Hampshire Inclusion Webinar

Children's Services

Practical Planning and Development of Inclusion Strategy for Hampshire Schools

A practical Workshop for Inclusion Leads

23rd and 26th November 2026

Time: 15:00-16:30

Complete our online form to register your attendance at this session. Inclusion Strategy Practical Planning & Development Webinar - Attendance Form

Before we begin, have our working documents ready.

Today's activities are designed to help you make practical progress on your school's Inclusion Strategy.

Please have the following open on your device:

1. Hampshire's Practical Planning and Developing Inclusion Strategy

Sharing a free resource we have been given permission by author to offer:

1. Inclusion Strategy Builder 2026/27 | National Attendance Portal- permission gained to use.

Hampshire Inclusion Webinar

Today we will:

- Review current strengths and barriers within your current context and using your evidence
- Consider stakeholder perspectives when reflecting on barriers to participation, belonging and achievement
- Identify strategic priorities
- Begin drafting an inclusion strategy
- Plan next steps for implementation



Inclusion is the deliberate creation of a school culture, curriculum and community in which every child and young person is welcomed, belongs, participates, achieves and is prepared for adulthood, with barriers to learning identified and removed through high-quality teaching, equitable access and responsive support.



Inclusion as school improvement

"Inclusion is not a separate strand of school development."

- Leadership, governance and school culture
- Teaching, curriculum and learning
- Attendance, behaviour, safeguarding and wellbeing
- Family partnerships, transitions and enrichment

Collaborate: If you looked at your school improvement plan, where is inclusion strongest within your school improvement plan? Can we identify inclusion as a thread? You might look at this after the webinar, with leaders back at school.

Three drivers for inclusion strategy

The Inclusion Strategy should reflect both existing inclusive practice and future development priorities.

- National Department for Education - Seven principles and Inclusive Mainstream Fund Guidance
- Local - Hampshire's Approach to Inclusion Pillar's aligned to the DFE Principles
- School - Your community, evidence, strengths and barriers

Which most strongly shapes inclusion priorities in your school currently?

DfE guidance

Local Hampshire priorities

School evidence

External inspection pressures

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Start with evidence: Who are we thinking about?

Before asking

What intervention should we introduce?

- What barriers exist, and who experiences them?
- What evidence supports our understanding?
- What is already working well?
- What inclusive practice already exists that we can build upon?

The Hampshire Inclusion lens

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

The Hampshire pillars support interpretation; they do not replace DfE principles. Schools may consider all seven principles during review; priorities do not need to address every principle.

Barriers may relate to (not an exhaustive list):

- learning and cognition
- communication and interaction
- attendance and engagement including reduced hours and alternative provision
- social, emotional, and mental health
- curriculum access
- relationships
- transitions
- participation in wider school life
- family circumstances
- economic disadvantage.

- **What patterns appear across the evidence, and which principles are most relevant to the barriers identified?**
- **What can we use from Hampshire's Approach to Inclusion within our strategic**

Complete an initial strengths-and-development review; identify evidence gaps.

Appendix 1 - School self-review: Mock Example

DfE framework principles	Hampshire Pillar	Current Strengths	Areas for Development	Evidence Used and to be used
Ambitious leadership and governance that embeds inclusion	• Relational and strengths based • Proactive rather than reactive	• Inclusion is a standing agenda item at SLT and governor meetings. • School has articulated an inclusive vision known by staff. • Pastoral, SEND and attendance teams meet regularly to identify pupils at risk of disengagement. • Leaders use pupil voice and family feedback when reviewing provision.	• Develop a whole-school inclusion strategy linked to school improvement planning, especially curriculum offer and HQIT • Strengthen governor challenge around suspension, attendance and belonging data. • Create a more systematic approach to measuring pupil sense of belonging and participation. Further embed Hampshire Approach to inclusion acting on data from the Audit Tool	• School improvement plan. Progress and Outcomes Data. • Governor minutes. • Attendance and suspension data. • Pupil and parent surveys. Audit Tool Data on High-Quality Inclusive Teaching and Ordinarily Available Provision Monitoring Staff training records.

DfE framework principles	Hampshire Pillar	Current Strengths	Areas for Development	Evidence Used and to be Used
Evidence-based support prioritising early intervention	• Consistent and evidence-informed approaches to teaching and learning • Proactive rather than reactive	• Leaders routinely analyse attendance, behaviour and attainment data to identify pupils requiring support. • A graduated response is in place and understood by staff. • Early Help, safeguarding and SEND teams work collaboratively to respond to concerns. • Intervention pathways are clearly established.	• Strengthen use of predictive data to identify pupils before concerns escalate. • Improve evaluation of intervention impact and value for money. • Further develop processes for pupils with multiple vulnerabilities. • Increase use of pupil voice to inform early intervention planning.	• Assessment data. • Attendance and behaviour data. • SEND Register reviews. • Intervention tracking. • Team Around the Child records. • Early Help documentation. • Pupil voice. • Parent feedback. • Audit Tool outcomes.

DfE framework principles	Hampshire Pillar	Current Strengths	Areas for Development	Evidence Used and to be Used
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**	**• Teachers use adaptive teaching strategies to support access to learning. • Curriculum leaders consider accessibility when designing curriculum pathways. • Staff access regular professional development on inclusive practice. • Ordinarily Available Provision is clearly articulated.**	**• Improve consistency of adaptive teaching across departments and key stages. • Increase subject-specific SEND expertise. • Strengthen quality assurance of inclusive classroom practice. • Develop greater pupil involvement in evaluating classroom support.**	**• Learning walks. • Book scrutiny. • Curriculum reviews. • Pupil voice. • SEND progress data. • Professional development records. • Hampshire Audit Tool findings. • Department improvement plans.**

DfE framework principles	Hampshire Pillar	Current Strengths	Areas for Development	Evidence Used and to be Used
Enriching provision beyond the classroom that all children can access	**• Fosters difference and belonging • Prioritises professional development and building specialism**	**• Pupils with SEND participate in clubs, trips and wider enrichment opportunities. • Leaders consider inclusion when planning extracurricular activities. • Pastoral teams identify barriers to participation. • Reasonable adjustments are routinely considered.**	**• Improve participation rates for vulnerable pupil groups. • Strengthen monitoring of engagement in enrichment activities. • Increase opportunities shaped by pupil voice. • Review barriers related to transport, finance and confidence.**	**• Enrichment participation data. • Educational visits records. • Pupil voice surveys. • Attendance at clubs and activities. • Family feedback. • SEND participation reviews. • Case studies.**

DfE framework principles	Hampshire Pillar	Current Strengths	Areas for Development	Evidence Used and to be Used
A safe and respectful culture fostering belonging, attendance and participation in learning	**• Relational and strengths based • Fosters difference and belonging • Proactive rather than reactive**	**• Positive relationships are a key feature of school culture. • Attendance is monitored alongside wellbeing, behaviour and engagement indicators. • Staff actively promote inclusion, respect and belonging. • Pupil voice contributes to school improvement activity. • Leaders respond quickly to signs of disengagement.**	**• Develop a more systematic approach to measuring belonging. • Further strengthen pupil participation in decision-making. • Improve attendance for identified vulnerable groups. • Develop evidence of the relationship between belonging, attendance and outcomes.**	**• Attendance data. • Persistent absence data. • Behaviour and suspension data. • #BeeWell survey findings. • Pupil surveys. • Student council feedback. • Parent surveys. • Safeguarding records. • Audit Tool outcomes.**

DfE framework principles	Hampshire Pillar	Current Strengths	Areas for Development	Evidence Used and to be Used
Strong partnerships with families and wider services	**• Welcomes feedback and community engagement**	**• Parents are viewed as valued partners. • Multi-agency working supports pupils with additional needs. • Communication systems encourage regular engagement with families. • Leaders utilise specialist services appropriately. • Family views inform planning and review processes.**	**• Increase engagement with harder-to-reach families. • Strengthen co-production approaches with parents. • Develop more systematic evaluation of family engagement activity. • Improve communication of available support services.**	**• Parent surveys. • Parent Partnership Service feedback. • EHCP review documentation. • Early Help records. • Multi-agency meeting notes. • Family engagement data. • Compliments and complaints analysis.**

DfE framework principles	Hampshire Pillar	Current Strengths	Areas for Development	Evidence Used and to be Used
Inclusive environments with continuous improvements to accessibility	• Prioritises professional development and building specialism • Fosters difference and belonging	• Leaders regularly review accessibility across the school site and curriculum offer. • Reasonable adjustments are implemented to support participation. • Pupils can access learning environments safely and confidently. • Accessibility planning is incorporated into strategic development.	• Further develop curriculum accessibility reviews. • Increase pupil involvement in evaluating accessibility. • Strengthen staff understanding of sensory and neurodiversity-informed environments. • Improve monitoring of accessibility plan impact.	• Accessibility Plan. • Site audits. • Health and Safety reviews. • Pupil voice. • Parent feedback. • Accessibility action plans. • SEND reviews. • Learning walk evidence.

I suggest that you explore Appendix 1 the 7 DFE principles in the context of your school.

Please work with key school stakeholders.

We are ready to start talking about priorities

- What is working particularly well?
- Which barriers recur across evidence sources?
- Which children and young people are most affected?
- Which issues are underlying barriers rather than symptoms?
- Which existing strengths or provision should be retained, strengthened or scaled?

Capture two or three emerging themes and patterns of barriers from your work on Annex 1 for effective discussions.

Appendix 2 - Stakeholder voice

Stakeholder group	What we heard	Strengths identified	Areas for development	Strategic implications
Students				
Parents and carers				
Staff				
Governors/trustees				
External partners				

Professional Generosity- sharing good ideas. What can you share here that you do in your school, that is evidence that you use stakeholder voices?

Appendix 3 - Belonging and participation

Area	Evidence source	Strengths	Development priorities
Relationships			
Belonging			
Participation			
Pupil voice			
Equity and access			
Family engagement			

Explore relationships, voice, access and participation in wider school life.

Not everything can be a priority

Focus on a small number of high-impact, sustainable priorities.

- Grounded in evidence and lived experience
- Addresses a meaningful barrier
- Builds on existing strengths and universal provision
- Improves participation, belonging and outcomes
- Focus on fewer priorities implemented well rather than many initiatives implemented inconsistently

Drafting strategic priorities

We will strengthen…

so that…

resulting in…

Draft one or two priorities. Use Annex A as an illustrative example, not a template to copy.

Annex A From barrier to strategic priority

Illustrative worked example - adapt to your own school evidence

Evidence and barrier	Lower attendance for some disadvantaged pupils and pupils with SEND; uneven enrichment participation; some pupils report feeling less connected.
Strategic priority	Strengthen belonging, participation and attendance.
Planned activity	Review participation data; strengthen pupil leadership; develop relational approaches to attendance; increase pupil voice.

What would this look like in your school? Draft your priorities using your evidence.

Is IMF the right funding source?

IMF funds inclusive capacity, not individual provision

Building inclusive schools for all

IMF is likely to be appropriate when it:

- Strengthens the school's capacity for inclusion
- Supports implementation of the DfE Inclusion in Mainstream Framework
- Improves mainstream provision, systems, environments or workforce expertise
- Benefits a wider cohort of pupils, even where pupils with SEND are a key focus
- Improves belonging, participation, attendance, engagement or outcomes
- Creates sustainable improvements beyond the funding period
- Complements existing SEND responsibilities and school funding

Consider an alternative funding source when:

- The funding is primarily for a single named pupil
- The provision is specified within an EHCP
- Existing school funding should ordinarily meet the need (e.g. Notional SEND Budget / core school budget)
- The activity duplicates provision already funded elsewhere
- There is limited wider impact on mainstream inclusion
- Evidence of sustainable impact is unclear

The Additionality Test

*"What becomes possible because of IMF investment that **would not otherwise happen**, and how will it strengthen mainstream inclusion for current and future pupils?"*

Key message

IMF is not primarily about funding pupils.

It is about strengthening a school's capacity to include more children successfully in mainstream education.

Improvement and Advisory Service

Strong IMF Examples

Staff training in adaptive teaching

Relational practice and belonging approaches

Early identification and graduated response systems

Sensory and regulation spaces benefiting multiple pupils

Family engagement and co-production programmes

Development of an inclusion strategy

Workforce coaching and professional development

Whole-school communication-friendly environments

Attendance and inclusion pathways

IMF Priority	What This Might Look Like	Potential IMF Investment	EEF Guide to Inclusive Teaching	Hampshire Approach in Action
High-quality teaching	**Pupils access and participate in learning through effective classroom practice**	**Adaptive teaching CPD, coaching, lesson study, curriculum accessibility review**	**Explicit instruction, scaffolding, flexible grouping, metacognition, technology**	**Audit and strengthen adaptive teaching through self-review and shared practice**
Inclusive culture and belonging	**Positive relationships, predictable routines and participation**	**Relational practice training, attendance and belonging initiatives, transition support**	**Inclusive teaching is most effective when pupils are engaged and ready to learn**	**Strengthen belonging, trusted adults, participation and pupil voice**
Ordinarily Available Provision	**Consistent support available across all classrooms**	**OAP development, communication-friendly environments, sensory and regulation resources**	**Inclusive approaches available to all learners as part of everyday practice**	**Clarify and embed what every learner can expect in every classroom**
Targeted support	**Additional support complements high-quality teaching**	**Evidence-informed interventions, intervention training, provision reviews**	**Carefully selected interventions linked to classroom learning**	**Strengthen the graduated response and early identification**
Implementation and sustainability	**Practice is embedded and sustained over time**	**Coaching, implementation leadership, professional learning communities, evaluation activity**	**Effective implementation improves the impact of evidence-informed practice**	**Use self-review, planning and evaluation to embed inclusive practice**

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These activities may be supported through IMF funding, core school budgets or a combination of both.

Strengthening Universal Provision- What change to everyday practice would benefit the widest range of learners?

Guide to Inclusive Teaching | EEF

From priority to implementation

- Define the intended change and why it matters
- Agree key actions, ownership and timescales
- Plan staff learning, capacity, funding and sustainable resources
- Build in review points and governance oversight

Work with business managers and governors: understand how IMF and wider school investment contribute to priorities and intended outcomes.

For IMF-funded schools, publication by 31 December 2026 is a grant condition.

Next steps and implementation

Planning for improvement

Question	Prompt
What are we trying to improve?	Define the intended change.
Why is this important?	Reference the evidence.
What will we do?	Identify the actions required.
Who will lead this work?	Establish accountability.
What support is needed?	Consider resources and professional learning.
How will we know it is working?	Agree success measures.

Appendix 4- Measuring success

Strategic priority	Intended outcome	Success indicators	Evidence source	Review date

Quantitative evidence	Qualitative evidence
Attendance including a lens on serious and persistent absence, the use of reduced hours provision and alternative provision,	Pupil voice
Attainment and progress	Parent and carer feedback
Behaviour, suspensions, and exclusions	Staff feedback
Participation data	Learning walks
SEND and vulnerability data	Observations
Mobility and transitions	Case studies
Destination information	Stakeholder engagement

Appendix 5 to be used with Annex 1- Building your strategy-Most schools will currently develop annual strategies. Some schools may choose longer-term approaches but should review priorities annually.

Strategic priority	Hampshire pillar(s)	DfE principles	Desired outcome	Key actions	Lead	Timescale	Success criteria	RAG
Priority 1								
Priority 2								
Priority 3								

Draft 3 priorities emerging from today's Webinar.

Link priority → Desired outcome → Actions → Lead and Implement→ Timescale → Review → Measure Impact against Success Criteria

Common Planning Considerations When developing your Inclusion Strategy:

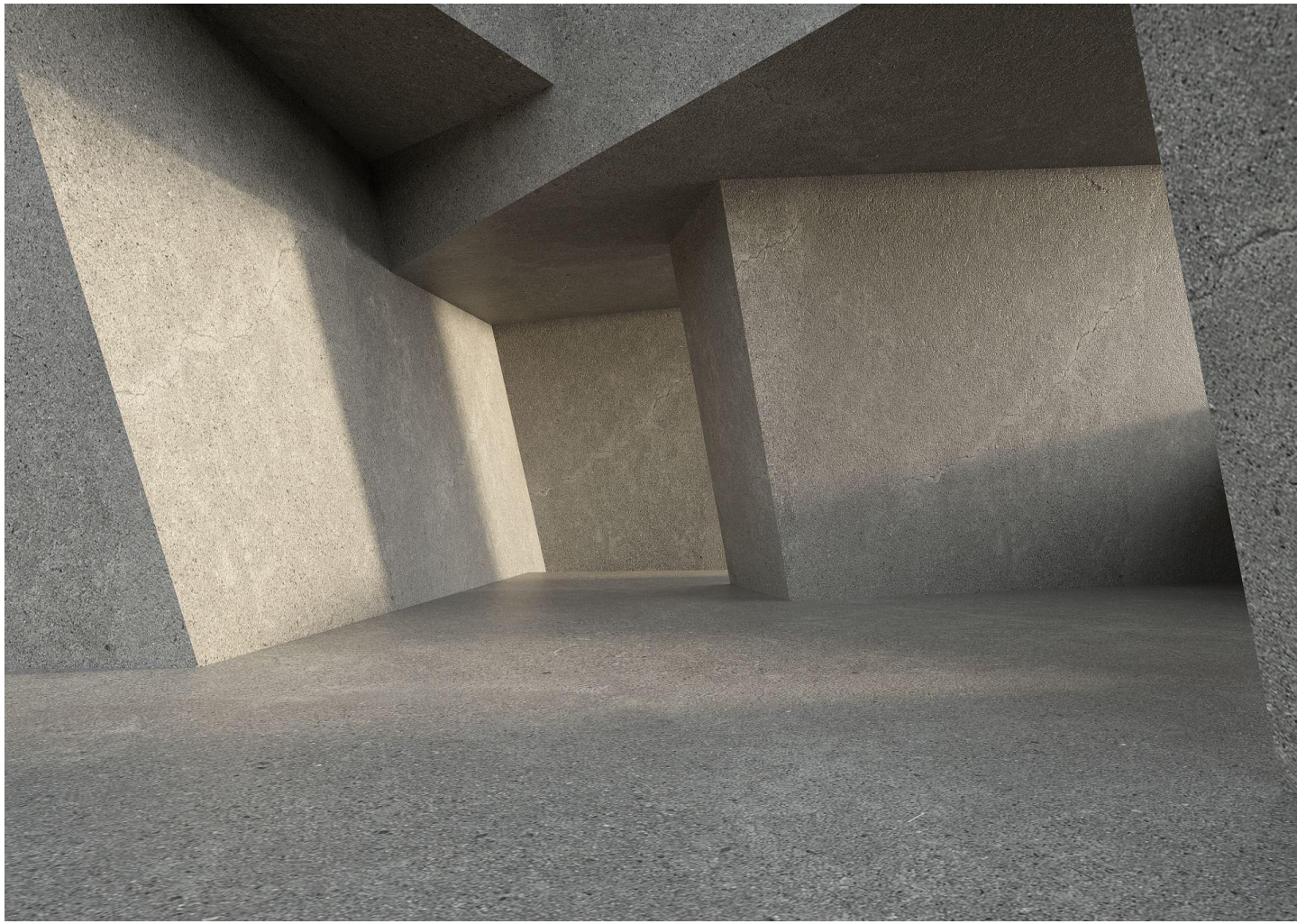
- Start with evidence and barriers
- Build on existing strengths and provision
- Focus on a small number of impactful priorities
- Consider both universal and targeted approaches
- Align activity to relevant DfE principles
- Identify intended outcomes from the outset
- Review and refine annually

Reflection

Could somebody unfamiliar with your school understand:

- the barriers?
- the priorities?
- the rationale?
- the intended impact?

"The strongest strategies are rarely those that introduce the most new initiatives. They are usually the ones that identify the most important barriers, build on what is already working and implement a small number of priorities consistently."

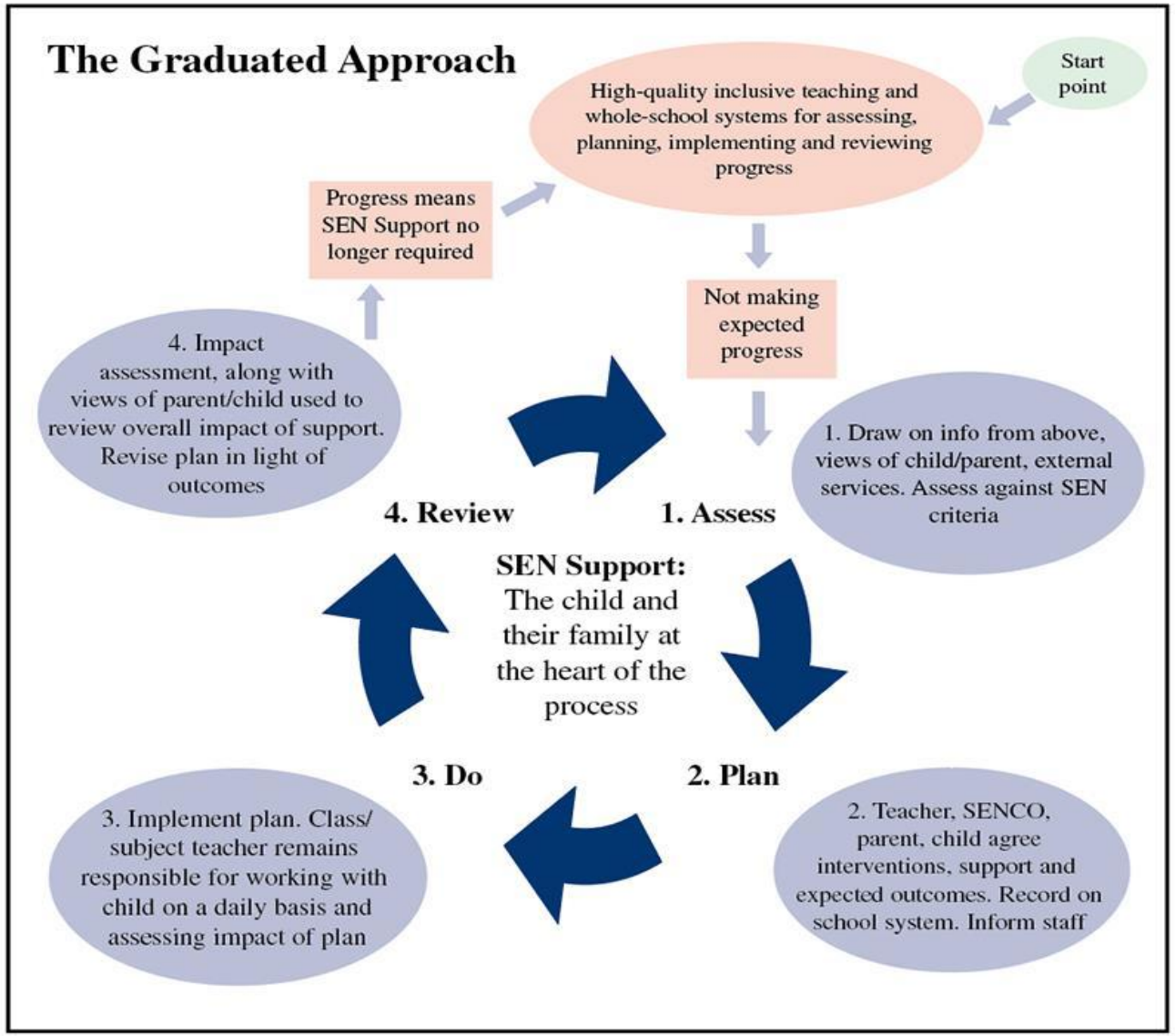


We have done the groundwork and can now look at this more clearly.

Inclusion_strategy_template.docx

Common Questions Schools Are Asking	
Question	Consider
Should we include existing provision?	Yes, many schools will wish to reflect their wider inclusive offer alongside future developments.
Do we need activities under all 7 principles?	Focus on the principles most relevant to identified barriers.
Is this just about IMF?	Consider how priorities are supported through the wider inclusive offer and available resources.
How many priorities should we have?	A small number of high-impact priorities is often more effective.
What should drive priorities?	School evidence, stakeholder voice and identified barriers.

Graduated Approach to the Inclusion Strategy



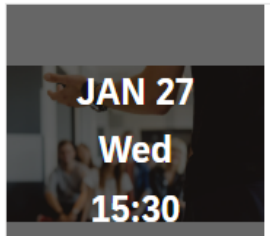
Inclusion is continuous school improvement — shaped by evidence, relationships and partnership.

Source: Adapted from Natalie Packer, *Assess, Plan, Do, Review: The Graduated Approach to SEN*, SecEd

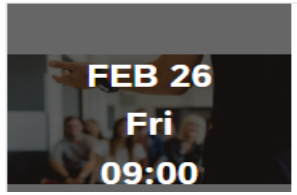
Link to Slides:

https://hias-moodle.mylearningapp.com/course/view.php?id=402

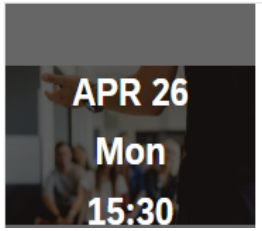
Exchanges Bookings on Learning Zone



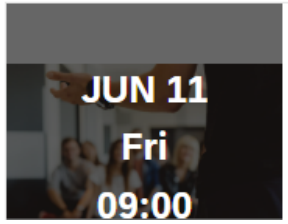
Spring - 26-27 Secondary Inclusion Briefing (Webinar)
Microsoft Teams



Spring - 26-27 Secondary Inclusion Exchange
Castle Ave - The Castle, Castle Avenue, Winchester SO23 8UJ



Summer - 26-27 Secondary Inclusion Briefing (Webinar)
Microsoft Teams



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Your feedback matters



Please scan the QR code to complete our online training evaluation form

Or access the form using the URL below:

https://forms.office.com/r/QE21XtDJ2r

Thank you!