Children's Services

Inclusion Briefing

Autumn 2026

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Hampshire County Council

Introductions



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Please add your name and school to the chat

Please note, we will be recording this session.
Please notify us if you have any objections.

Aims

1

Provide up-to-date information on priorities for inclusion

2

Signpost to support, advice and guidance

3

Identify common questions and priorities

Agenda

1. SEND updates
2. Inclusion updates
3. Tackling the Impact of (Socio-)Economic Disadvantage (TIED) updates
4. Q&A
5. Future sessions

Questions

Please post any questions in the chat.

We will collate and pause to address main themes after each section.

There will then be a chance for a more general Q&A at the end.

SEND Updates

SEND Updates

SEN Area Inspection

A Local Authority SEN area inspection is imminent. We receive the same amount of notice for the inspection as a school does at which time it will be 'all hands on deck' for about 2 weeks. Schools will be asked for information which will need a swift response. The Local Authority have been preparing for this so there are some schools who have experienced this already.

Secondary SENCO network meeting Tuesday 13th October 2026 15.45-17.00 - sign up on the Hampshire training moodle

AND – all about the SEND reform

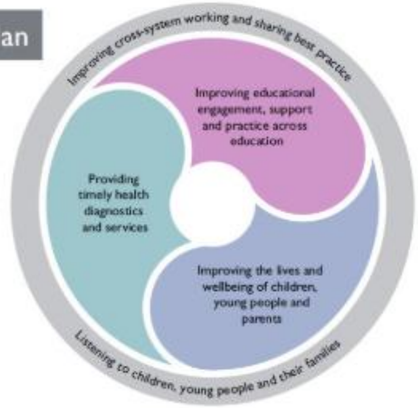
The Local Area Partnership

Hampshire's Local Area Partnership Strategy

Our vision



Our action plan



Our success criteria

We will know we have succeeded when….

1. The views of children, young people and their families informs all our work.
2. Children, young people and their families can access the information and services they need when they need it.
3. Data is routinely shared, and we all work towards the same goals.
4. Children and young people with SEND are happy and have positive social relationships.
5. Young people with SEND increasingly live independently and gain meaningful employment.
6. There is a culture of support to families and carers.
7. Children and young people with SEND and their families can access services and support that meet their needs at the earliest point, without barriers.
8. The mental and physical health of children and young people with SEND compares positively with their peers.
9. Children and young people with SEND are engaged in their education within an inclusive environment.
10. Everyone in the system, works together to improve educational engagement.
11. A robust, resilient and skilled education workforce can meet SEND needs.
12. Children and young people with SEND and their parents are appropriately prepared for adult life from a young age.
13. There is sufficient provision to meet the needs of all Children and young people with SEND in Hampshire.

Our approach

We will achieve our vision through strong multi agency and parental partnerships, having a shared understanding of challenges and working together on solutions.

We will measure progress by…

1. Bringing together Health, Education and Social Care data.
2. Tracking and reducing the gap between outcomes for children and young people with SEND and their peers.
3. Annually canvassing parents about their confidence in the system.
4. Annually canvassing professionals about system improvements.
5. Listening to children and young people about what matters to them and acting on their views.

We will work together well by…

1. Collectively owning the issues.
2. Securing cross-partnership agreement to progress all actions.
3. Spreading the word, creating a system-wide understanding of our ambition.
4. Routinely seeking the voice of all children and young people with SEND.
5. Holding ourselves and each other to account on delivery of our action plan.
6. Monitoring our progress through our Local Area Partnership board.
7. Supporting and be honest with each other.
8. Asking for help to solve systemic problems.
9. Being critical friends for each other.
10. Reducing inequalities.

Hampshire County Council · NHS · Public Health England · Hampshire Parent Carer Network · Hampshire SENDIASS

The Local Area Partnership Vision



Hampshire Approach to Inclusion

In the spring 2026 inclusion briefings, the Hampshire Approach to Inclusion was introduced. This is a framework developed as part of the **Local Area Partnership** to support in the ambition of strengthening consistent approaches to inclusion whilst also enhancing stakeholder confidence.

Education settings who adopt the framework are confirming that they are prioritising inclusion whilst embedding the core fundamentals required for a culture working towards embedded inclusion.

HAS YOUR SCHOOL SIGNED UP?

Once signed up settings will be sent initial materials including parent / carer information and visuals as well as key questions for leaders, governors and trustees. To retain status on the framework, settings will be expected to complete the annual self-audit which will be sent to the contact information on the sign-up form.

Hampshire Inclusion Framework

Relational and strength based

Consistent and evidence-informed approaches to teaching and learning

Proactive rather than reactive

Fosters difference and belonging

Welcomes feedback and community engagement

Prioritises professional development and building specialism

Inclusion Framework – Foundation Layer – Creating a culture of inclusion

Transforming SEND eLearning completed and support line used

Community engagement in place and children's community position prioritised

Person-centred planning approach in place

Stakeholder feedback collected and acted upon

Relational approaches are evident in behaviour policy and setting culture

Outcomes demonstrate positive trajectory for different groups

Attendance demonstrates positive trajectory for different groups

OAP and SEN support consistently implemented

Prejudicial language and behaviour return undertaken annually

Census information for those with SEN are representative of the locality

Reduced hours provision is used appropriately, and single groups are not overrepresented

Admissions Code is followed ensuring all applicational are fairly and appropriately processed

Suspension is used appropriately, and single groups are not overrepresented

Commitment towards inclusion and diversity made in policy and practice



"Inclusion is not a programme or a project – it is a culture we create together, every day, for every child."



Hampshire Approach to Inclusion

Scan the QR code to sign up

Microsoft Forms Registration

So – if or when - Our setting has adopted the Hampshire Approach to Inclusion(HATI)

This means:

- We are actively fulfilling the foundation stage of the framework
- We are completing the annual inclusion self-review
- Aspects of the pillars are identified as priorities in development plans and being engaged with our community and stakeholders
- We share this commitment with our community and stakeholders
- Our census and admissions information demonstrates that the establishment is supporting those in the locality
- We can demonstrate the progress being made towards closing gaps in outcomes for all groups of individuals
- We are open to professional discussion about all elements in the framework

Department for Education

Inclusion bases in schools guidance

June 2026

What is an inclusion base?

The term inclusion base replaces the terms SEN unit, resourced provision, and pupil support unit (sometimes referred to by some schools as ‘internal or in-school alternative provision’) as well as incorporating settings’ own SEND units.

Inclusion bases are provisions within mainstream settings for children and young people with additional needs. Typically, they support children and young people with special educational needs and disabilities (SEND), or requiring support for behavioural or pastoral reasons, including those at risk of exclusion or low attendance.

Inclusion bases are part of the mainstream setting; they are not registered as educational institutions in their own right. They typically require a dedicated space in the setting, which might be separate classes, specialist facilities, or a base where professionals with particular expertise are located. They deliver specific interventions, teaching, or support, often in place of or in addition to mainstream classes. Children and young people might access the base for a specific period of time, or access might be ongoing. They will normally be designed with a specific cohort or provision offer in mind.

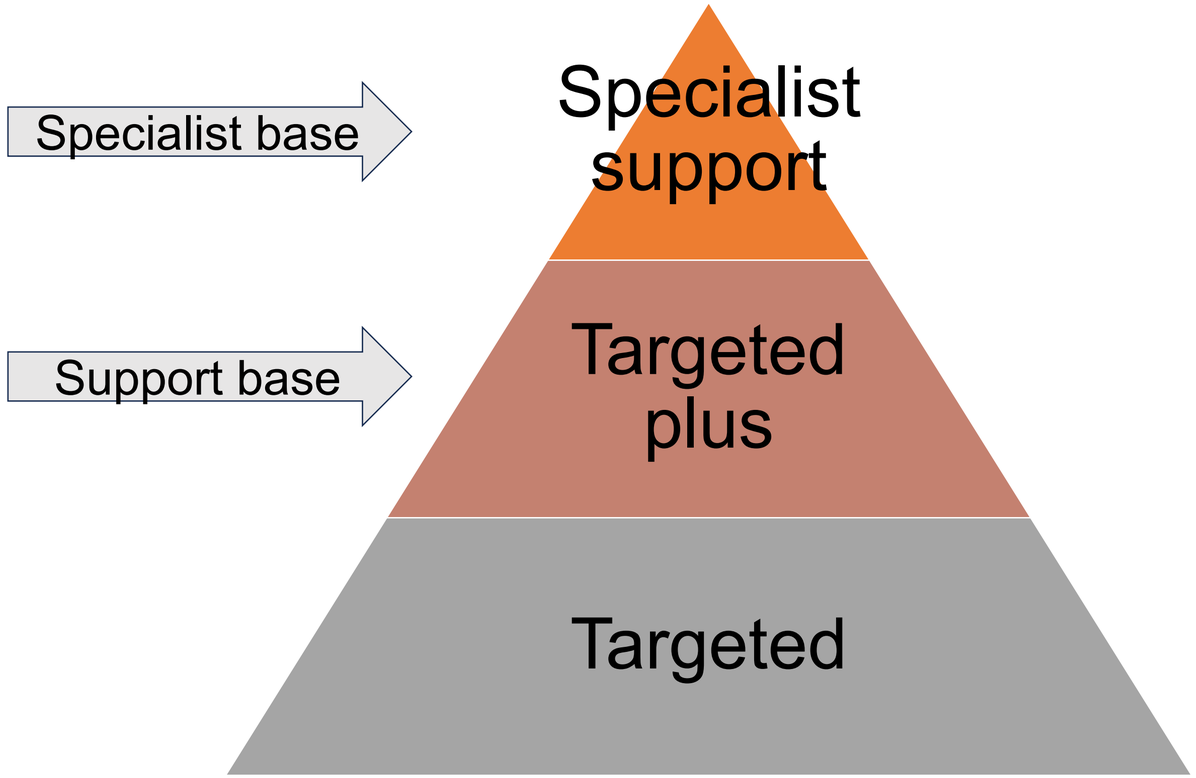
Inclusion bases in schools

Annex B provides definitions of these terms.
Inclusion bases are underpinned by two models:

- Support bases - commissioned and funded by individual settings, academy trusts or local groups of schools
- Specialist bases - commissioned and funded by the local authority

The SEND reform consultation set out proposals that, following the introduction of the National Inclusion Standards and Specialist Provision Packages, inclusion bases will align with new national layers of support.

Support bases will typically deliver Targeted Plus support, with specialist bases delivering Specialist support.



Support Base	Specialist Base
"Enhanced mainstream support"	"Specialist provision within a mainstream setting"
Sits mainly within **Targeted Plus**	Sits mainly within **Specialist Support**
School-led provision	Local Authority-led provision
Helps bridge the gap between targeted and specialist support	Provides specialist support for the most complex needs

What is Experts at Hand?

A new national SEND support service launching from September 2026, bringing specialist professionals directly into mainstream early years settings, schools and colleges to provide earlier intervention and strengthen inclusive practice.

Why It Matters ...

- **Supports earlier identification and intervention for pupils with SEND. Aims to reduce barriers to learning and improve outcomes.**
- **Strengthens schools' ability to meet needs inclusively.**
- **Governors should seek assurance that the school is engaging with local Experts at Hand provision and evaluating impact on pupil outcomes.**

Source: Department for Education, Experts at Hand Guidance (June 2026)

Experts at Hand Workforce Model

Specialist expertise, universally accessible, supporting inclusion, empowering outcomes.

CHILD / YOUNG PERSON & FAMILY

At the heart of everything we do

HOW SCHOOLS & SETTINGS ACCESS GRADUATED SUPPORT

- Identify need
- Single access & triage (locality based)
- Consultation & advice (default route)
- Targeted intervention & coaching(capacity-building)
- Review impact & agree next steps

EXPERTS AT HAND HUB

A multi-disciplinary team providing advice, support and targeted intervention across the graduated response, working in partnership across education, health, early help and the community sector.

SPECIALIST PRACTICE

- Educational Psychologists
- Specialist Teachers
- Speech & Language Therapists
- Occupational Therapists
- Autism / SEMH Advisors
- Behaviour and Inclusion Support

WORKFORCE DEVELOPMENT

- Practice Advisors
- Training, coaching and mentoring
- Resources, toolkits and guidance
- Communities of practice

FAMILY & SYSTEM SUPPORT

- Family practitioners and coordinators
- Transition and continuity support
- EHCP & SEND Advice
- Local Offer and system navigation

Hubs operate as locality-based delivery teams, coordinating proportionate support and building system capacity

REACHING ACROSS OUR SYSTEM

Early Years Settings
Early help and strong foundations

Mainstream Schools
Inclusive, high-quality teaching

Alternative Provision & Specialist Settings
Targeted support & outreach

Post-16 & Further Education
Inclusive SEND support & preparation for adulthood

Including out-of-area settings attended by Hampshire children and young people

Delivered through locality clusters, education centres and family hubs

Advice & Consultation | **Targeted Intervention** | **Training & Workforce Development** | **Coaching & Mentoring** | **Partnership & System Working**

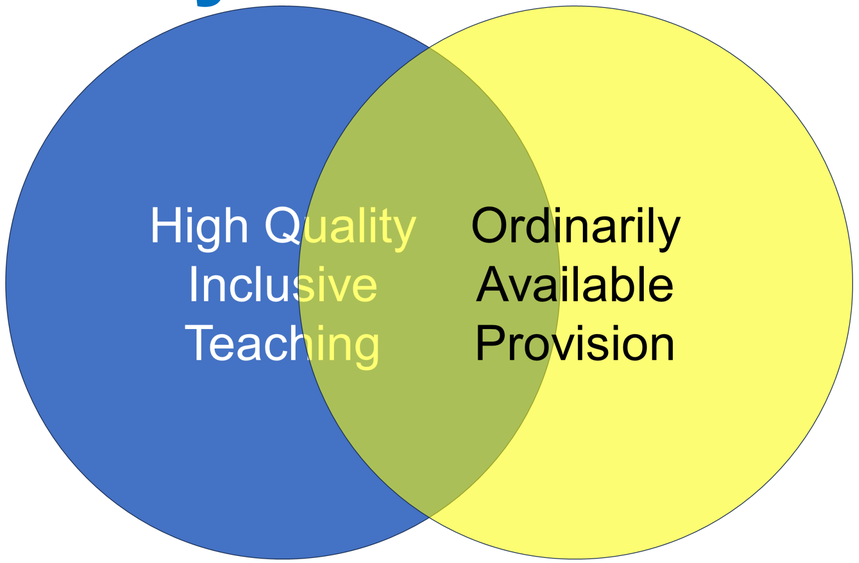
IMPROVED OUTCOMES FOR CHILDREN, FAMILIES & SETTINGS

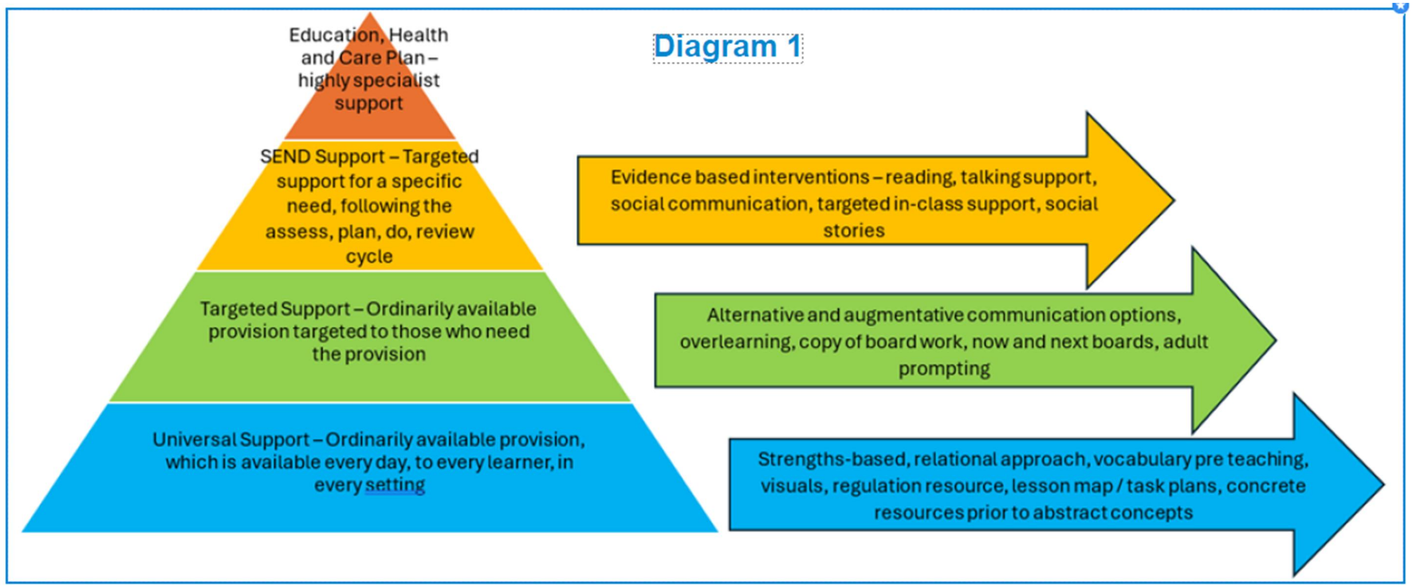
- Earlier identification & intervention
- Improved inclusion & belonging
- Better outcomes & progress
- Reduced exclusions
- Stronger workforce confidence
- Improved experience for families

RIGHT SUPPORT | RIGHT TIME | RIGHT PLACE | FOR THE RIGHT CHILD

ildren's Services

Ordinarily Available Provision





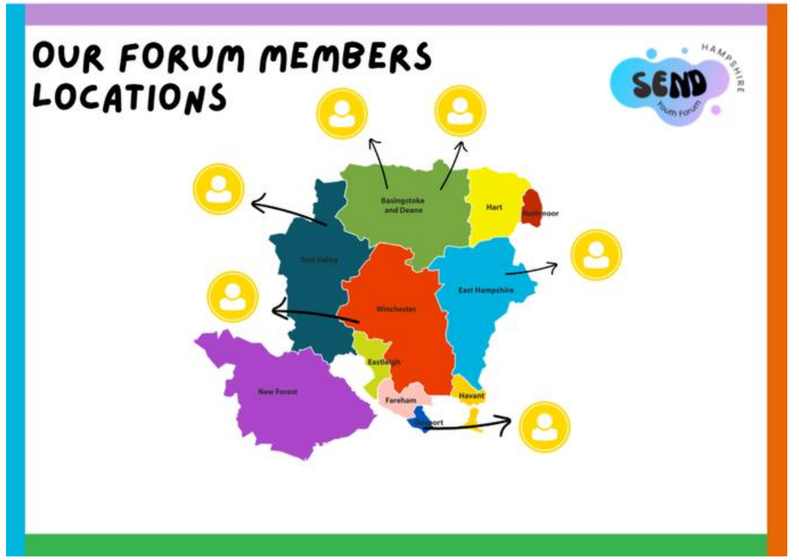


Hampshire send youth forum

What is Hampshire SEND Youth Forum?

The Hampshire SEND Youth Forum (HSYF) is a participation group co-designed with young people aged 14 to 25.

The forum gives young people with special educational needs and disabilities (SEND) the chance to voice their opinions, share experiences, and help shape positive change in Hampshire.



How HSYF works?

Young people join the forum and are invited to take part in our **regular monthly meetings**, where they can share their views, discuss key topics, and help shape the work we do.

As members gain confidence and experience, they can apply for **additional roles within the forum**, such as Chairperson or Social Media Lead, when these opportunities become available.

Members can also choose to **get involved in different project groups**, focusing on the topics and issues that matter most to them.



Our current priorities are:

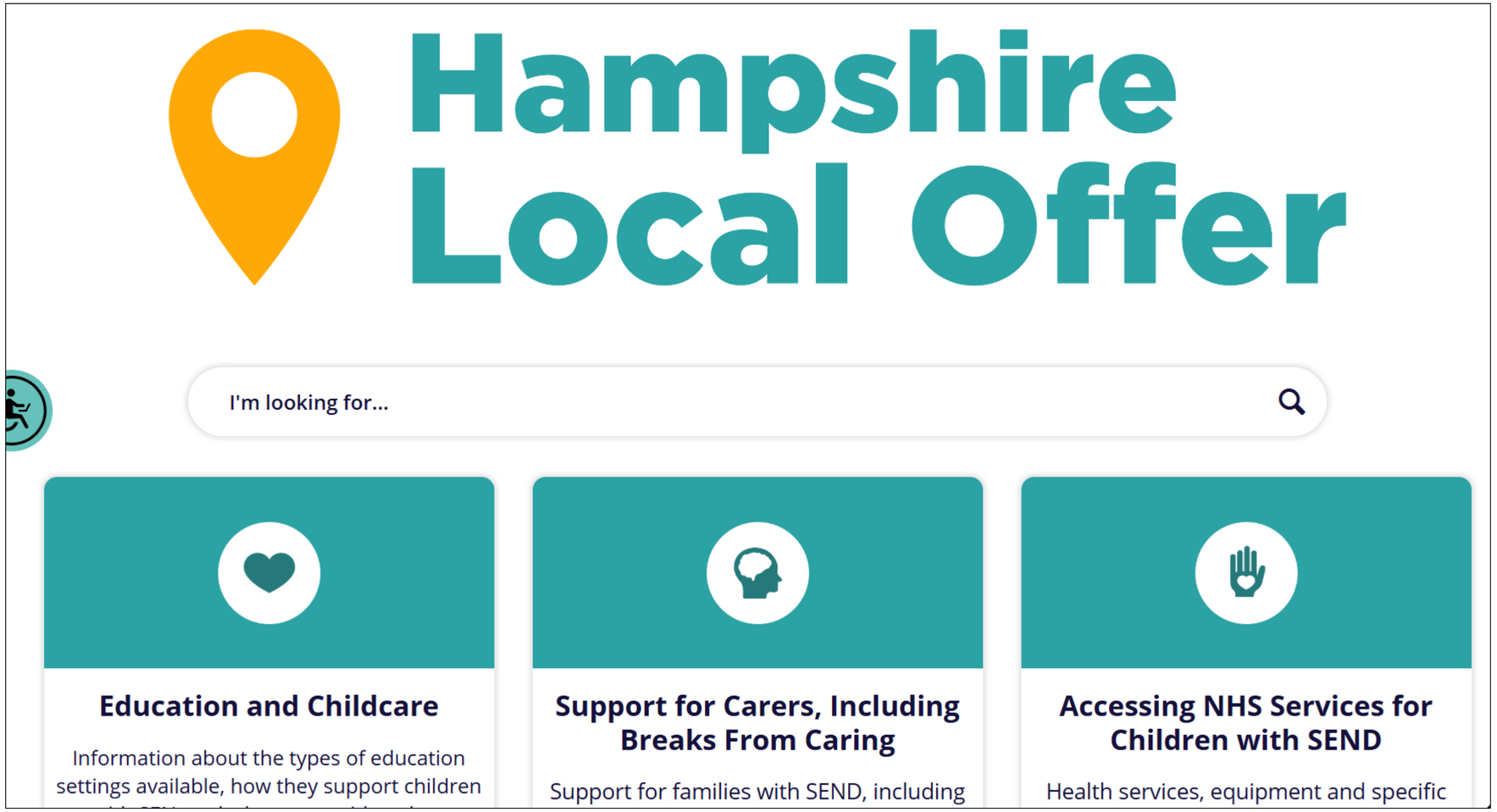
- Autism Awareness
- Mental Health and Hidden Disabilities

Hampshire County Council

SEND Youth Forum HAMPSHIRE

hants.gov.uk/send-youth-forum

SEND Local Offer | Hampshire CTSH



Brings together information about education, health, and care services for children and young people aged 0 to 25 with special educational needs and disabilities (SEND), plus a separate dedicated offer for care leavers.

SEN Support Toolkit, SEN Support Line & SEN Advisers



- **A SEN Support Toolkit**, offering online resources and signposting to advice, guidance and best practice information in supporting pupils with SEN needs. The focus is on the graduated approach which underpins practice for all children with SEN and as such this toolkit may be useful for all colleagues supporting children with SEN needs.



- Access to the online SEN Support Toolkit is free and unhindered by paywalls or passwords.

5 Training Modules

5 e-learning modules will be available on a virtual platform for heads to complete and cascade across each school.

Each module focuses on a specific area 'building block' of education from the perspective of enhancing inclusion to change culture.

Modules will be written and delivered jointly by Behaviour, Therapy and Education professionals from different areas of education and inclusion.

Module 1
- Neurodevelopmental approaches to learning

Module 2
- Inclusive teaching and strategies that will extend and support

Module 3
- Inclusive curriculums and the four pillars of an inclusive curriculum

Module 4
- Inclusive learning environments

Module 5
- Relationships, behaviour and attendance, taking a neurodiversity affirming approach

Inclusion Update

Inclusion Strategy by December 2026

Inclusive Mainstream Fund (IMF) guidance and accompanying inclusion strategy framework

Updated in August 2026.

Schools receiving IMF funding must publish an inclusion strategy which:

- identifies barriers to learning and participation within the school cohort
- sets out activities and investment to address those barriers
- identifies intended outcomes
- aligns activity to the DfE's seven principles of inclusion
- is reviewed annually.

The DfE explicitly encourages schools to use the Guide to Inclusive Teaching when developing their strategy Guide to Inclusive Teaching | EEF

For full details of DFE Guidance visit:

- Developing an inclusion strategy using the inclusive mainstream fund
- GOV.UKhttps://www.gov.uk/government/publications/inclusive-mainstream-fund-support-for-school-leaders/inclusive-mainstream-fund-best-practice-for-schools
- Inclusion_strategy_template.docx

“For values to be truly effective, they have to be verbs.

Culture = Values plus Behaviour"

Simon Sinek

- What barriers to learning, participation and belonging are we committed to **identify**ing and **removing**?
- What **act**ions, approaches and investments will **demonstrate** that commitment in practice?
- How will children and young people's **experiences**, **participation** and outcomes be different as a result?
- How are the DfE's Seven Principles of Inclusion visible in our everyday **decisions, behaviours and practice**?
- What evidence will tell us our strategy is working, and what will **prompt** us to **adapt** it as needs evolve?

Department for Education Principle	Ambition reflected in the following Hampshire Approach to Inclusion pillars
1. Ambitious leadership and governance that embeds inclusion	• Relational and strengths based • Proactive rather than reactive
2.Evidence-based support prioritising early intervention	• Consistent and evidence informed approaches to teaching and learning • Proactive rather than reactive
3.High-quality adaptive teaching with curriculum designed for all learners	• Consistent and evidence informed approaches to teaching and learning • Prioritises professional development and building specialism
4.Enriching provision beyond the classroom that all children can access	• Fosters difference and belonging • Prioritises professional development and building specialism
5.A safe and respectful culture fostering belonging, attendance, and participation in learning	• Relational and strengths based • Fosters difference and belonging • Proactive rather than reactive
6.Strong partnerships with families and wider services	• Welcomes feedback and community engagement
7.Inclusive environments with continuous improvements to accessibility	• Prioritises professional development and building specialism • Fosters difference and belonging

From Labels to Barriers
Building an Inclusion Strategy

Step 1: Diagnose Barriers

What is preventing pupils from fully learning, participating and belonging?

- Reading fluency
- Speech and language
- Attendance
- Transition
- Self-regulation
- Engagement

Use:

"Analysis identifies persistent absence, language and communication needs, low reading fluency, and transition vulnerability as the most significant barriers."

Step 2: Prioritise Universal Provision

What needs to improve for all learners?

The EEF's model focuses on:

- classroom routines
- adaptive teaching
- scaffolding
- curriculum accessibility
- metacognition
- Literacy and oracy
- relationships and belonging.
- Early support

Step 3: Target Support, Invest Strategically

Interventions should be clearly linked to diagnosed barriers.

Barrier	Strategy
Reading fluency	Structured reading intervention
Speech and language	Early screening and targeted support
Attendance	Attendance mentoring and family support
Transition anxiety	Enhanced transition programme
Self-regulation	SEMH and Executive functioning support

Step 4 - Keep it Live
Define success and review impact
Plan Do Assess Review

How will we know barriers that we identified are being removed.

Some Measures:

- Participation
- Attendance
- Belonging
- Achievement
- Independence

Are there other measures?

One School. One Set of Priorities.

Aligning Inclusion Strategy, Pupil Premium Strategy and School Improvement Plan.

Weak model: Each contains similar priorities but uses different language.

Strong model: One set of priorities in all three documents.

School Priority	Inclusion Strategy	Pupil Premium	SIP
Reading	Remove barriers to curriculum access	Close attainment gaps	Improve literacy outcomes
Attendance	Increase participation and belonging	Reduce persistent absence	Improve attendance
Curriculum and Teaching	Strengthen the universal offer	High-quality teaching	Improve quality of teaching and aid learning
Early Identification and Support	Respond early to emerging need	Target support before gaps widen	Inclusion and SEND priority
Working with Families	Reduce barriers through partnership with parents/carers	Improve attendance and engagement through family support	Community and parental engagement priority

Inclusion Exchange

We will share expertise, explore best practice, and strengthen inclusive provision.

Sessions are firmly rooted in practical, evidence-informed approaches, supporting schools to meet the needs of our most vulnerable pupils with confidence and impact.

Alongside exploring national policy and guidance, the Exchange creates dedicated opportunities for collaborative problem-solving.

Participants will engage in solution-focused discussions, working together to address real and emerging inclusion challenges within their own settings.

Specific areas of focus could include:

- Reviewing the impact of the Inclusion Strategy –opportunities to share good practice
- The use Inclusion spaces
- Belonging, mattering and tethering for pupils who miss learning
- Successful in-year admissions
- Positive parental engagement
- Discussion around and Implementation of any new national initiatives that may be statutory

Use the link at the bottom of the slide to book onto the Inclusion Exchange via the Learning Zone.
Use the Keyword Search.

26-27 Secondary Inclusion Exchange

Autumn
Date: 6 November 2026
Price: Sub £70/SLA £45/Full £84
Keyword Search: *Autumn Inclusion Exchange*

Spring
Date: 26 February 2027
Price: sub £70/SLA £45/Full £84
Keyword Search: *Spring Inclusion Exchange*

Summer
Date: 11 June 2027
Price: Sub £70/SLA £45 Full £84
Keyword Search: *Summer Inclusion Exchange*

A dynamic forum for school leaders to share expertise, explore best practice, and strengthen inclusive provision. Sessions are firmly rooted in practical, evidence-informed approaches, supporting schools to meet the needs of their most vulnerable pupils with confidence and impact.

Alongside exploring national policy and guidance, the Exchange creates dedicated opportunities for collaborative problem-solving. Participants will engage in solution-focused discussions, working together to address real and emerging inclusion challenges within their own settings.

Specific areas of focus include:

- Inclusion spaces
- Belonging, mattering and tethering for:
  - persistently/severely absent pupils
  - pupils who are suspended/excluded
- Successful in-year admissions
- Positive parental engagement

Feel free to email at me at Urmilla.Choubae@hants.gov.uk if you have requests for agenda items, or have something to share or present.

Learning Zone Information for Schools: Learning Zone booking information and guidance | Home

TIED Update

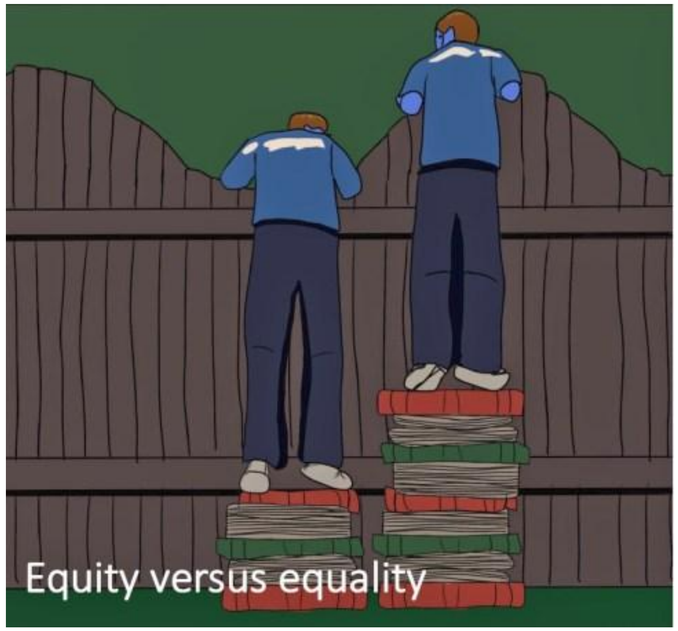
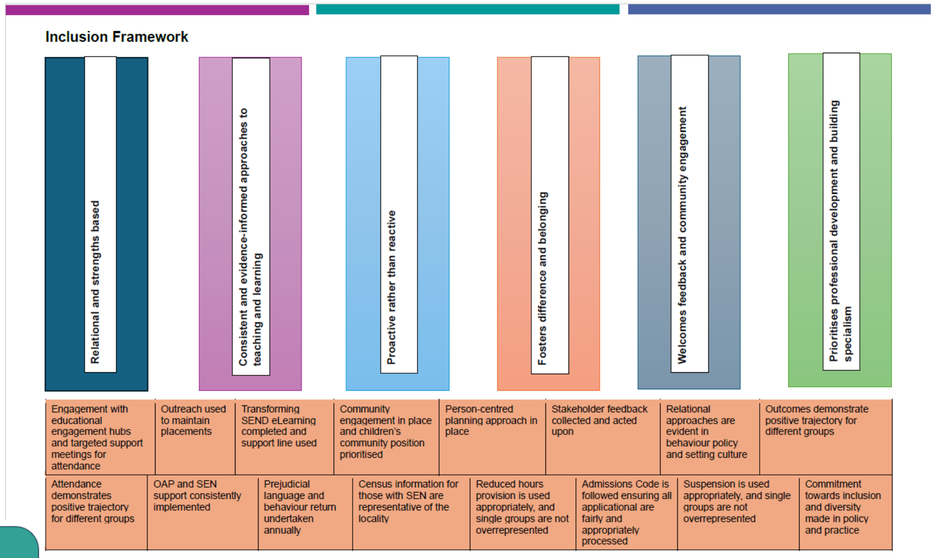
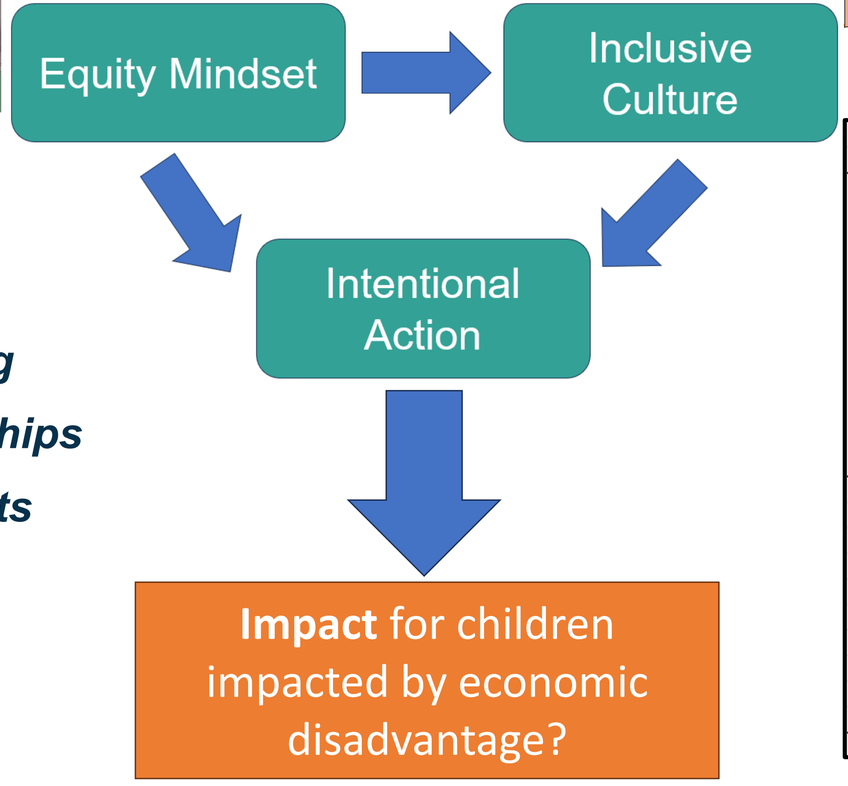


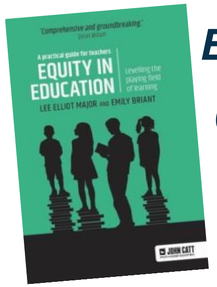
Illustration: Jack Elliot Major, from Equity in Education by Lee Elliot Major and Emily Briant







Key principles



Equity not equality

Capacity not deficit thinking

Deep not shallow relationships

Multiple not singular talents

	Year	LA Cohort	National						
	2026	22.7%	31.7%						
	LA Disadvantaged	LA Non-Disadvantaged (Gap)	National Disadvantaged (Gap)	Attainment trend 25-26		LA Dis v Non Dis Gap Trend 25-26		LA Dis v National Dis Gap Trend 25-26	
EYFS Good Level of Development	**52.9%**	-26.2%	-1.8%	2.6%	↑	-1.1%	↓	-0.9%	↓
Y1 Phonics	**63.7%**	-22.3%	-4.6%	0.2%	↑	-1.2%	↓	-1.6%	↓
Y4 Multiplication Check (APS)	**19.30**	-2.70	-0.80	1.10	↑	0.40	↑	0.30	↑
Y6 RWM Expected Standard	**41.0%**	-29.5%	-7.2%	-1.9%	↓	-3.1%	↓	-2.7%	↓
Y6 Reading	**56.0%**	-25.0%	-6.6%	-4.3%	↓	-4.4%	↓	-3.5%	↓
Y6 Writing	**54.8%**	-25.0%	-5.4%	-0.7%	↓	-0.8%	↓	-1.6%	↓
Y6 Maths	**55.4%**	-26.4%	-6.1%	-1.1%	↓	-2.9%	↓	-2.0%	↓
Y6 GPS	**52.6%**	-26.1%	-8.1%	-0.7%	↓	-1.9%	↓	-1.6%	↓
Y11 EM 4+	**42.2%**	-31.4%		0.9%	↑	1.1%	↑	0.0%	↑
Y11 A8	**34.7**	-11.90		1.20	↑	1.00	↑	0.00	↑

KS4 results are unvalidated and based on results day collection spreadsheet

Disadvantage Gap < National

Context (IDACI; %FSM and #FSM; Trends)
Past Performance Priority Identification

Intelligent Data Analysis

LA KPIs

Consistent Lens for Scrutiny of TIED Strategy Impact

SIPR Process

Prioritisation of Support
Signposting of Advice and Training

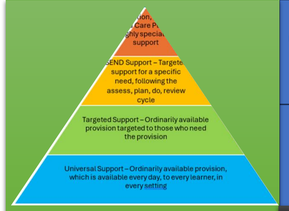
HIAS Improvement

TIED Steering Group

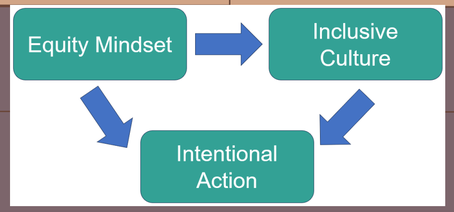
HIAS Advisory

Supported Schools
Targeted Project Work
Project 27+

Consistent Messaging and Prioritisation
Attendance Hubs; Subject Networks; Area HT
Networks
Professional Development Offer
Commissioned Reviews



Targeted Academic Support



Wider Support

HQIT

OAP

Attendance

SEN

SEND

TIED

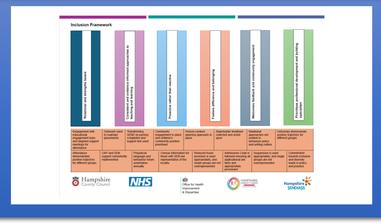
Other Vulnerable

Social Care / Virtual School / EMTAS

STAS Therapies

EP

PBS



Inclusion



ISS

From September 2026

*This will **increase** the number of pupils eligible for free meals*

Two FSM categories:

Targeted FSM
Universal Credit households earning **£7,400 or less (annual net income)**
Drives:

- Pupil premium funding
- Disadvantage measures (e.g. “Ever 6”)

Expanded FSM (new)
Universal Credit households above £7,400
Eligible for meals **but:**

- **does NOT** attract PP funding
- is not included in Disadvantage measures

Implications for schools of Expanded FSM

Receipt of Universal Credit remains a marker of economic disadvantage, even where household earnings exceed the previous FSM threshold. The government's rationale for expansion was that it would extend support to over 500,000 additional children, improve nutrition and reduce child poverty pressures.

Implications for schools of Expanded FSM

A new cohort of pupils to monitor

While we do not yet have national attainment datasets specifically for the Expanded FSM cohort (because the group only formally exists from September 2026), research over many years suggests that families just above eligibility thresholds often experience many of the same challenges as those below them:

- financial insecurity;
- housing instability;
- parental mental health and employment volatility;
- lower access to enrichment opportunities;
- attendance challenges;
- SEND identification issues.

Implications for schools of Expanded FSM

A new cohort of pupils to monitor

Whilst there are currently no accountability measures relating to the Expanded FSM category, it would be sensible to include these pupils as a new sub-group in outcomes analysis

Group	Attainment	Attendance	Inclusion
Pupil Premium / Ever 6	✓	✓	✓
Expanded FSM	✓	✓	✓
Non-disadvantaged	✓	✓	✓

Implications for schools of Expanded FSM

A new cohort of pupils to monitor

Key questions to consider

- How large is our Expanded FSM population?
- Are their attendance, attainment and engagement outcomes closer to PP pupils or non-disadvantaged pupils?
- Are there particular year groups where the gap is larger?
- Are Expanded FSM pupils accessing enrichment and wider opportunities at similar rates?
- Are we unintentionally targeting support only at PP pupils when there are broader financial vulnerability indicators?

Implications for schools of Expanded FSM

A new cohort of pupils to monitor

Summary recommendation

Continue to prioritise Pupil Premium pupils for statutory disadvantage monitoring and funded interventions, but begin tracking Expanded FSM pupils as a distinct vulnerable cohort to determine whether economic disadvantage beyond the Pupil Premium threshold is associated with poorer attendance, inclusion or attainment outcomes.

Future of Pupil Premium

We continue to await the DfE consultation on proposals for an alternative model for Pupil Premium based on family income

Although no formal consultation has yet appeared, The White Paper points towards a model that may weight funding according to:

Possible factor	Why it is being discussed
Persistent poverty	Evidence shows pupils disadvantaged for multiple years have substantially worse outcomes than those experiencing short-term disadvantage.
Depth of poverty	A family on very low income may face greater barriers than one just inside eligibility thresholds.
Family income bands	Would allow disadvantage to be treated as a continuum rather than a binary category.
Concentrated disadvantage	Schools serving communities with high levels of poverty may attract greater funding.

Similar Schools – Ofsted/DfE and IDSR

The model comprises the following variables:

Prior attainment – where available for those pupils in the relevant phase. The KS4 model uses a KS2 reading and maths combined measure and the KS2 model use KS1 test scores (some pupils do not have data due to the COVID-19 pandemic).

Pupil cohort information

Pupil numbers and stability (the percentage of pupils who were admitted to the school at the standard time of admission).

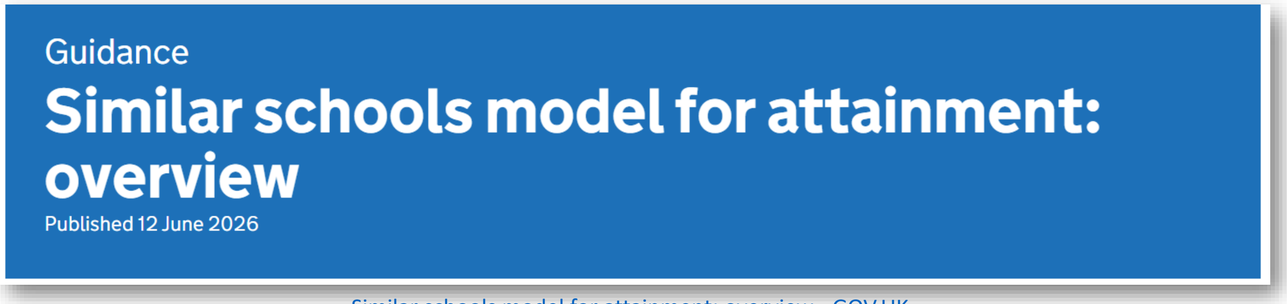
Inclusion

The proportions of pupils with SEND support, an education, health and care plan (EHCP) and English as an additional language (EAL).

Disadvantage

As measured by:

- Pupil Premium eligibility
- IDACI – a scaled, neighbourhood-level measure of income deprivation that affects children
- POLAR4 – a measure which captures progres**sion to higher education, reflecting differences in educational opportunity and aspiration**



Similar schools model for attainment: overview - GOV.UK

Any questions?

Inclusion Networks 2026-27

Half Term 1

Inclusion Briefing

3.30pm – 5.00pm

Led by Urmilla Choubae, Di Lowth, Chris Vaudin

Audience: senior leaders with overall responsibility for inclusion, SENCO, disadvantage leads

- Inclusion strategy and guidance
  - DfE policy
  - Inclusion spaces
- Hampshire inclusion framework
  - SEND-specific updates
  - Inclusion in practice updates
  - TIED updates
  - EMTAS updates
- Signposting of upcoming focus areas within distinct networks

Free to schools (multiple delegates encouraged)

Half Term 2

SEND Briefing

Audience: SENCO; senior leaders
Online briefing - Latest guidance
Free to attend

Inclusion Exchange

Audience: inclusion leads; pastoral leaders
In person - Practical sharing of best practice
Evidence-informed guidance - Active solution planning
Bookable on learning zone - Price: Sub - £70 / SLA – £45 / Full - £84

TIED Network

Audience: senior leaders; pupil premium strategy leads
In person - Evidence-informed strategy guidance
Sharing of best practice - Active project work
Bookable on learning zone - Price: Sub - £70 / SLA – £45 / Full - £84

Inclusion Briefing

Audience: senior leaders with overall responsibility for inclusion, SENCO, disadvantage leads

Inclusion strategy and guidance

- DfE policy
- Inclusion spaces

Hampshire inclusion framework

- SEND-specific updates
- Inclusion in practice updates
- TIED updates
- EMTAS updates

Signposting of upcoming focus areas within distinct networks

TIED Network

Audience: senior leaders; disadvantage/pupil premium strategy leads

This network empowers secondary leaders to put equity at the heart of school improvement, using research-informed strategies to mitigate the impact of disadvantage and embed lasting, high-impact practice.

Through collaborative sessions, leaders share effective approaches, evaluate impact, and learn from the successes of schools across the network. As priorities emerge, the programme evolves to provide bespoke support, ensuring sessions remain focused on the most relevant challenges and opportunities identified by participants.

Specific areas of focus include:

- Development, implementation and evaluation of an effective Pupil Premium strategy
- Evidence-informed, equity-focused approaches to:
  - High-quality inclusive and adaptive teaching
  - Targeted academic support with demonstrable impact
  - Wider strategies that remove barriers to learning and achievement
- Deep exploration of pupils' lived experiences to inform provision and evaluate impact
- Expert, up-to-date guidance on DfE and Ofsted policy, expectations and best practice relating to disadvantage and Pupil Premium

Inclusion Briefing

Autumn
Date: 29 September 2026
Keyword Search: ***Autumn Inclusion Briefing***
Spring
Date: 27 January 2027
Keyword Search: ***Spring Inclusion Briefing***
Summer
Date: 26 April 2027
Keyword Search: ***Summer Inclusion Briefing***
Price: Free
Free to schools (multiple delegates encouraged)

Inclusion Exchange

Autumn
Date: 6 November 2026
Price: Sub £70 / SLA £45 / Full £84
Keyword Search: ***Autumn Inclusion Exchange***
Spring
Date: 26 February 2027
Price: £70 / SLA £45 / Full £84
Keyword Search: ***Spring Inclusion Exchange***
Summer
Date: 11 June 2027
Price: Sub £70 / SLA £45 / Full £84
Keyword Search: ***Summer Inclusion Exchange***

TIED Network

Autumn
Date: 19 November 2026
Price: Sub £70 / SLA £45 / Full £84
Keyword Search: ***Autumn TIED***
Spring
Date: 11 March 2027
Price: Sub £70 / SLA £45 / Full £84
Keyword Search: ***Spring TIED***
Summer
Date: 1 July 2027
Price: Sub £70 / SLA £45 / Full £84
Keyword Search: ***Summer TIED***