

Dylan Murphy
Strategic Inclusion and SEND Lead



Sarah McAneny - Vincent
Executive Director of Inclusion & Advisory School Improvement

Derby Research School

INCLUSIVE TEACHING WEBINAR SERIES

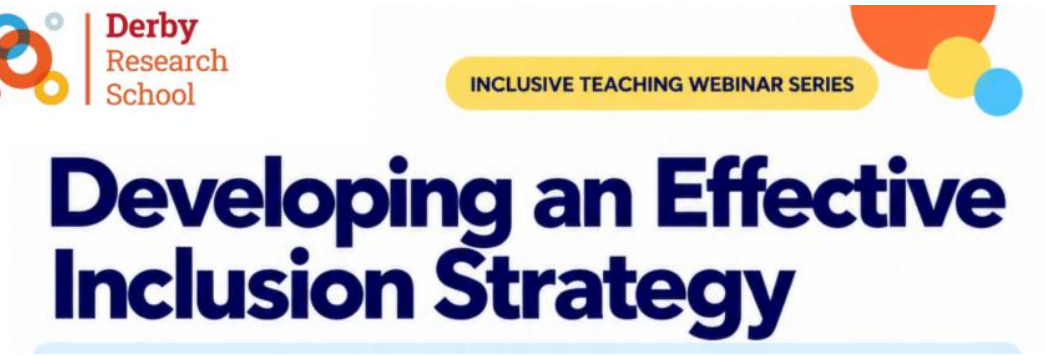
Developing an Effective Inclusion Strategy



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Inclusive Teaching Webinar Series

Upcoming Webinar: Developing an Effective Inclusion Strategy

- **Developing an Effective Inclusion Strategy** 16 November, 2026 4pm - 5pm - CLICK HERE
- **Exploring Strategic Literacy Leadership as Inclusion** 1 December, 2026 4pm - 5pm - CLICK HERE
- **Planning and Developing an Inclusion Base** 18 May, 2027 4pm - 5pm - CLICK HERE
- **EYFS Horizon Scanning** 8 June, 2027 4pm - 5pm - CLICK HERE

Inclusion and SEND

Graduated Response



Universal Offer

GOV·UK Menu

Home > Education, training and skills > School and academy funding > Inclusive mainstream fund: support for school leaders

Department for Education

Guidance

Developing an inclusion strategy using the inclusive mainstream fund

Updated 7 August 2026

[Developing an inclusion strategy using the inclusive mainstream fund - GOV.UK]

Deadline: 31st December 2026

The Inclusive Mainstream Fund

The Inclusive Mainstream Fund (IMF) will provide schools, colleges and early years settings with over £500 million funding per year **over the next three years** to support inclusion and early intervention.

This should help **take meaningful steps towards building a strong universal offer** for all pupils, focused on quality first teaching, and remove common barriers to learning.

Over time, as we move to a **fully reformed system**, we aim to re-balance funding for SEND, directing much more of it into core budgets for schools and colleges. This will allow **planning for provision, employing staff and delivering interventions**, without having to go through lengthy and burdensome external processes to secure the resources needed to support children and young people with SEND.

The Inclusive Mainstream Fund

Themes

- Creating accessible environments
- What the new guidance on inclusion bases means for you
- Experts at Hand
- Assistive technology training available for all staff
- Training for teachers and lecturers: update on the SEND CPD offer

What's coming and when:

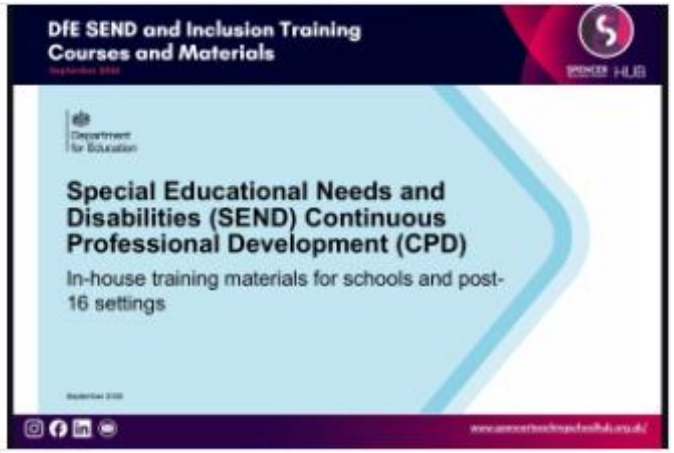
- **July** – the EEF published a guide to inclusive teaching
- **September 2026** – DfE published free in-house training materials to help all staff understand proposed SEND reforms, build a shared vision for inclusion, and plan professional development for the rest of the year.
- **December 2026 and Spring 2027** – DfE will publish further materials covering pedagogy, creating inclusive environments and working with parents.
- **Before the end of next academic year** – sign-up opens for the new inclusive education courses launching in autumn 2027
- **Autumn 2027** – new fully funded training courses for teachers, leaders, lecturers, TAs and FE support staff in mainstream schools and FE colleges. A more comprehensive early years offer will also launch at this point, including in-depth webinars and local support networks.

Teacher Bulletin: new guidance and training to support inclusion

DfE News and Updates

Department for Education

SEND and Inclusion Training Courses and Materials





[DfE SEND Communications Sept 2026]

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Online training package for early years educators

Free, flexible online training from Dingley's Promise, funded by the DfE, helps early years educators strengthen inclusive practice, identify and support children with SEND, and build effective partnerships with families and professionals.
These materials are available at: Early Years CPD Training - Dingley's Promise

In House Training materials for schools and post-16 settings

Free, adaptable resources from Ambition Institute help school and post-16 leaders, teachers and support staff develop a shared approach to inclusion, with materials covering SEND reform, inclusive teaching, Areas of Development, speech, language and communication, and facilitator guidance.

The materials are available on GOV.UK:

- **Schools:** SEND and Inclusion Training for Mainstream Schools
- **Post-16 settings:** SEND and Inclusion Training for Post-16 Settings

Universal SEND Services – Neurodiversity CPD

Schools and post-16 settings can access the Universal SEND Services programme, with new neurodiversity training materials launching on 29 September to help embed inclusive practice across whole-setting approaches.

From 29 September, you will be able to access the materials here: https://www.wholeschoolsend.org.uk/page/neurodiversity-awareness

EEF: Guide to Inclusive Teaching

Informed by the EEF's *Guide to Inclusive Teaching*, the DfE SEND CPD materials support practitioners to develop evidence-informed inclusive practice across their setting.

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What is essential ingredient for a school not to miss when developing their Inclusion Strategy?

Developing and delivering an effective inclusion strategy

As part of the IMF conditions of grant, you are required to produce an inclusion strategy to explain your plan to use your overall funding allocation to help you build a strong inclusive offer.

This section explains how you can use a 5-step approach, which is an ongoing process, to support you to develop and refine your strategy and is similar to the one you undertake for your pupil premium strategy:

1. Identifying and understanding the commonly occurring barriers to learning and participation pupils face
2. Using evidence to consider inclusive practice
3. Developing an effective strategy
4. Delivering and monitoring your strategy
5. Evaluating and sustaining your strategy

Developing an inclusion strategy using the inclusive mainstream fund - GOV.UK

Step 1: Identifying barriers to learning and participation commonly occurring in your cohort

Identification of additional needs and commonly occurring barriers to learning and participation is an important part of the process for building a strong universal offer and considering the targeted support needed to improve inclusion for your cohort, without the need for statutory process.

To identify the commonly occurring barriers to learning and participation facing your cohort, you should draw on a range of sources, including:

- classroom observation and engagement with teachers
- internal assessments
- engagement with families and pupils
- discussions with external professionals
- data on SEND, including attendance, behaviour, and attainment
- evidence on local or national trends in changing need

The EEF Guide to Inclusive Teaching

1. Explicit Insruction
2. Feedback
3. Scaffolding
4. Calm Classroom Environments
5. Positive Relationships

Universal Approaches

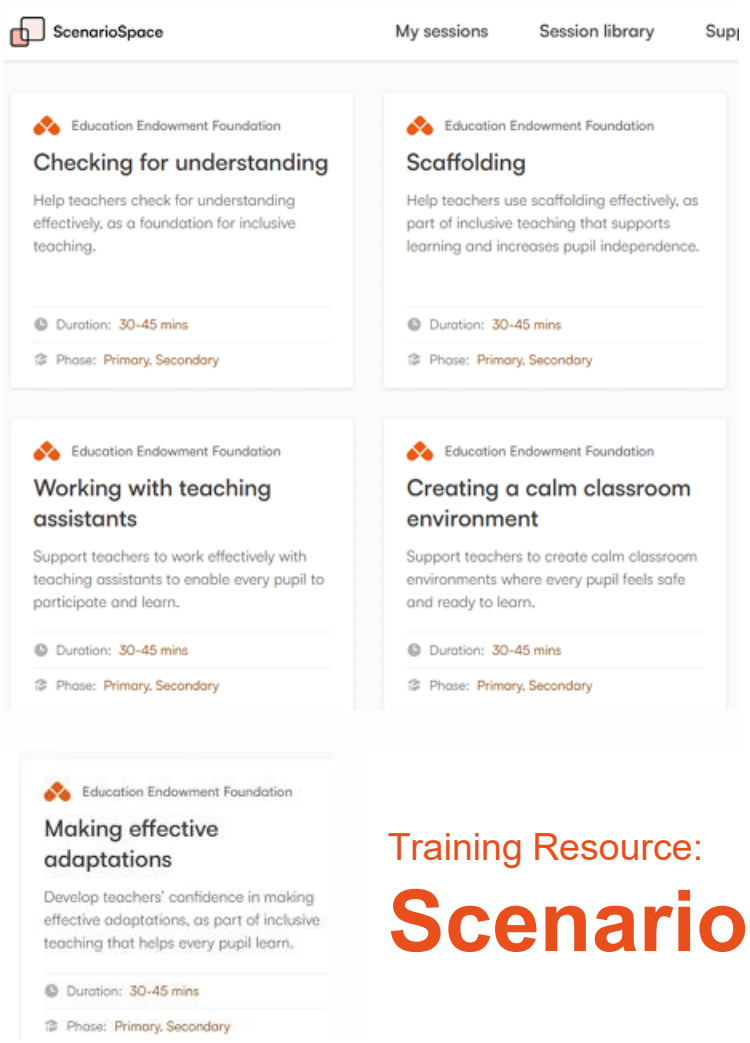
What do we do every day that is especially important for pupils with additional needs?

Adaptations and Additional Support

What adaptations or additional support might also be needed by some pupils?

How do we know that they help rather than hinder learning?

1. Classroom Adaptations
2. Targeted Interventions
3. Teaching Assistant Support
4. Using Digital Technology



Training Resource:

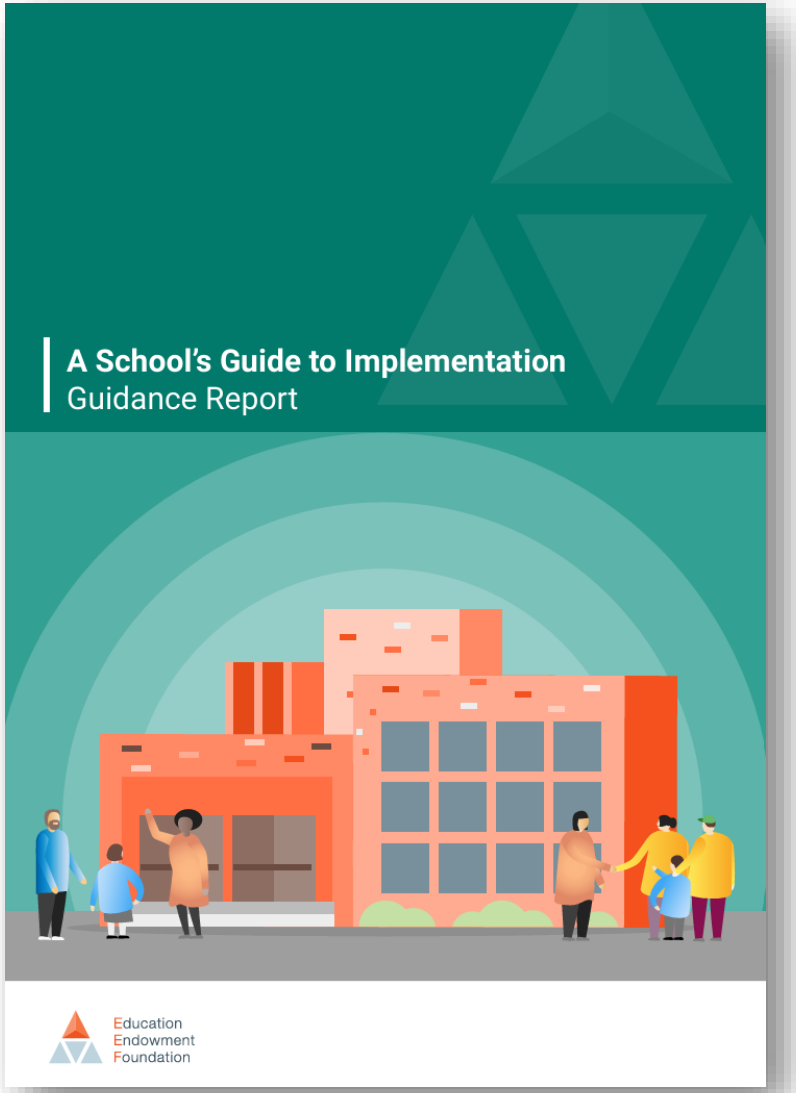
Scenario Space

[Guide to Inclusive Teaching | EEF]

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What are the biggest mistakes we might make or risks we may face when we are developing our inclusion strategies?



Recommendations

01	Adopt the behaviours that drive effective implementation	07
02	Attend to the contextual factors that influence implementation	13
03	Use a structured but flexible implementation process	19

[A School's Guide to Implementation guidance report | Education Endowment Foundation]

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Recommendation 1

Adopt the behaviours that drive effective implementation

Implementation is fundamentally a collaborative and social process driven by how people think, behave, and interact.[8]



- Engage people so they have the potential to influence change
- Engage people in collaborative processes
- Engage people through clear communication and active guidance

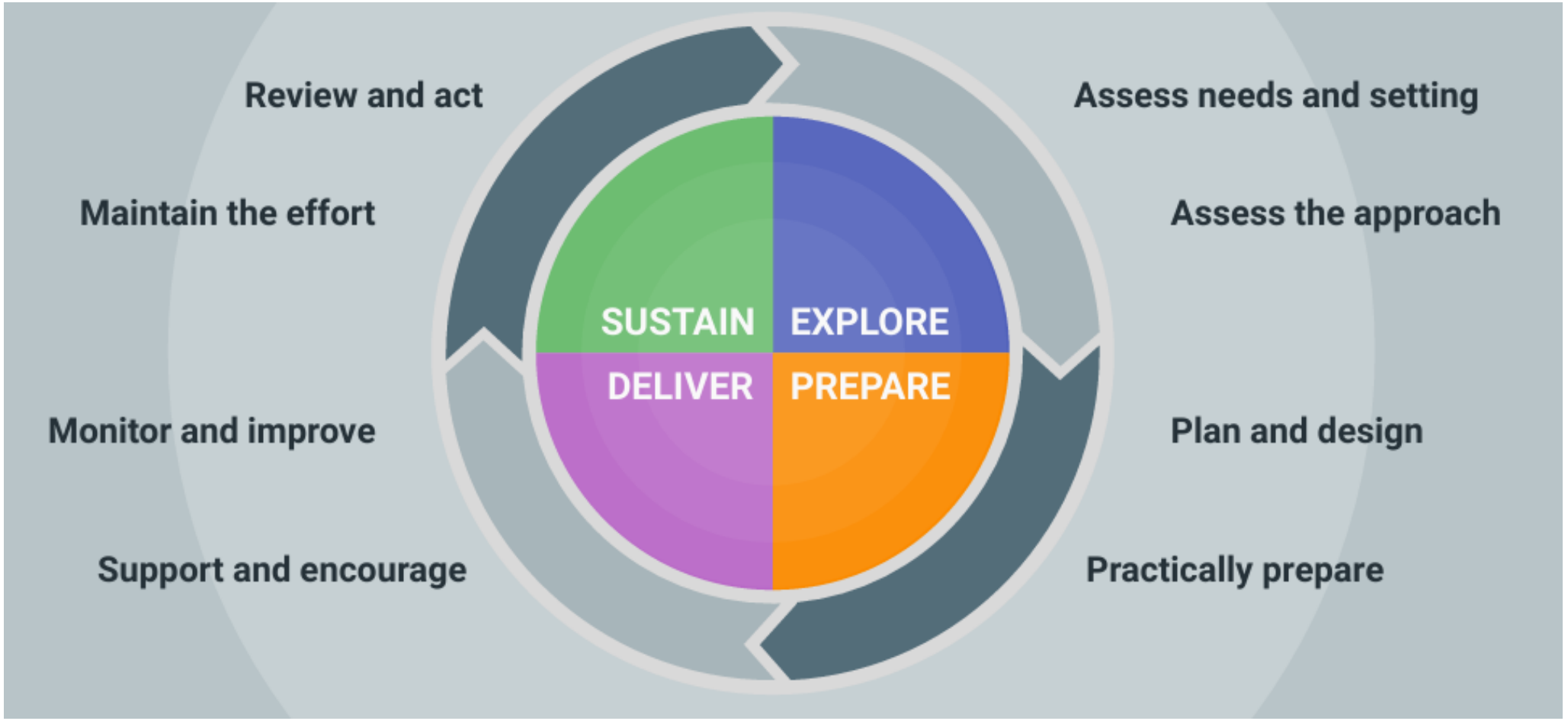
- Unite views and values
- Unite knowledge and understanding
- Unite skills and techniques
- Unite implementation processes

Pages 8 - 11

[A School's Guide to Implementation guidance report | Education Endowment Foundation]

Recommendation 3

Use a structured but flexible implementation process



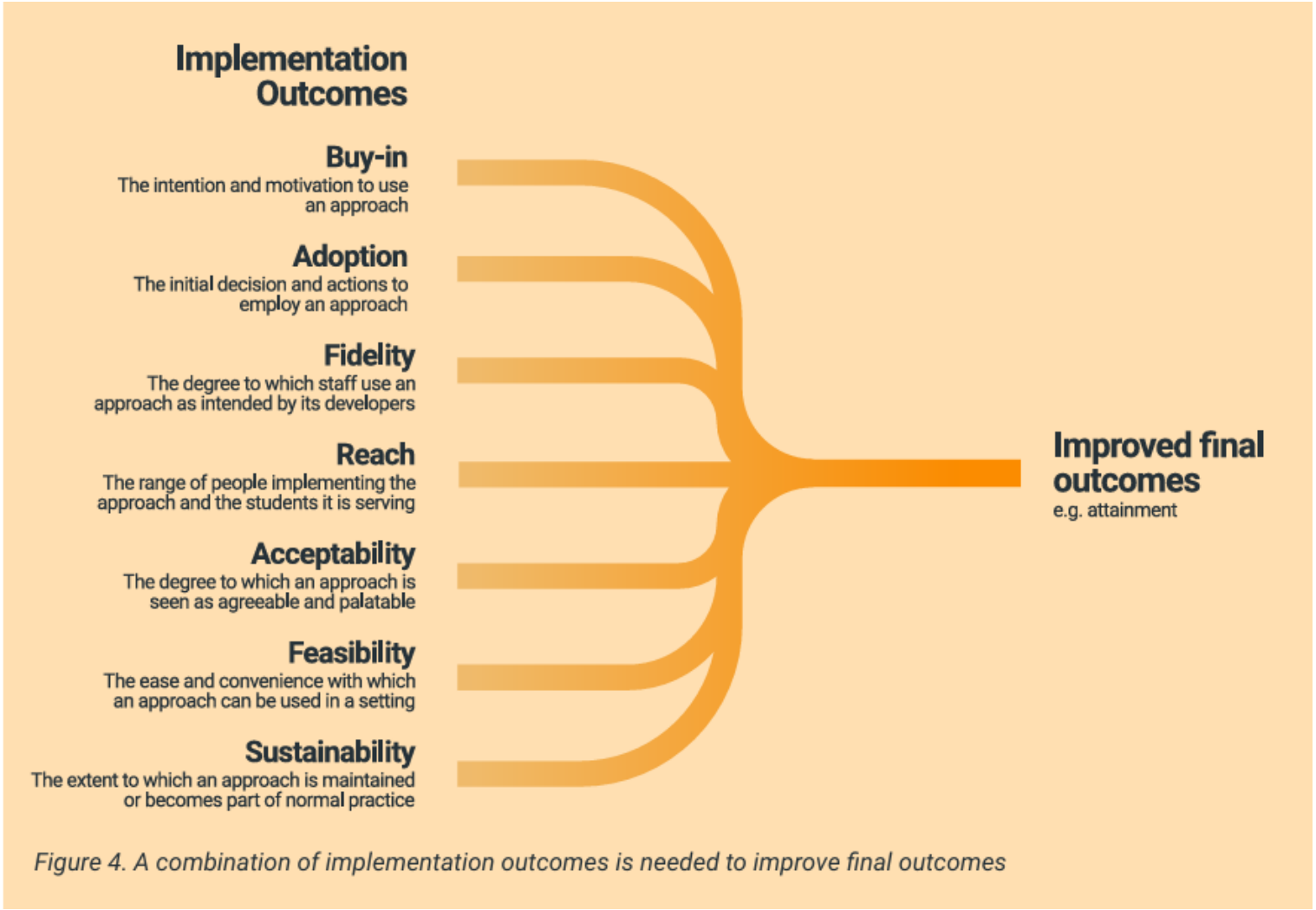


Figure 4. A combination of implementation outcomes is needed to improve final outcomes

Pages 32 - 33

‘Monitor a range of implementation outcomes’

One to one tuition

Moderate impact for moderate cost based on moderate evidence.

Small group tuition

Moderate impact for low cost based on moderate evidence.

Teaching Assistant Interventions

Moderate impact for moderate cost based on moderate evidence.



Teaching and Learning Toolkit | EEF

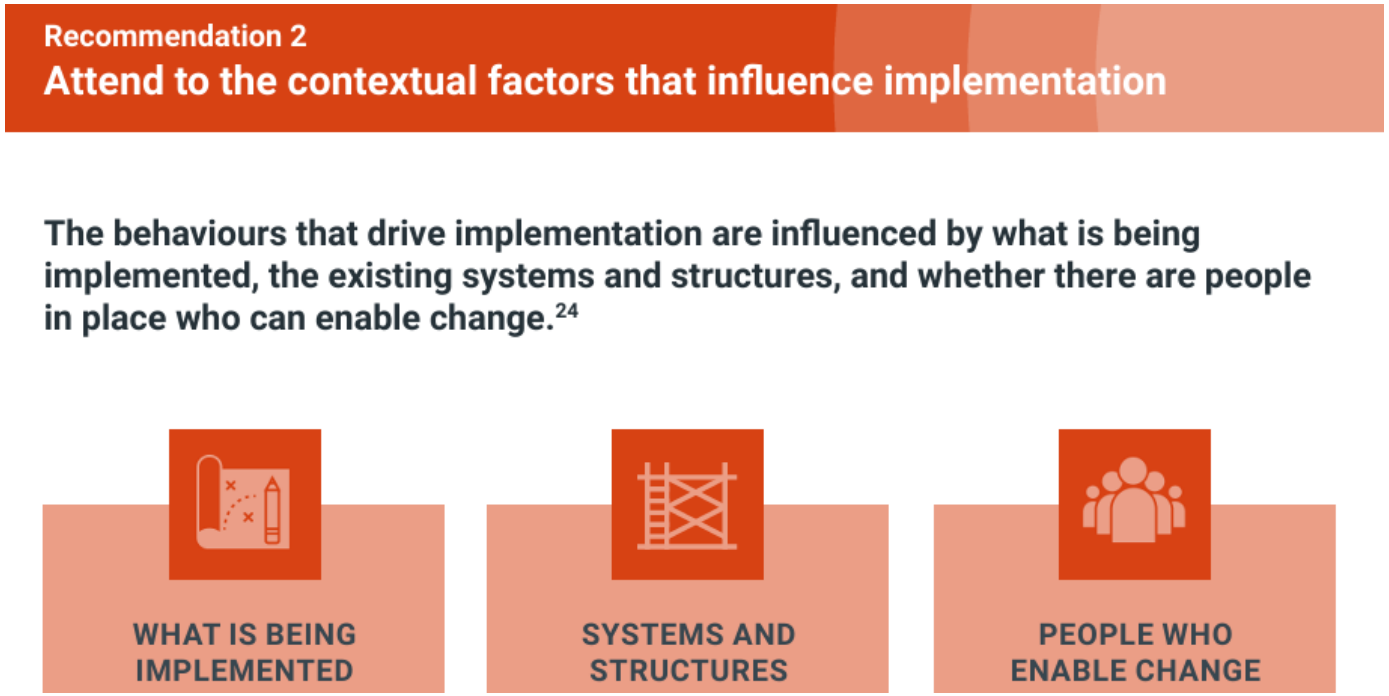
Deployment of Teaching Assistants | EEF

In the race to get our documents and account for our spend by 31st December – with Ofsted coming in with the 'Inclusion' agenda on our radar - What should we not forget?

Alignment

Accessibility Plan - Information Report - Inclusion Strategy

School Improvement Plan - PP Strategy Statement - Inclusion Strategy



'The responsibility for developing appropriate enabling structures often lies with school and implementation leaders. Where possible, aim to repurpose existing systems and structures rather than bolting on new ones and keep checking that they are fit for purpose in supporting the changes.'
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INCLUSIVE TEACHING WEBINAR SERIES

Developing an Effective Inclusion Strategy

What this is about

This webinar will help school leaders understand the new Inclusion Strategy requirements, explore the latest policy and deadlines, and consider how to turn guidance into a meaningful strategy for their own setting.

We will provide a clear overview of what the Inclusion Strategy is, how it connects with your current practice, and how to identify needs, set evidence-informed priorities and plan effective actions. The session will include practical guidance, shared examples and time for questions to support your next steps with confidence.

BOOK NOW

You'll explore:

1 The Inclusion Strategy and policy context

- What the new Inclusion Strategy is and what it means for schools.
- The latest policy developments and key deadlines.
- The 31st December 2026 publication deadline and current DfE guidance.

2 Understanding your school's needs

- How to identify the needs and barriers within your own school.
- How to build on what you are already doing.
- How to use evidence to shape priorities, actions and spending.

3 From strategy to action

- How to turn your priorities into a clear, actionable plan that makes a difference for all pupils.
- Practical guidance, shared examples and Q&A with other school leaders.

16th November 2026 | 4pm–5pm | £ FREE | Online



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https://forms.cloud.microsoft/e/NjVHFHZYN2



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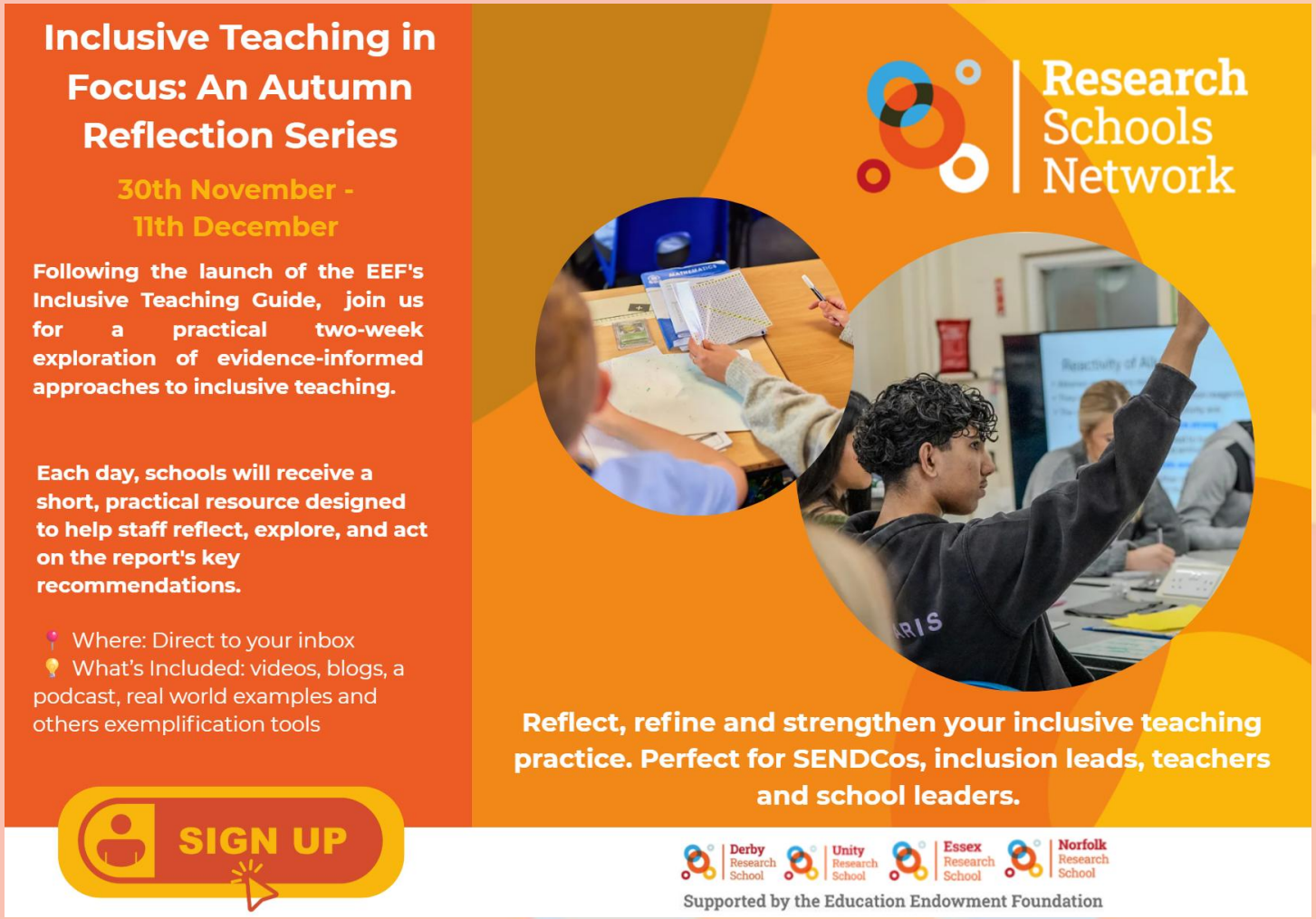
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Reflection Series for Inclusive Teaching CLICK HERE - sign up for resources, podcasts, videos and tool to be shared directly to your inbox 30th November 0
11th December

Free Briefings for School and Trust Leadership Teams

This is where we work directly with school leadership teams to cover key themes as a free to access webinar:

- **The EEF's Guide to Inclusive Teaching** - CLICK HERE
- **Unpacking Executive Functioning** CLICK HERE









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