



TOWN END
RESEARCH SCHOOL
At WISE Academies



Inclusion in Action **Free** Online Training

Suitable for SENCOs, inclusion leads and leaders at all levels
in both primary and secondary settings.

This online training is fully funded by DfE RISE North East.



Deadline to sign up is
25th September 2026.
Sign up using this [link](#) or
scan the QR code.



Funded by
UK Government

Why inclusion, why now?

The challenge facing schools is growing. More pupils are being identified with SEND and mainstream classrooms are supporting an increasingly wide range of needs.

Schools need approaches that enable all pupils to access ambitious learning, participate fully and become increasingly independent, while maintaining high expectations for everyone.

At the same time, inclusion is firmly on the national agenda. The introduction of the Inclusive Mainstream Fund places an increased focus on strengthening inclusive practice within mainstream schools and developing a clear, evidence-informed inclusion strategy that responds to the needs of their pupils and setting.

DfE guidance emphasises that this should include identifying and addressing barriers to learning and participation, strengthening the universal offer and prioritising high-

quality, adaptive teaching so that more pupils' needs can be met effectively within everyday classroom practice.

“High quality teaching is the most important lever for improving outcomes for all pupils in mainstream schools, particularly those with SEND.”

Department for Education, Developing an inclusion strategy using the inclusive mainstream fund, 2026.

About the programme

Inclusion in Action is about turning the latest evidence and guidance on inclusion into better everyday practice.

This evidence-informed leadership programme provides access to the latest evidence, guidance and national developments around inclusion and adaptive teaching, with opportunities to consider what these mean for your school and take a critical look at current provision.

Participants will identify the barriers affecting pupils in their own setting and make informed decisions about what to strengthen, adapt and prioritise.

Live online sessions combine up-to-date evidence and guidance with practical training and opportunities to apply the learning to your own setting.

Sessions will explore key research and recommendations, provide opportunities to audit and reflect on current practice, identify barriers and priorities and use practical tools to plan realistic next steps for your school.

The programme runs from October to March, with time between modules to put learning into practice, trial approaches and review what is working. Optional afternoon drop-ins provide ongoing access to the programme lead to ask questions, discuss implementation and troubleshoot challenges as the work develops.

All programme resources, audits, self-evaluation tools and practical materials are included and will be **FREE** to access via Google Drive.

What will your school gain?

- Up-to-date knowledge of the latest evidence and guidance on inclusion, adaptive teaching and supporting pupils with SEND.
- A clearer understanding of the barriers to learning and participation affecting pupils in your own setting.
- A clearer picture of current provision, including strengths and priorities for improvement.
- Greater staff expertise in evidence-informed inclusion, adaptive teaching and learner need.
- Practical tools and approaches that can be used within everyday classroom teaching.
- Greater consistency in how pupils are supported to access, participate in and succeed within an ambitious curriculum.
- A stronger whole-school approach to inclusive practice, rather than isolated strategies or provision.
- Leadership expertise and implementation support to turn priorities into action and sustain improvements over time.

What does taking part involve?

Schools will:

- Nominate SENCOs, inclusion leads or other leaders to take part in the programme.
- Protect time for participants to engage with the programme and reflect on current practice.
- Complete focused gap tasks between modules to apply learning within their own context.
- Use programme audits and self-evaluation tools to identify strengths, barriers and priorities.
- Trial and review approaches in school and use programme learning to support wider staff development.



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Inclusion in Action Programme overview: September 2026 to March 2027

Thursday October 1st 09:30 - 10:30	Launch - Setting the scene Programme overview and expectations, alongside the case for strengthening inclusive practice through high-quality teaching.
Thursday October 22nd 09:30 - 12:30 Plus optional afternoon drop-ins 1.30 - 3.30	Module 1 - Executive function, self-regulation and metacognition Explores the cognitive processes that underpin learning, including working memory, attention, cognitive flexibility and self-regulation. Participants consider how these factors influence engagement, independence and success and examine approaches to supporting learners more effectively.
Thursday November 12th 09:30 - 12:30 Plus optional afternoon drop-ins 1.30 - 3.30	Module 2 - Inclusion, belonging and barriers to learning Explores the foundations of inclusive practice and adaptive teaching. Participants consider how belonging, participation, relationships and classroom culture influence learner success and examine barriers that can prevent pupils from accessing learning.
Thursday December 3rd 09:30 - 12:30 Plus optional afternoon drop-ins 1.30 - 3.30	Module 3 - Checking for understanding Focuses on formative assessment in inclusive and adaptive teaching. Participants explore approaches to gathering evidence of learning and consider how assessment can inform teaching, identify barriers and improve participation and progress.
Thursday January 14th 09:30 - 12:30 Plus optional afternoon drop-ins 1.30 - 3.30	Module 4 - Adaptive teaching through explicit instruction Explores how explicit instruction can support access to ambitious learning for all pupils. Participants examine modelling, guided practice, worked examples and visual supports and consider how instruction can be adapted while maintaining high expectations.
Thursday February 4th 09:30 - 12:30 Plus optional afternoon drop-ins 1.30 - 3.30	Module 5 - Adaptive teaching through scaffolding and support Focuses on the effective use of scaffolding and support to increase participation, confidence and independence. Participants consider how support can remove barriers while promoting long-term independence.
Thursday February 25th 09:30 - 12:30 Plus optional afternoon drop-ins 1.30 - 3.30	Module 6 - Effective professional development for inclusion Explores how leaders can develop staff expertise in inclusion and adaptive teaching and use professional learning to improve classroom practice and build consistency across a school.
Thursday March 18th 09:30 - 12:30 Plus optional afternoon drop-ins 1.30 - 3.30	Module 7 - Leading implementation Focuses on translating professional learning into sustained improvement. Participants explore how to plan, monitor and embed change so that improvements in inclusive practice are sustained over time.

Join us to turn evidence into action and make inclusion an integral part of high-quality teaching across your school.



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