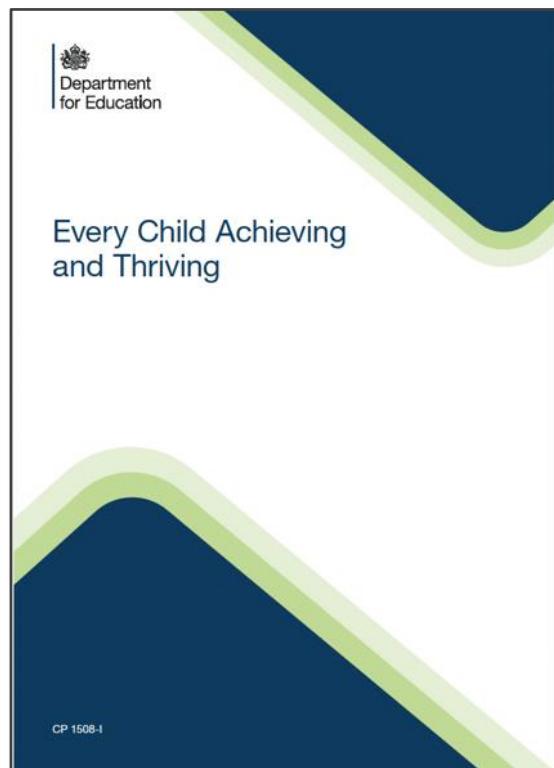
£200m+

National SEND Training

White paper objective



Shift in priority and purpose



Principles for SEND reform

Early



Local



Fair

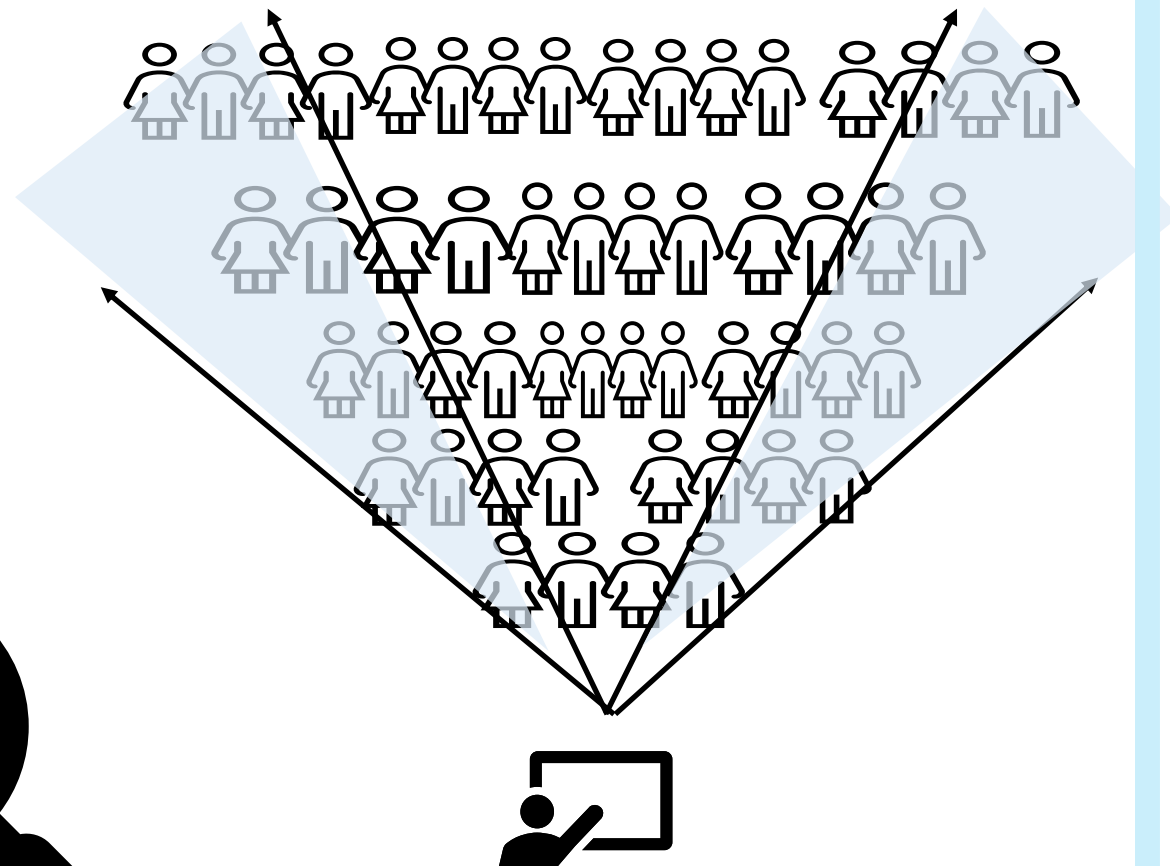
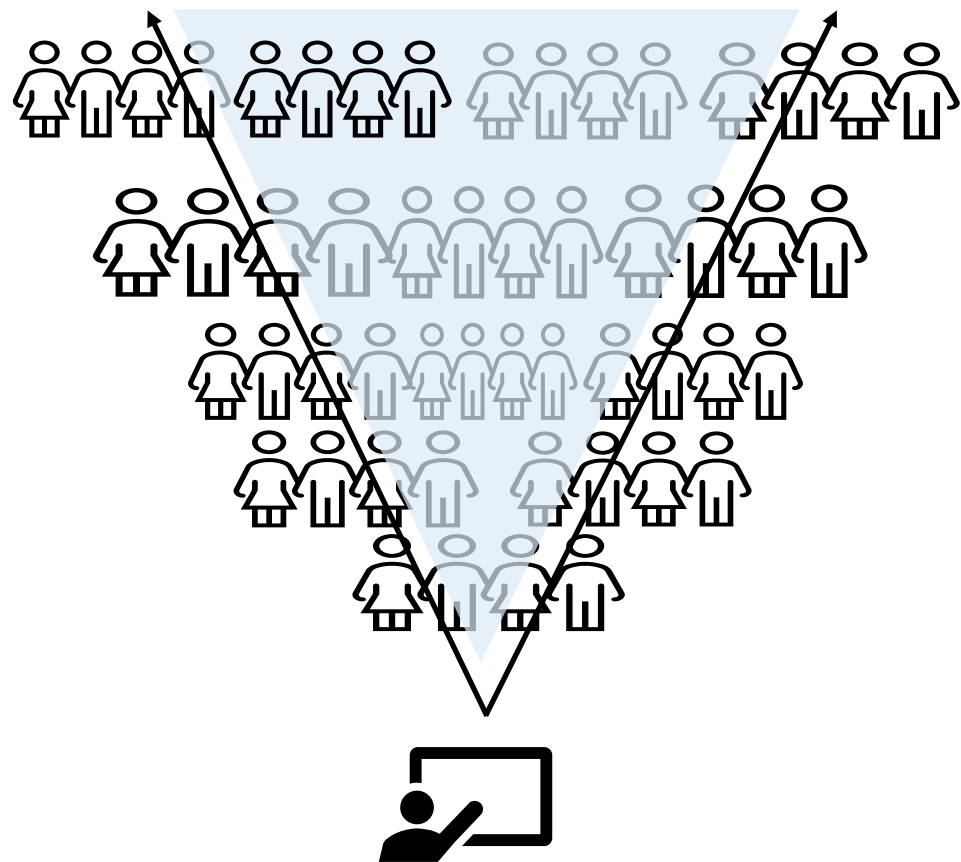


Effective



Shared



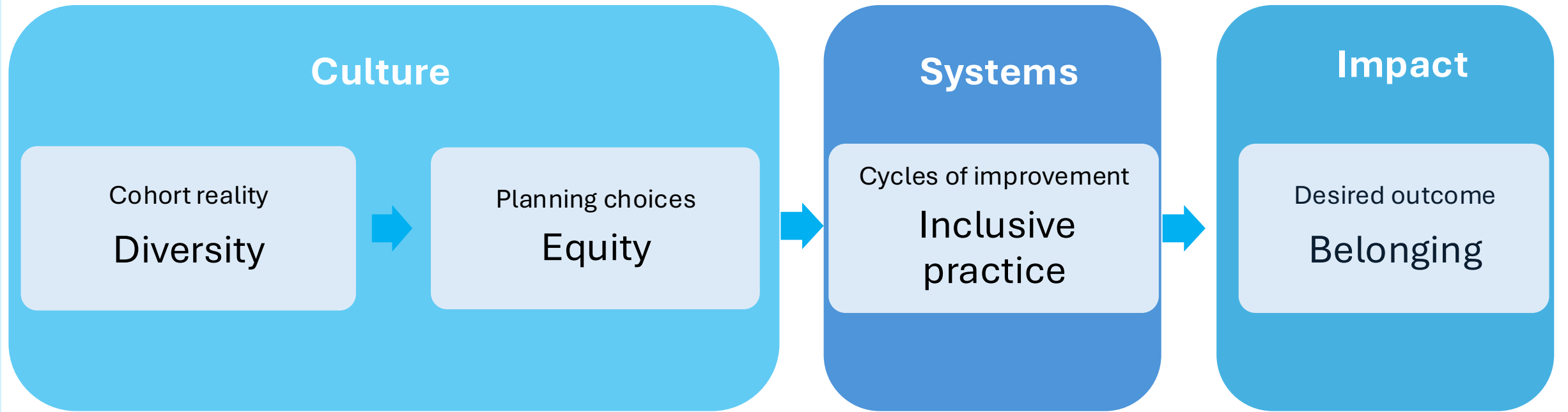


Equality



Equity





trajectory toward more inclusive mainstream

Inclusion Strategy - What does it look like in action?

Built in

Ambitious leadership and governance that embed inclusion in planning

Evidenced

Evidence-based support prioritising early intervention and intervention

QFT

High-quality teaching with curriculum designed for all learners

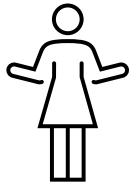
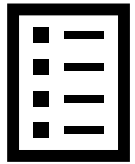
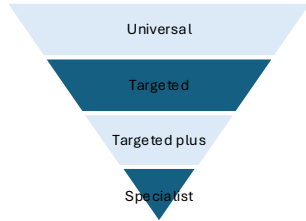
Safe

A safe and respectful culture fostering belonging and attendance

Connected

Strong partnerships with families and wider services

Key areas of reform for school development



Targeted support

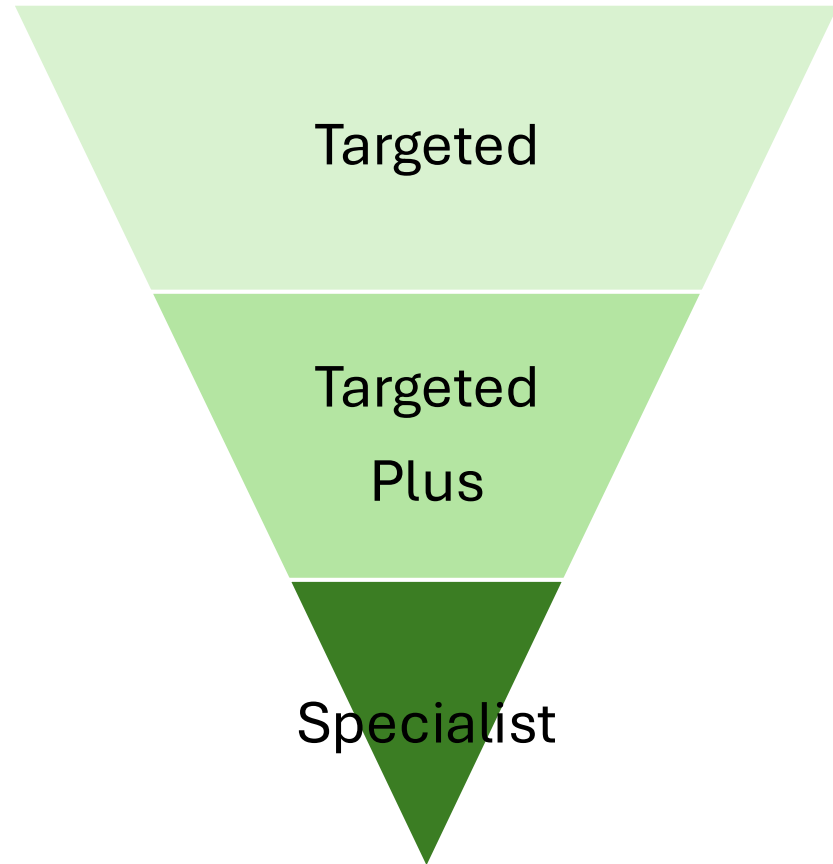
Inclusion bases

Experts at Hand

Individual Support Plans

Your local collaborations

Layers of support not tiered thresholds

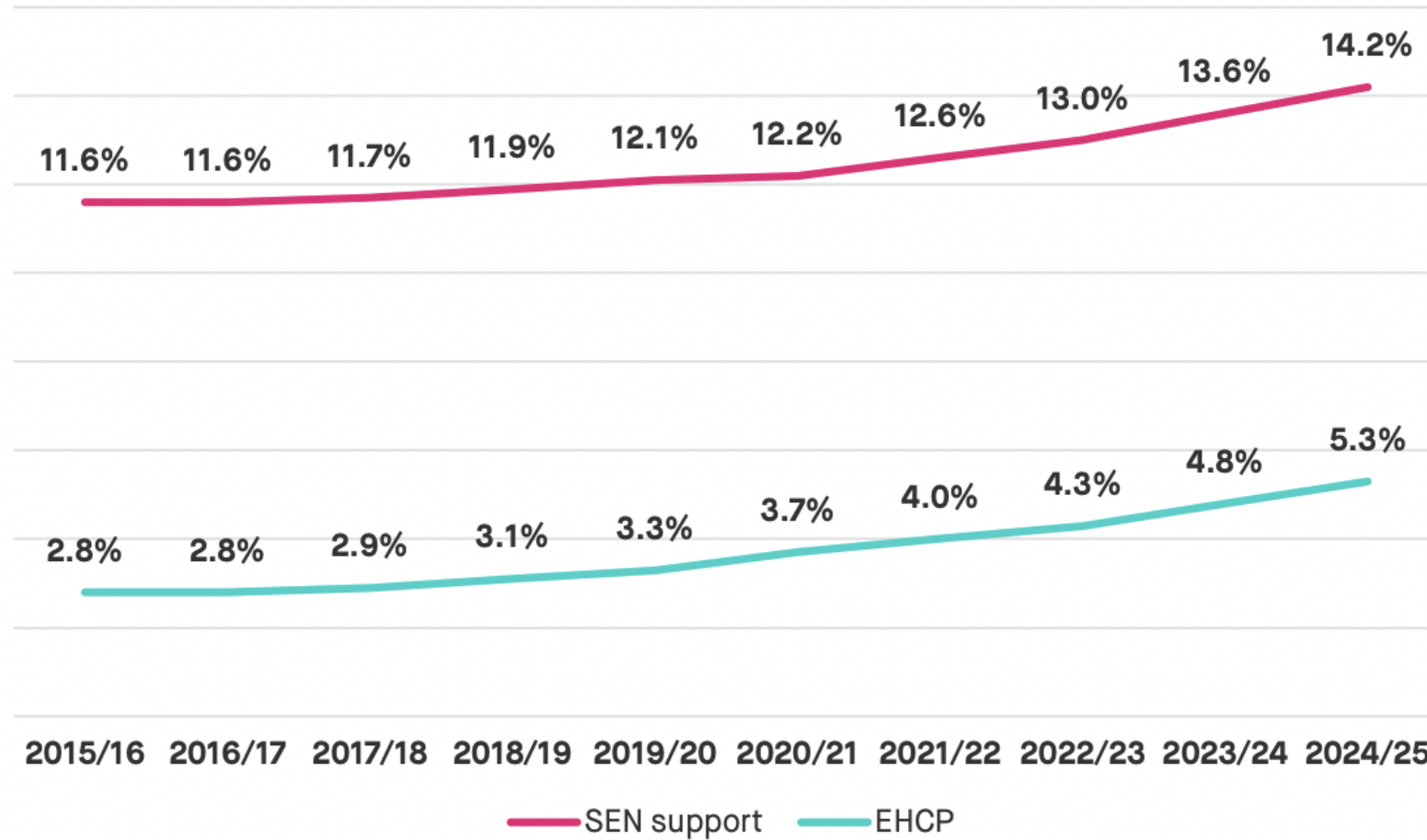


Sets out the Individual Support Plan

Support from support base/additional professionals

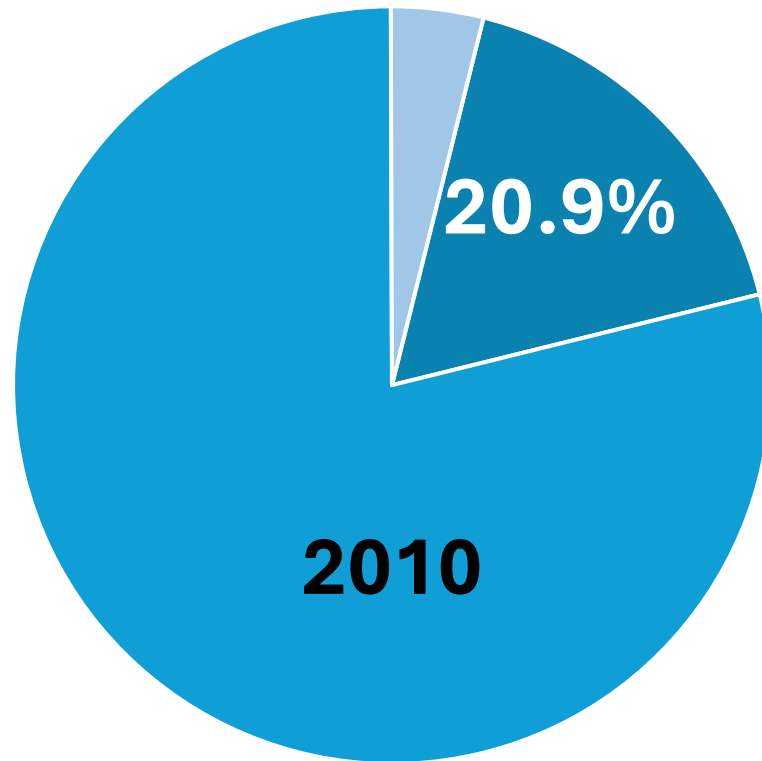
Hold an EHCP & access to Specialist Packages

We've seen the numbers and shifting complexity

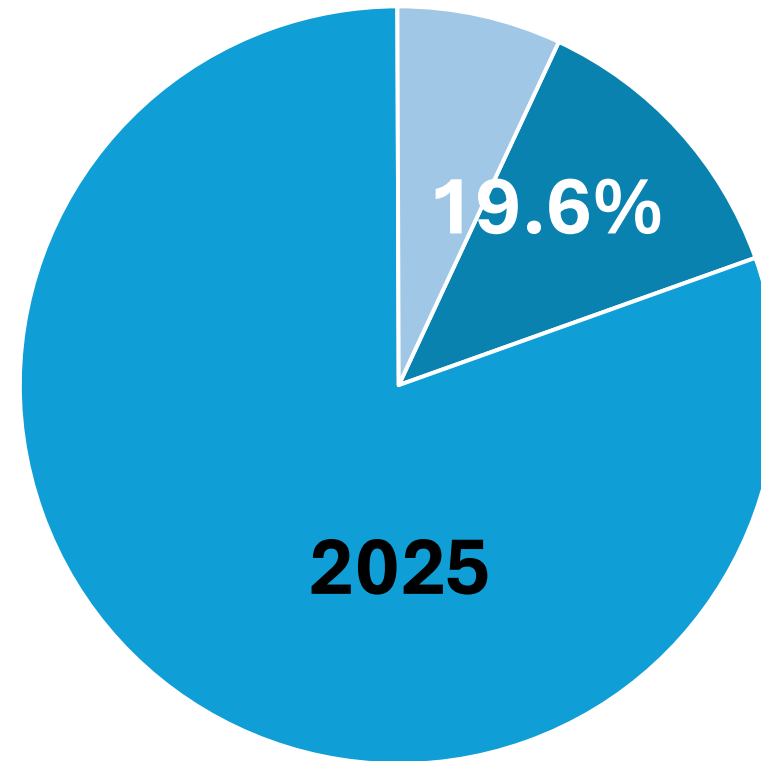


Source: Department for Education

Overall SEN numbers are in fact proportionate to 2010

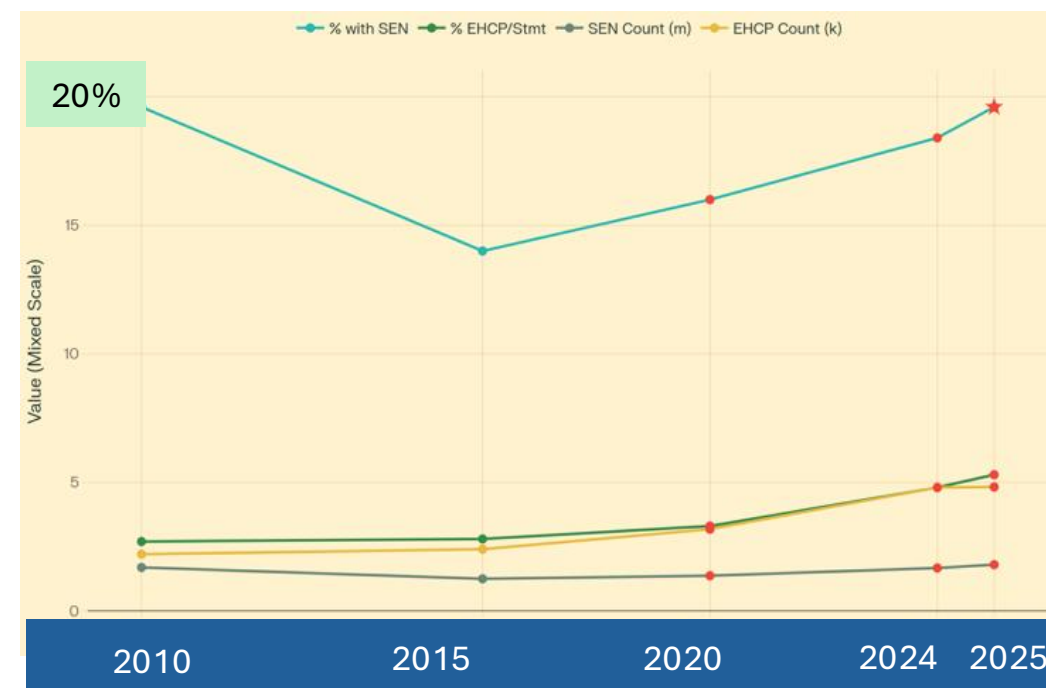
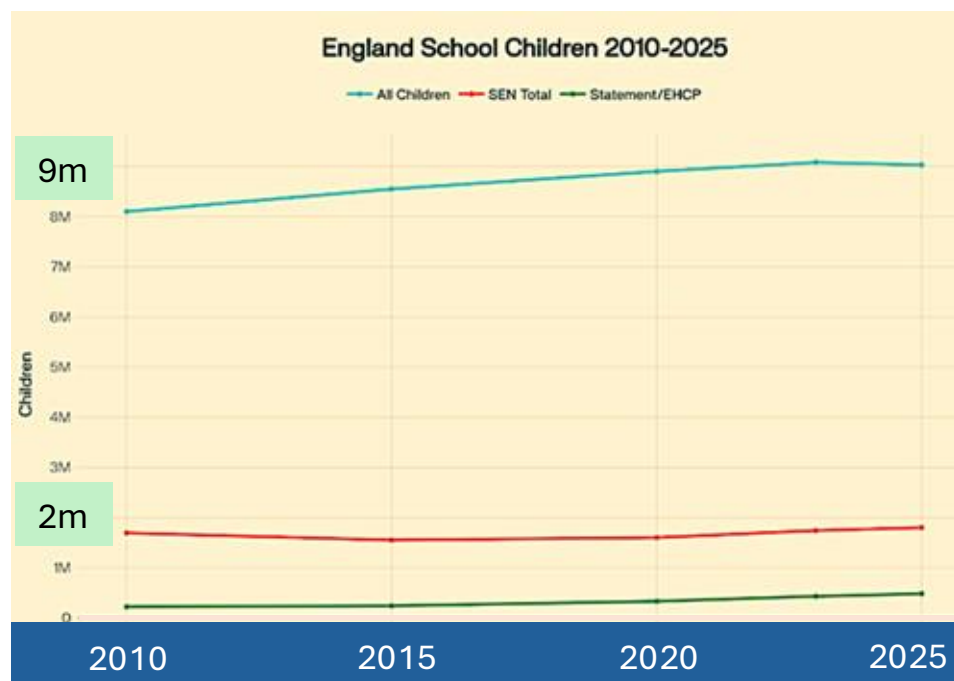


■ SEN ■ Non SEN ■ Statement



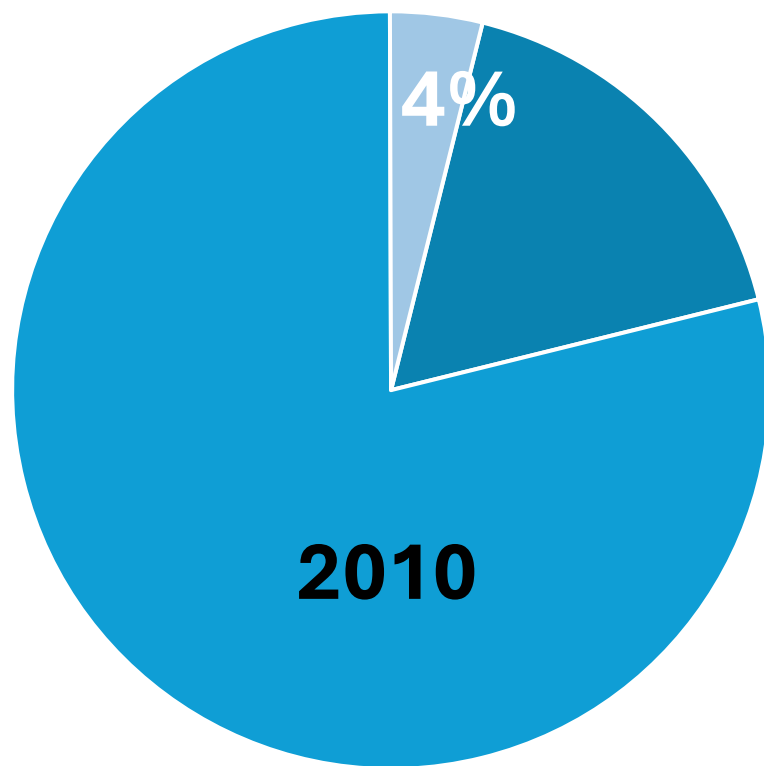
■ SEN ■ Non SEN ■ EHCP

EHCPs have increased as school action & action plus were not transferred to the new system

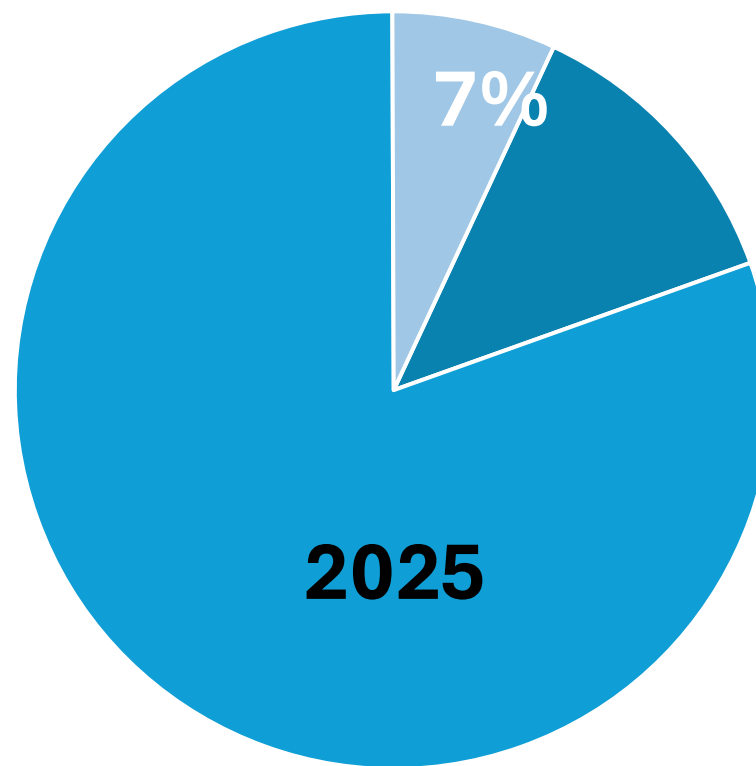


Source: DfE

EHCPs have increased as school action & action plus not transferred to the new system



■ SEN ■ Non SEN ■ Statement

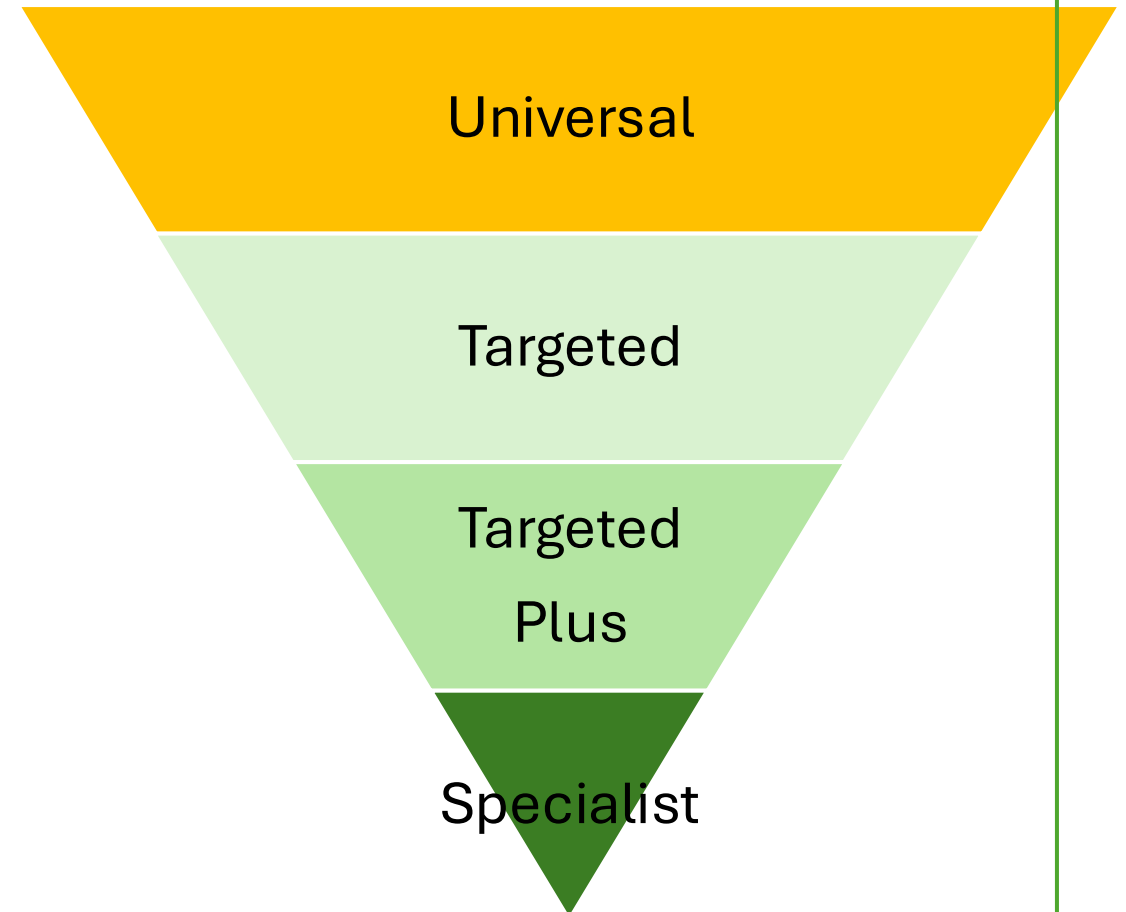
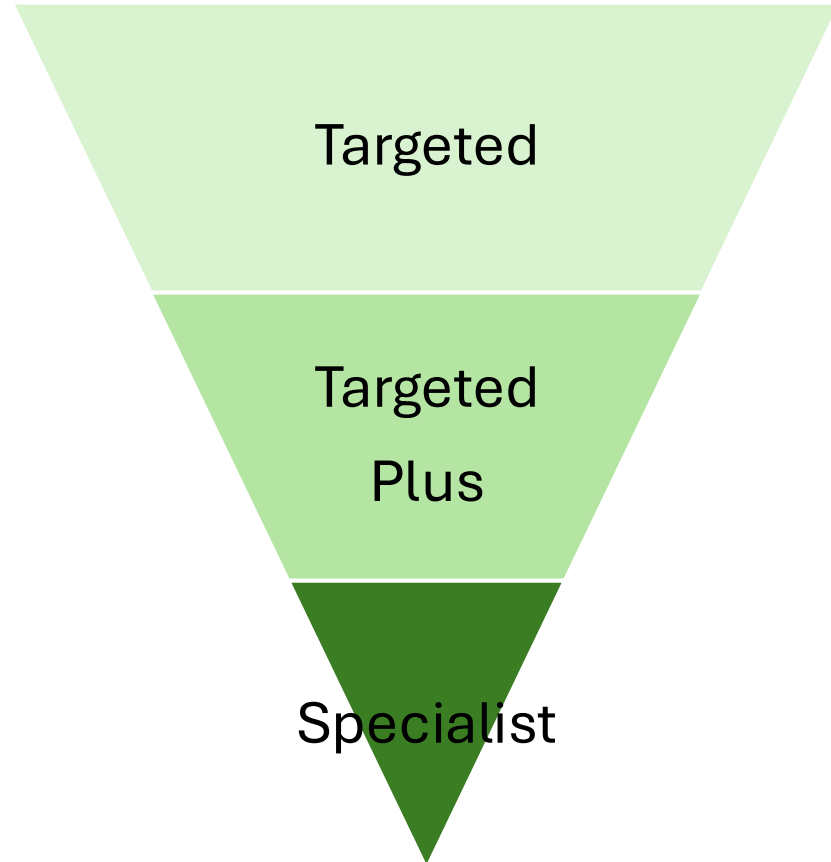


■ SEN ■ Non SEN ■ EHCP

Government focus



School focus

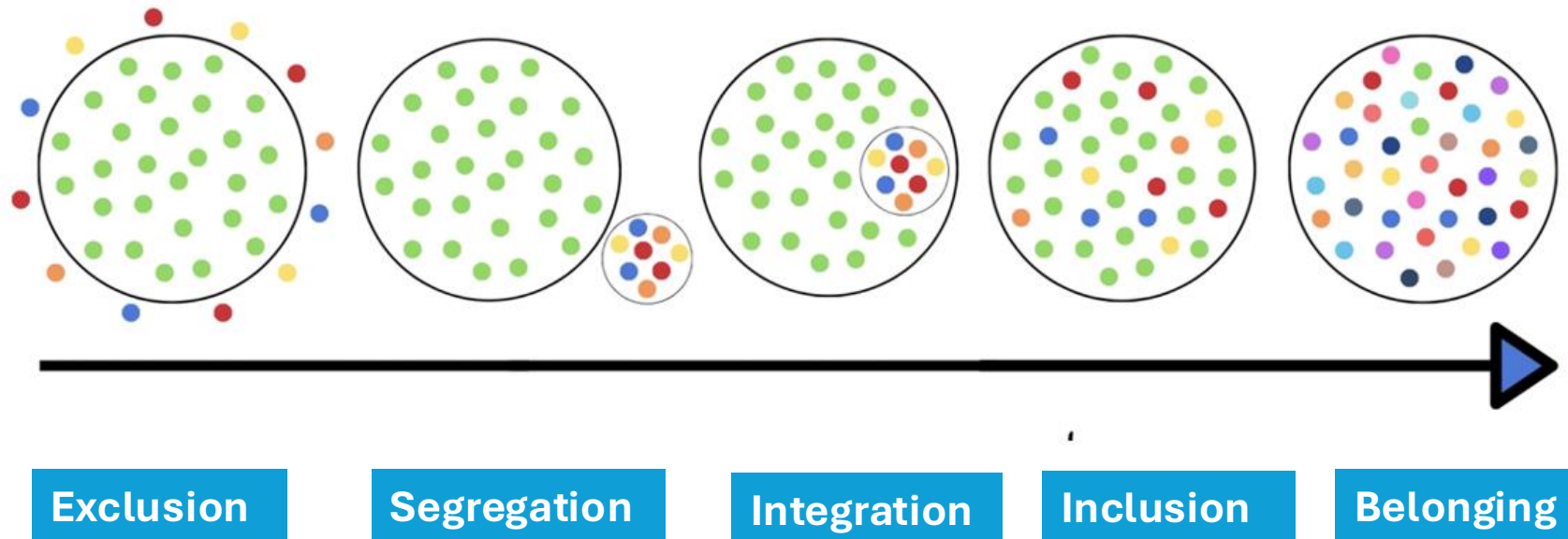


“If belonging is a fundamental need and powerful protective factor in our school, what would be *different* in how we design our systems, respond to behaviour, use data, and support staff and families next year?”

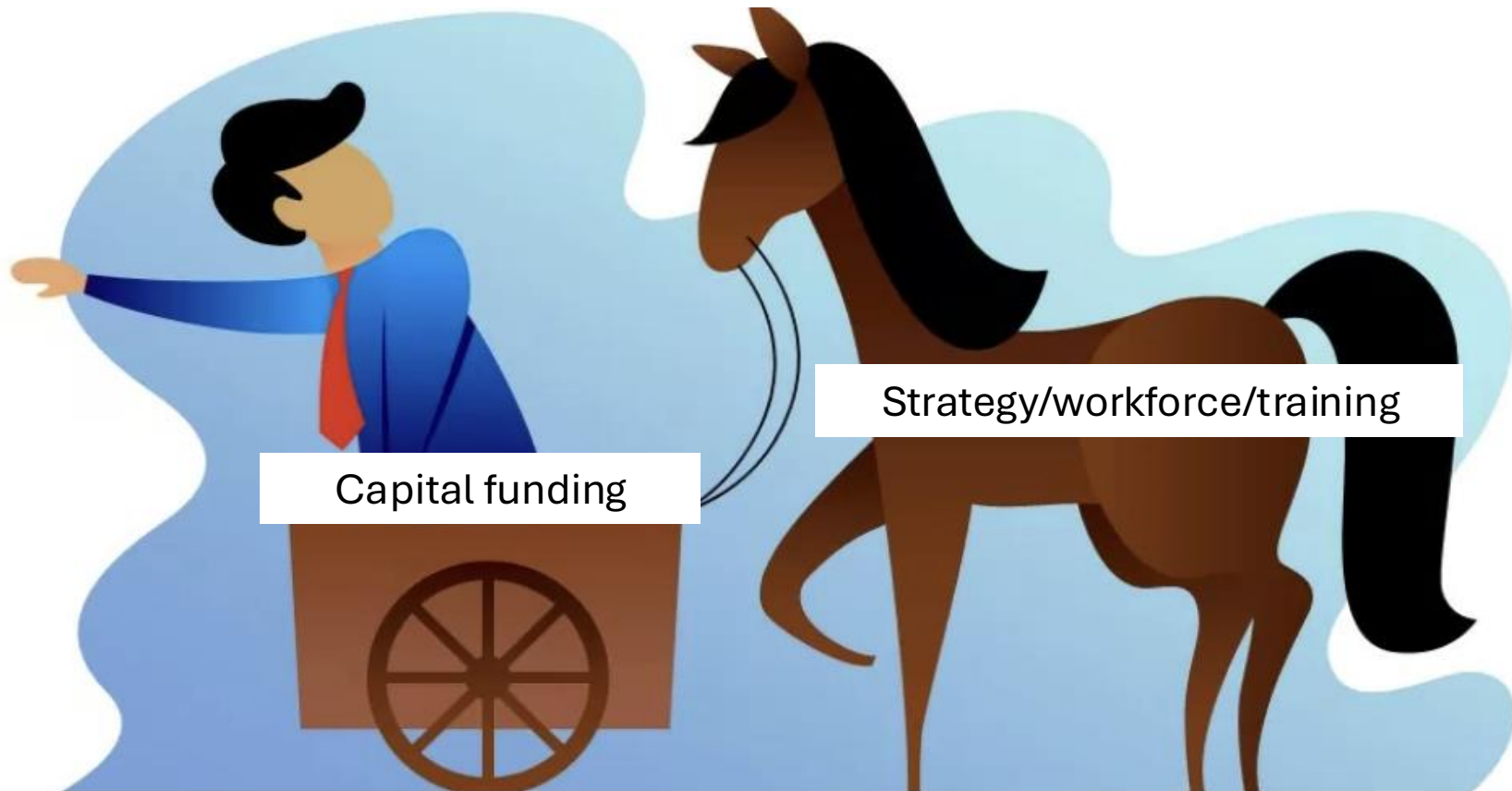
Belonging network, Oxford University



Where are we on this continuum?



Inclusion bases



Inclusive Service

Specialist Space

Support base

Continuum

Specialist base

Supports mainstream practice

Planning is shared between mainstream and RP staff

Parents collaborate with mainstream teachers, not only staff in the RPC

External professionals collaborate with mainstream staff not only support base staff

Small group and individual teaching

Planning: Inclusion base staff sets the targets for the student

Parents and external professionals collaborate primarily with base staff

Students from RP go to mainstream class only when the requirements are in place for them to access specific activities

Inclusion bases



- What is the purpose of the base for the individuals who will access the provision?
- Is there a clear leadership vision for the provision within whole-school approaches?
- What is the identification criteria?
- How will I know if it's been successful?
- What is the exit criteria?

Viable

Sustainable

Appropriate

Inclusion Strategy - What does it look like in action?

Built in

Ambitious leadership and governance that embed inclusion in planning

Evidenced

Evidence-based support prioritising early intervention and intervention

QFT

High-quality teaching with curriculum designed for all learners

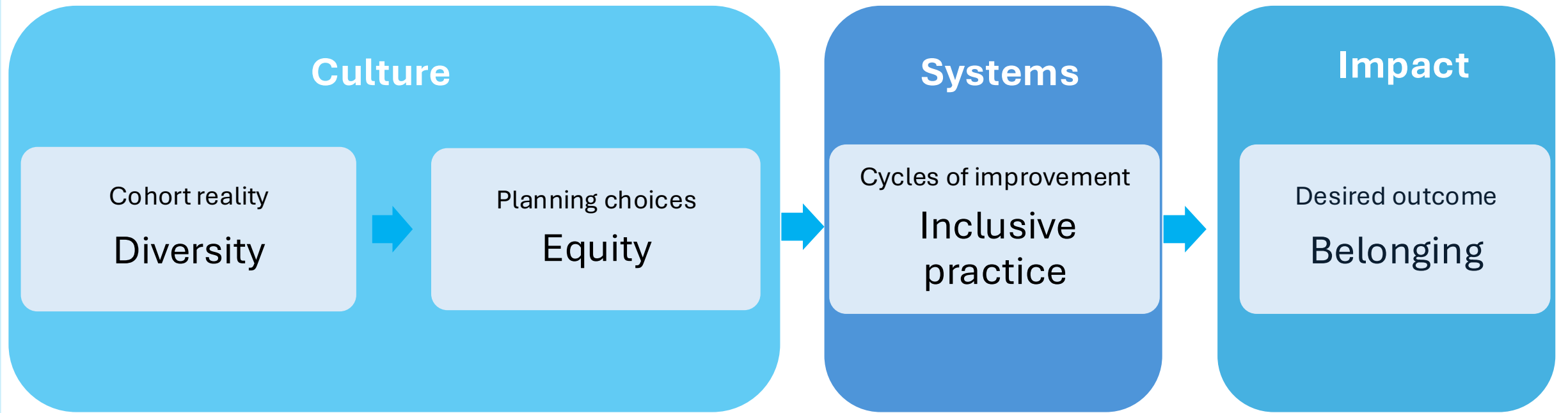
Safe

A safe and respectful culture fostering belonging and attendance

Connected

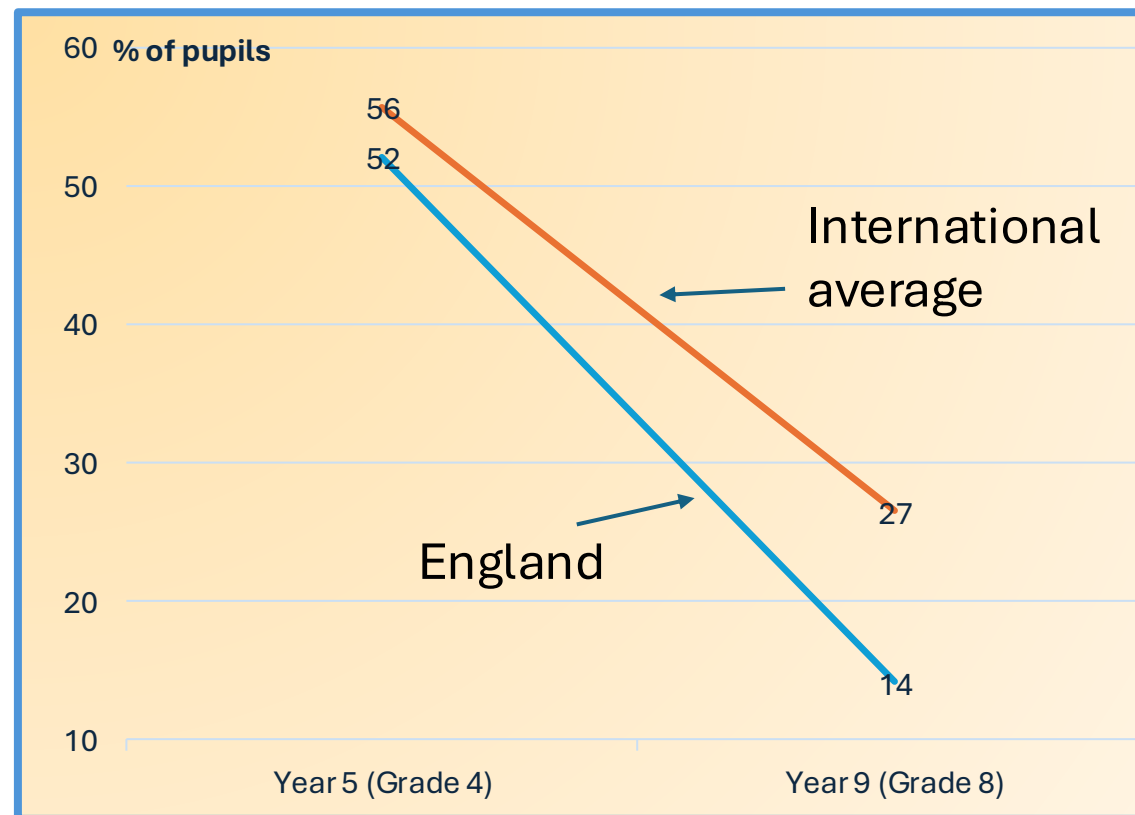
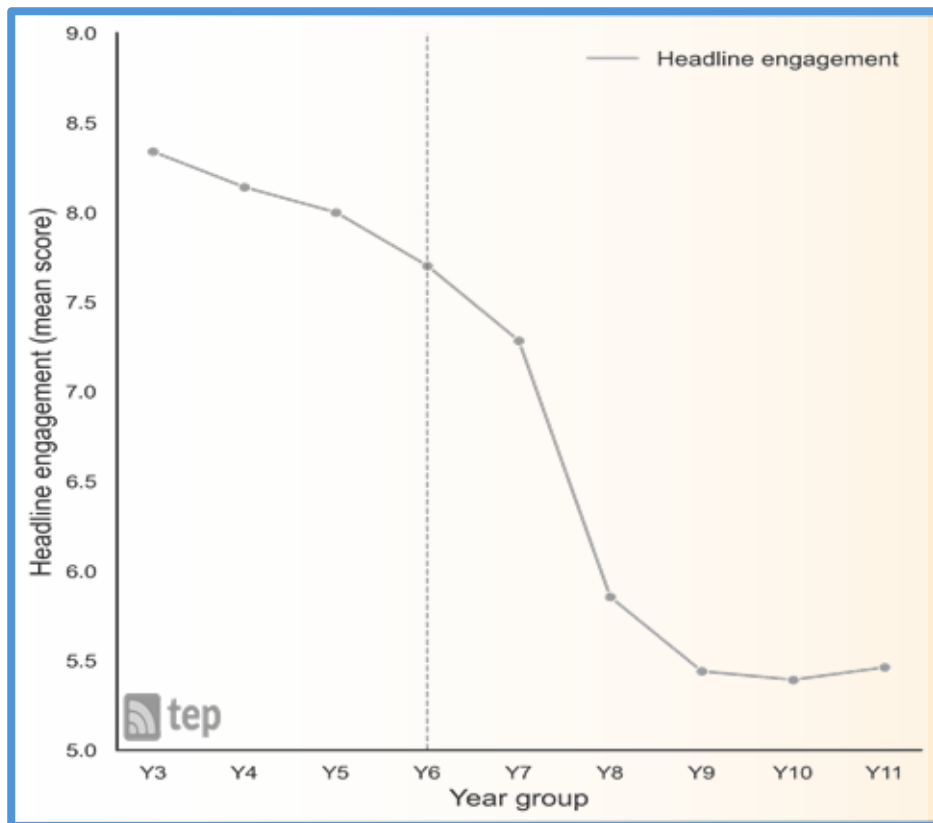
Strong partnerships with families and wider services

What we are doing now	How this might change	Implications / Opportunities
Published SEND Information Report	Published <u>Inclusion Strategy</u>	Clarity regarding SEND and inclusion Strategic whole-school improvement approaches for inclusion - ensuring coherence Opportunities for co-creation and parent/pupil voice and agency (inclusion measured by impact)
Pupil Passports / Individual Learning Plans	Every child to have a digitalised Individual Support Plans (ISPs) for children at EHCP (specialist), at targeted plus and at targeted using a national template	<u>Statutory</u> duty to produce plans Building shared understanding with parents; identification of need; distinguishing between inclusive practices and additionality
Individualised provision defined in Education Health Care Plans	Education Health Care Plans linked to Specialist Support Packages	Specialist packages within mainstream interacting with universal offer



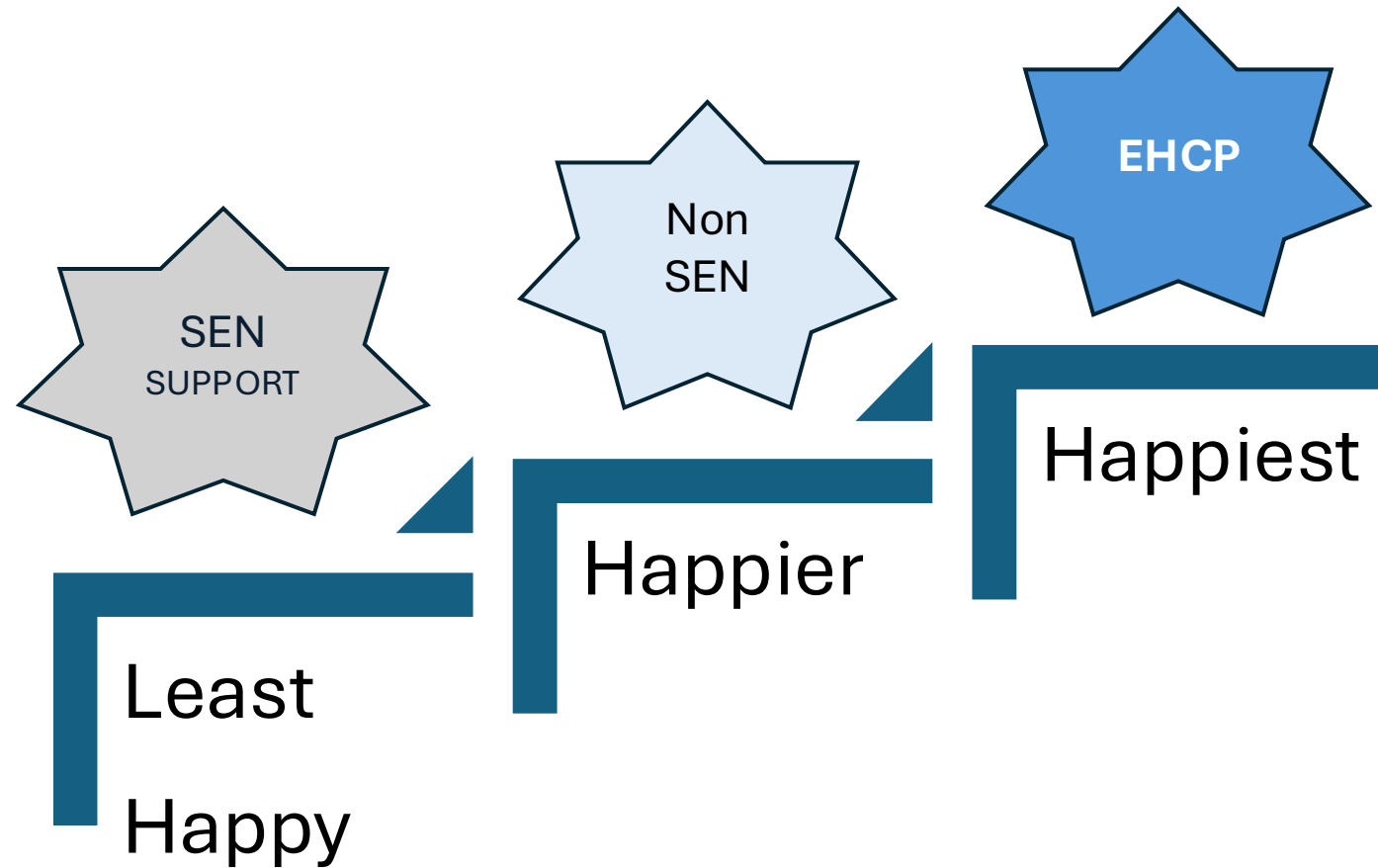
trajectory toward more inclusive mainstream

Engagement: A problem or an opportunity?



Mind the Engagement Gap (2025) ImpactED

Happy to go to school on a Monday morning ?



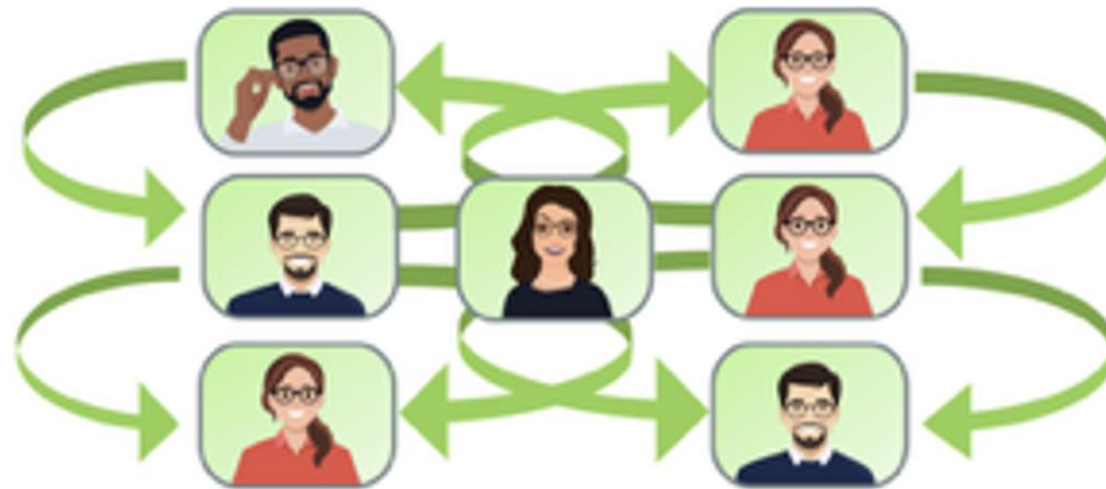




Impact on key players throughout your systems



Instead of the SENCO holding all the responsibility and knowledge of CYP identified with SEND



This knowledge can be shared with staff and valuable knowledge is then held by staff who need it

Distributed leadership

Today's classroom has significant diversity of need



In a typical class of 30



6 will have an identified need



Another 6 will be 'ever send'

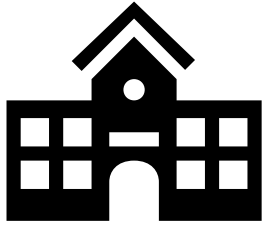


12 in every class with barriers to learning

Current SENCO responsibilities unsustainable



Marvel College



1100 pupils

220 SEND register

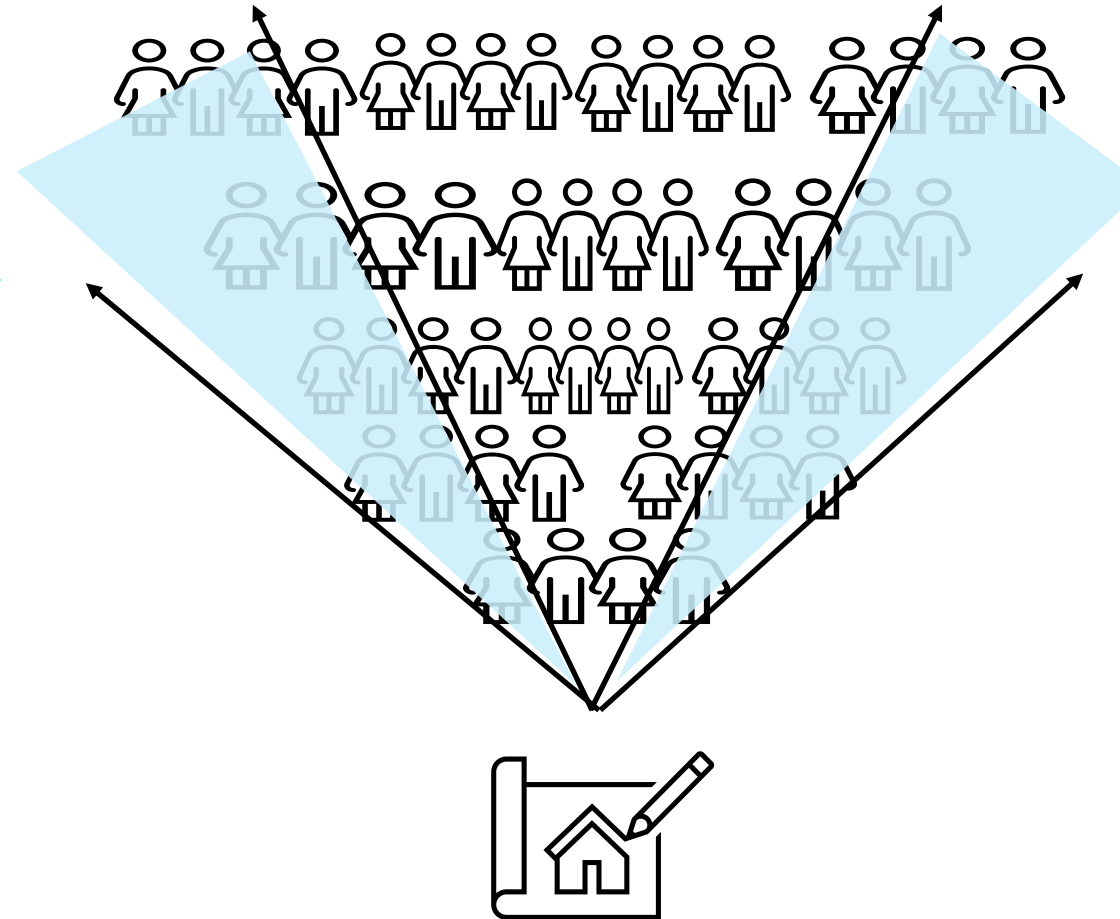
100 staff

Culture of
confidence

Distributing
leadership

Distributing
knowledge

Designing a system that works for all



Knowing our learners: Better evidence, better teaching and support



Individual Support Plans replace SEND Support

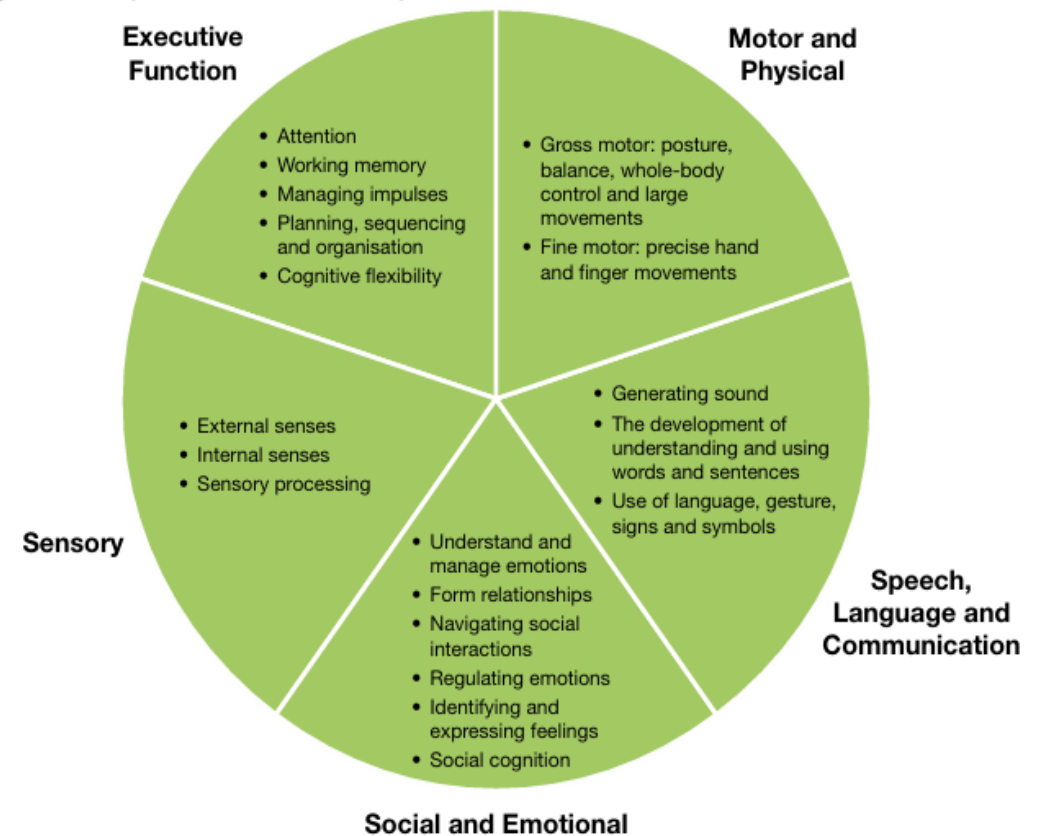
Name:		Year Group:	DoB:
Strengths: •		Interests: •	
Barriers to Learning			
Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health Needs	Sensory and/or Physical Needs
Additional Information:			
Further Resources:			
SEN Support			
Teaching Strategies and Resources			
Intervention	Intended Outcome	Start Date / Frequency	Review Date / Staff



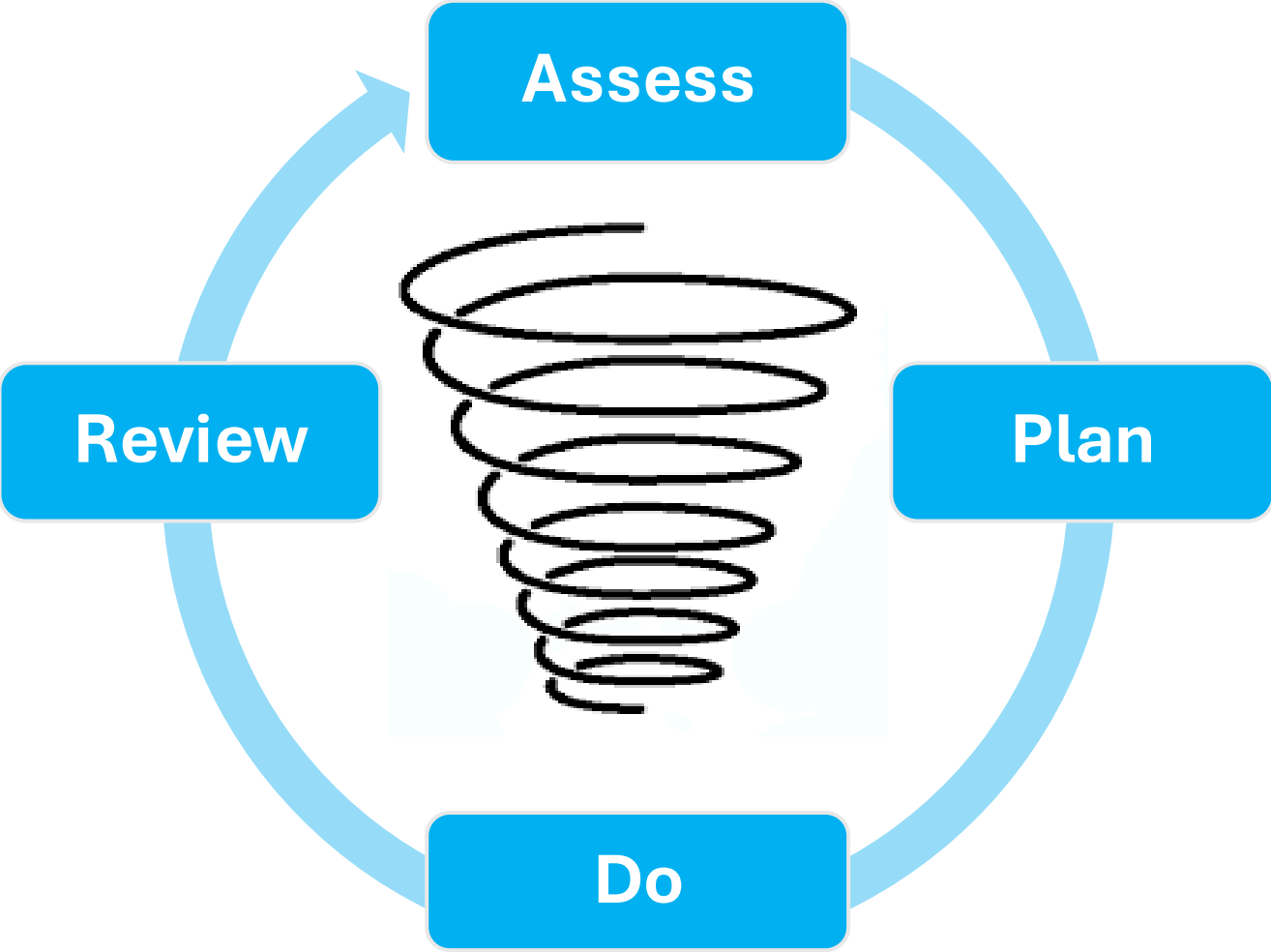
Changes to the SEND Code of Practice 2015

- Separate public consultation on CoP
- Will incorporate National Inclusion Standards
- 'Areas of development' will replace 'Areas of need'

Figure 5: Proposed areas of development



Adopting a whole school mechanism and system for identifying needs



REASSESSING THE VALUE OF THE GRADUATED APPROACH IN ENGLAND A TOOL FOR INCLUSIVE SCHOOL IMPROVEMENT

The graduated approach, also known as the Assess-Plan-Do-Review (APDR) cycle, is a systematic framework for identifying and addressing barriers to learning. Usually associated with Special Educational Needs and Disabilities (SEND), its potential extends far beyond this narrow application.

This paper highlights the value of the graduated approach as a tool for fostering inclusive education and driving whole school improvement. By reframing its purpose, providing clear guidance, and illustrating its broader applications, schools can employ the model to enhance outcomes for all students.

Understanding the graduated approach

The graduated approach, as defined in the SEND Code of Practice (2015), is a cyclical process designed to address individual needs through increasing levels of support and intervention. It involves four stages: assess, plan, do, and review. This iterative process ensures that support and interventions are continuously refined based on evidence of their effectiveness.

Originally conceived as a tool for supporting students with SEND, its principles are universally applicable to any barrier to learning.

At its core, the graduated approach emphasises collaboration between teachers, families, and learners. It prioritises understanding the unique experiences of each learner and tailoring support and interventions accordingly. This makes it a powerful mechanism not only for addressing specific challenges but also for embedding inclusive practices across schools.

Current challenges in implementation

Despite its potential, the implementation of the graduated approach in England has been inconsistent. In many cases, it is narrowly perceived as a SEND-specific tool used primarily to gather evidence for Education, Health, and Care Plan (EHCP) applications.

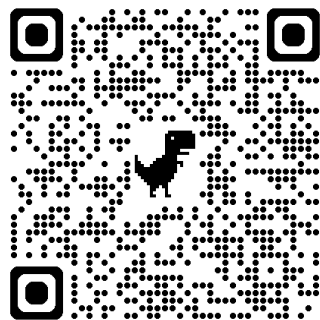
This reactive and deficit-driven interpretation limits its impact.

For example, some schools view the graduated approach as a procedural requirement of Local Authorities rather than an opportunity for proactive intervention. Teachers may only engage with the cycle after consulting with a SENCO and collecting multiple cycles of evidence to demonstrate a child's lack of progress. This siloed use reinforces the misconception that the graduated approach is solely relevant to statutory processes.

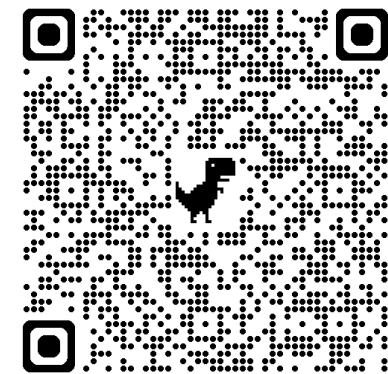
Local authorities have also misused the graduated approach to delay support rather than facilitate it. Reports indicate that some authorities require extensive documentation from the cycle before considering statutory assessment, a practice that is both illegal and counterproductive.

Reframing the graduated approach

To unlock its full potential, the graduated approach must be reframed as a tool for inclusive school improvement rather than a SEND specific mechanism. This shift requires rebranding and clearer guidance on how it can be applied to address a wide range of barriers to learning.



SEMH Graduated Approach



For SLT to understand how this relates to a whole school approach

Experts at Hand: Transforming SEND Support (2026-2027)

THE CORE OFFER & EXPERT WORKFORCE



Support Without a Diagnosis

Access to expert advice is based on a child's immediate needs rather than a formal label or waiting for a diagnosis, helping to prevent needs from escalating.

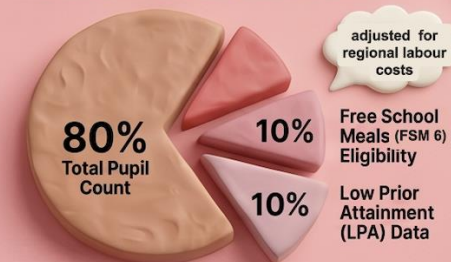
FUNDING & ALLOCATION METHODOLOGY



£1.8 Billion
Investment over 3 Years

2026-27:	£425m
2027-28:	£750m (projected)
2028-29:	£850m (projected)

Data-Driven Allocation Formula



Annual Payment Cycle

Eligible upper-tier local authorities will receive their grant in a single annual instalment, with the first payment scheduled for the end of June 2026.

IMPLICATIONS FOR SCHOOLS & SETTINGS

Mainstream Settings



Direct Support

While mainstream settings receive the direct support, special schools and AP provide expert outreach and short-term placements to share their specialist knowledge.

Special Schools & Alternative Provision (AP)



Expert Outreach & Short-Term Placements



Inclusive Reach for All Settings

The offer must benefit children aged 0-25, including childminders, private nurseries, and out-of-area FE colleges attended by local young people.

Year 1 Priority Areas



DELIVERY, OVERSIGHT & REPORTING



Local SEND Reform Plans

Local Authorities must submit a reform plan by June 2026, outlining their delivery approach, governance, and how they will scale up existing support services.



The Senior Responsible Owner (SRO)

Each local authority must appoint a single, named SRO to drive the improvements and reform programme and ensure accountability for the funding.

Joint Governance & Accountability



CHALLENGES & FUNDING RESTRICTIONS



Strict Spending Thresholds

Min 80%
Direct Exit Delivery

Max 10%

Max 10%

Administration Transformation Costs



The "No Substitution" Rule

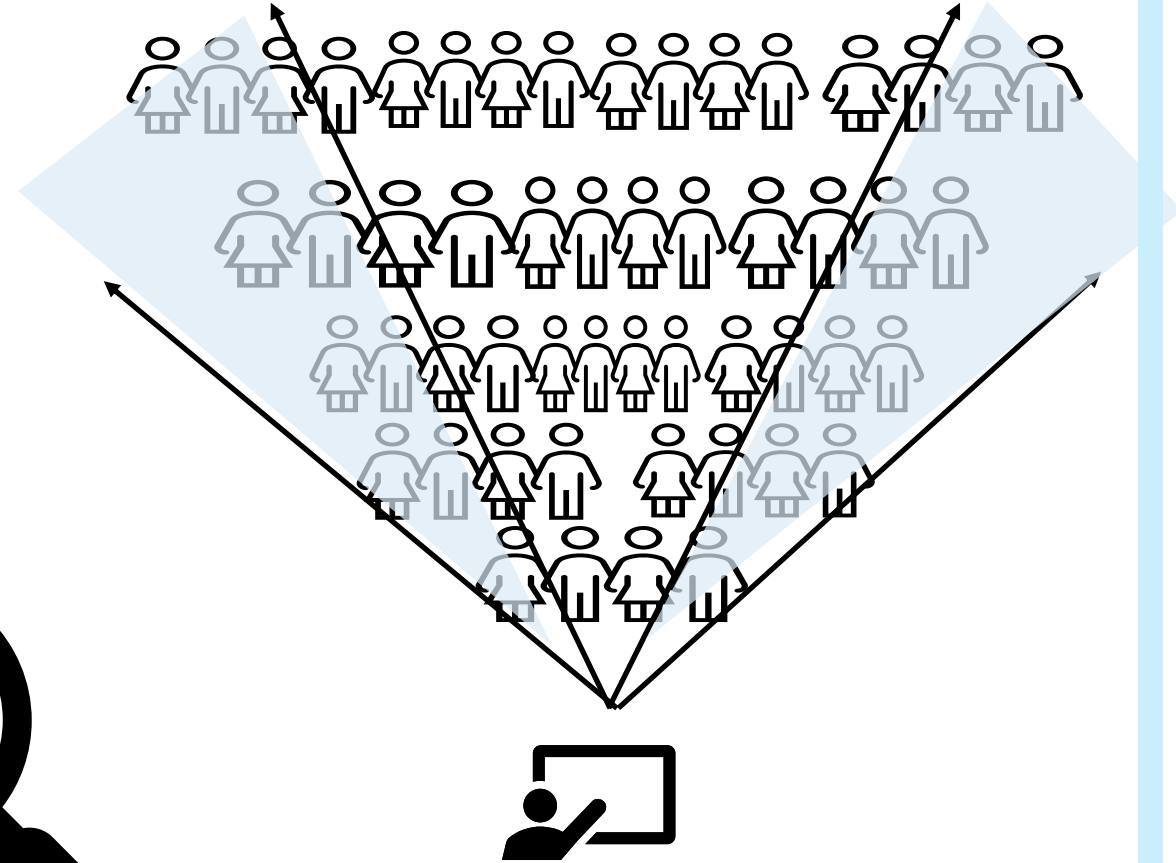
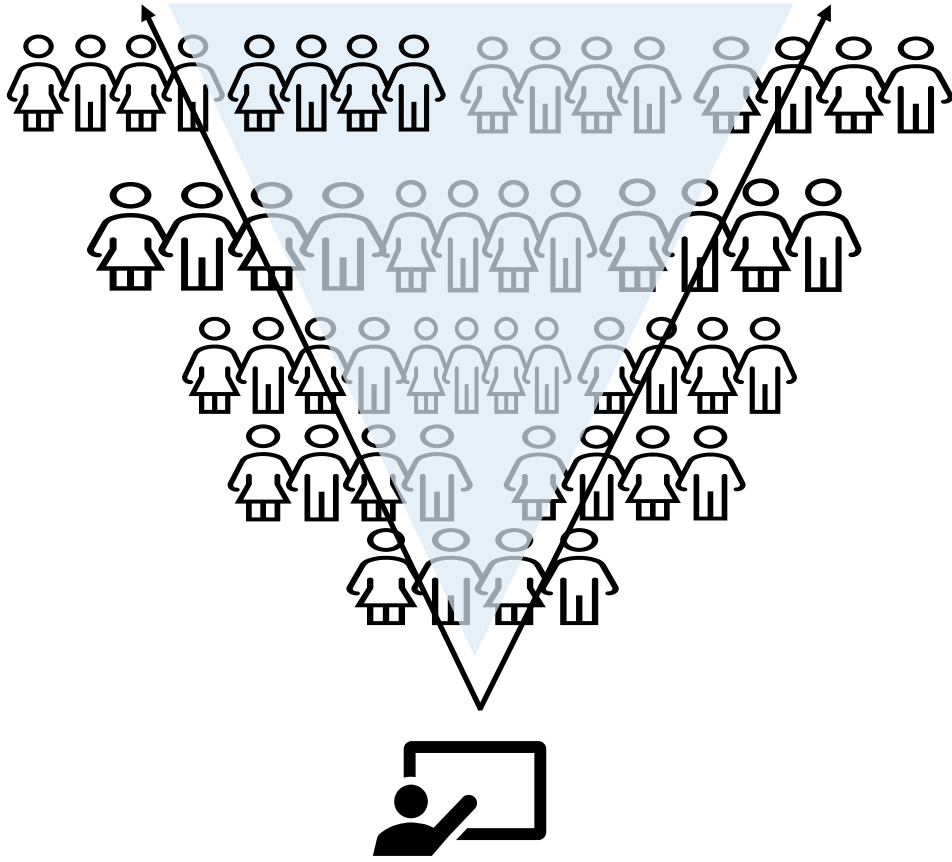
Funding cannot be used for support already named in EHCPs, to replace existing services (traded or school-based), or for wider social care and family support.

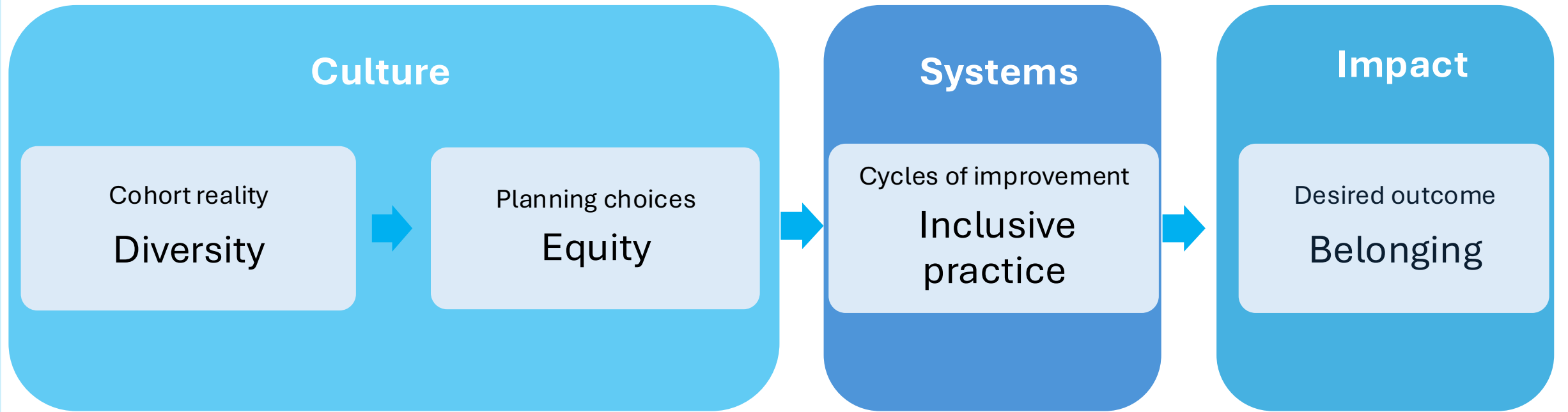


Preventing "Proactive School" Bias

LAs must ensure support is not disproportionately accessed only by the most vocal or proactive schools, ensuring equitable distribution across the area.

Who should we thinking hardest about?





trajectory toward more inclusive mainstream

Putting SEND at the heart of school improvement: Systematic and continuous development

Our SEND Mission...

What do we want to be remembered for?

The Trust had inclusion at its heart. It ensured that every child was seen, valued and included. All pupils thrived, and went on to succeed in a fulfilling and meaningful life.

Lingfield SEND Strategy *Six Principles*



Lingfield Academy Trust, Middlesbrough

Do now



Do next

Review current SEND
provision

Clarity your inclusive universal offer

Build capacity beyond the SENCO

Inclusive culture

Work to a multi year inclusion
strategy

Tighten Early Identification

Establish local
collaboration