

High-quality Inclusive Teaching and Learning Guidance for Schools, Alternative Provision and Post-16 Providers

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1. Introduction and vision

1.1 Purpose of this guidance

This guidance sets out the Isle of Wight's shared expectations for **high-quality inclusive teaching and learning** across all schools, alternative provision, and post-16 providers. It provides a coherent framework to ensure that every child and young person on the island:

- feels a strong sense of belonging
- learns a high-quality curriculum
- receives timely, effective support from knowledgeable staff
- achieves ambitious outcomes.

1.2 Our vision and aspirations

The Isle of Wight Education Strategy¹ identifies five pillars to support the achievement of children and young people from cradle to grave:

- High aspirations
- Rich curricular experiences with meaningful pathways into adulthood
- High quality special educational needs and disabilities provision for children and young people
- A highly trained workforce, with a range of continued professional development and clear career routes
- A sustainable education infrastructure.

For children and young people with SEND and their families, the Island's vision² is that:

"Every child and young person with SEND is supported to engage in learning and has an educational experience that inspires them, enables them to nurture their talents, and provides a solid foundation for a happy and fulfilling life."

The Isle of Wight is committed to becoming a **fully inclusive education system**, where:

- the education community is genuinely welcoming and inclusive for all learners with SEND
- inclusion is a strategic priority across all education settings
- needs are met early and effectively through effective universal provision
- staff develop the knowledge and expertise they need to adapt learning swiftly and effectively
- exclusion is a last resort.

2. Core principles of inclusive teaching and learning

These principles underpin all practice across the island:

- Belonging - every learner is known, valued, and understood where education staff ensure positive relationships are the foundation of learning

¹ Education Strategy - Isle of Wight

² Isle of Wight Local Area Special Educational Needs and Disabilities Self Evaluation June 2025

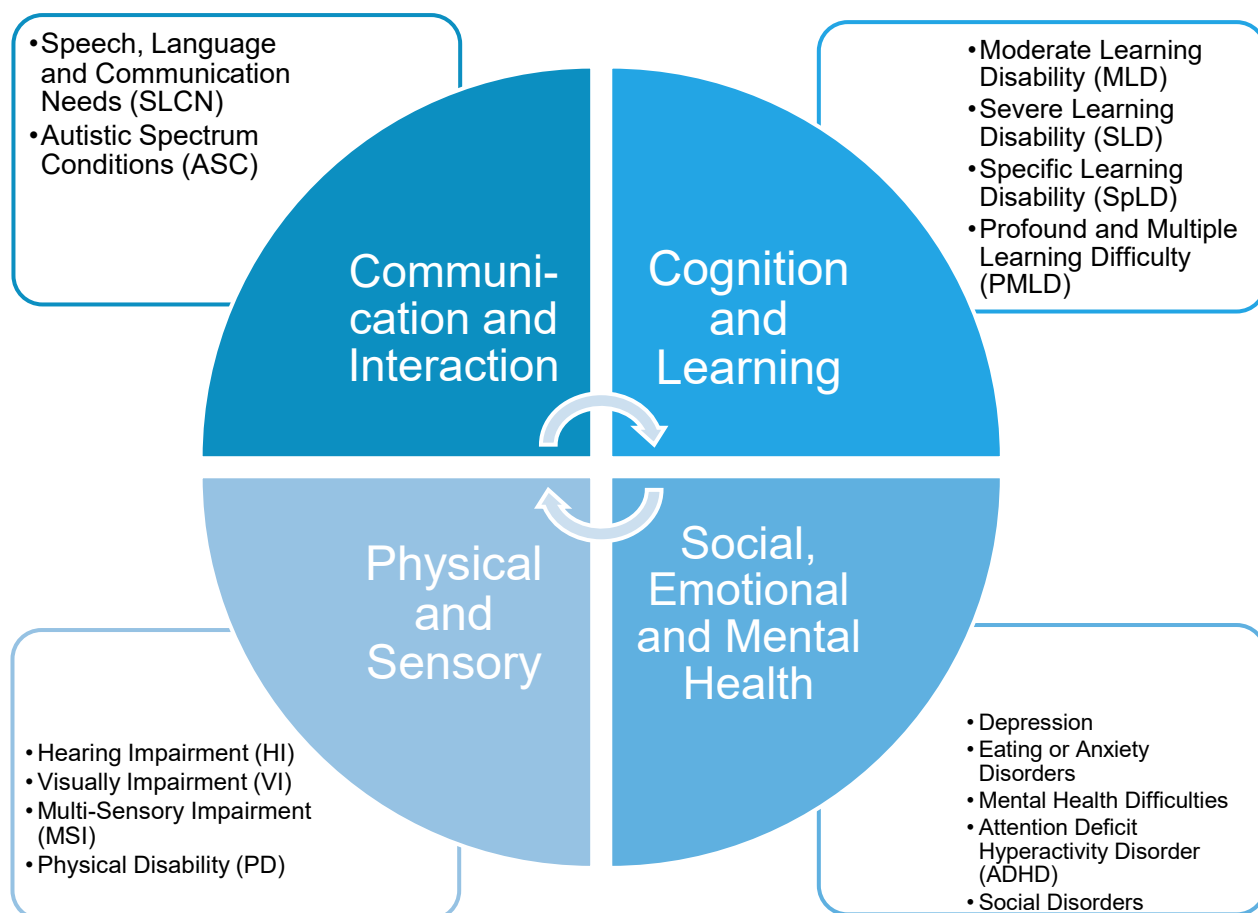
- High expectations – education staff give pupils and students the high-quality teaching and learning they need to achieve and thrive
- Early identification – when required, learning needs are recognised early through high-quality assessment and responsive teaching
- Inclusive pedagogy – thoughtfully considered adaptive teaching is embedded in everyday practice to help every learner progress and flourish
- Equality – every education setting meets their public sector duties under the Equality Act 2010³ to advance equality of opportunity and to make reasonable adjustments to remove barriers to learning.

To be truly inclusive, everyone in each education setting needs to be committed to these principles, providing an education that meets individual needs and fosters positive aspirations. Education staff must be committed and knowledgeable, actively contributing to a setting's shared inclusive vision and ethos.

3. Additional support and the SEND Code of Practice (COP)⁴

3.1 The COP

While high-quality provision will ensure the majority of learners achieve well, others need additional support to help them progress. It is vital that education staff have the knowledge and expertise they need to identify where learners are not making expected progress and where there may be possible barriers to learning. Needs should be identified at the earliest possibility. The SEND COP identifies four areas of need:



³ [Equality Act Advice Final.pdf](#)

⁴ [SEND Code of Practice January 2015.pdf](#)

3.2 The role of the SENDCo

The COP highlights the importance of ensuring a setting's SENDCo has the right expertise and is given the right support to fulfil their role. The SENDCo:

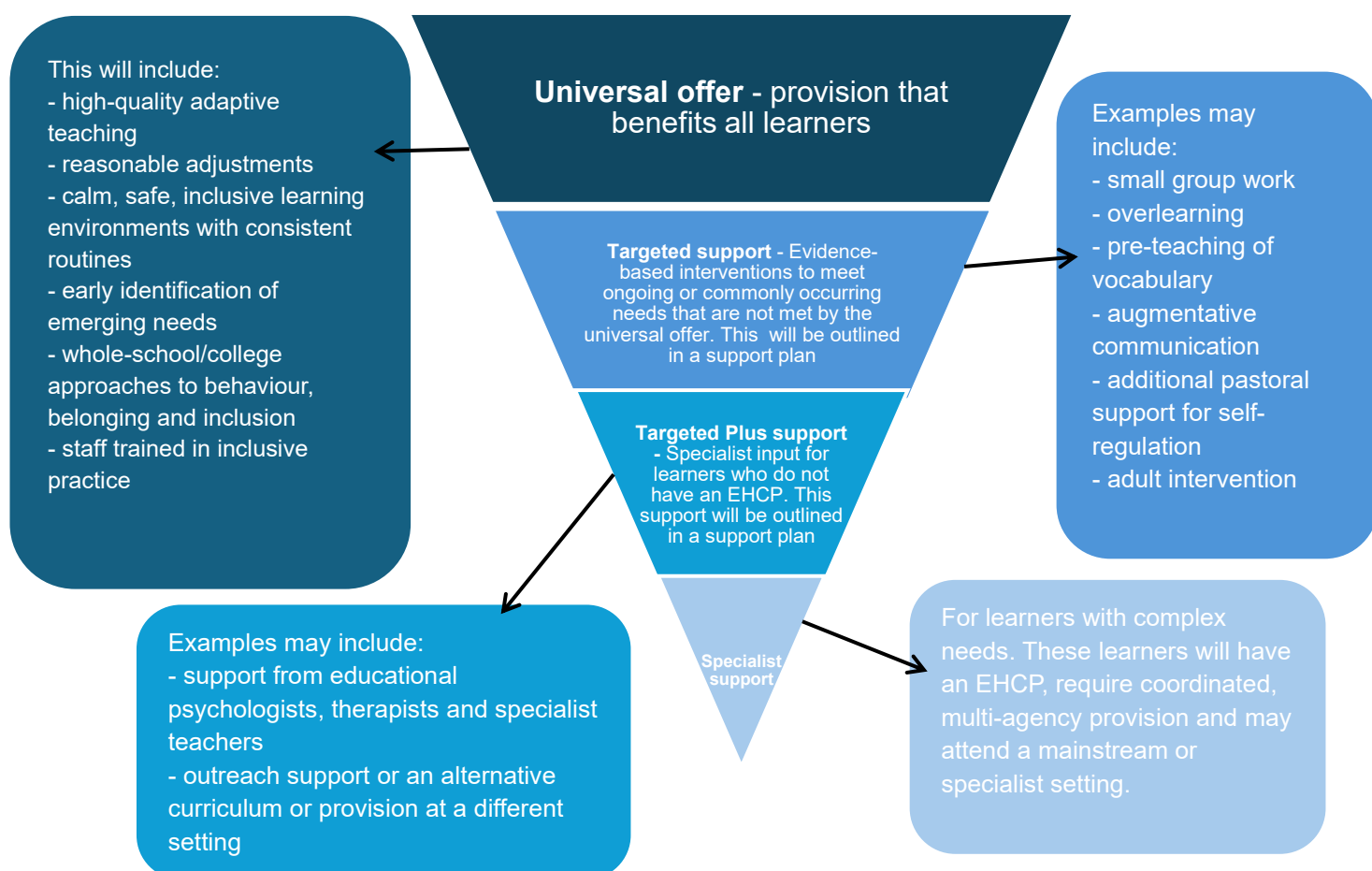
- must be a qualified teacher
- must complete the national SENCO award/training
- should work closely with the headteacher and senior leaders in determining the strategic development of SEND policy and provision
- should have sufficient time and resources to carry out their role effectively
- holds a range of key responsibilities as outlined in the COP.

4. Tiers of support and the graduated approach

4.1 Tiers of support

Within each education setting, learners will have differing needs at different times. For many, high-quality inclusive teaching, as part of a setting's universal provision, will meet an individual's needs to help them learn and achieve. As explained previously, others need additional, targeted support once their special educational needs have been identified.

The different tiers of support are outlined below. For the purposes of this guidance, the tiers directly align with the DfE's proposed reforms as outlined in 'Every child achieving and thriving'⁵. The language within the tiers will be adapted as reforms move into law and policy.



⁵ [Every child achieving and thriving \(HTML version\) - GOV.UK](#)
High-quality Inclusive Teaching and Learning Guidance

Education settings should use the graduated approach to assess, plan, do and review the support put in place to ensure learners are getting the support and provision they need.

Education settings are expected to meet the cost of the universal offer and the majority of targeted support through their delegated budgets. Children and young people who require Targeted Plus or Specialist Support may require additional funding. However, this will typically only be considered where there is clear evidence that:

- appropriate universal provision has been implemented
- the graduated approach has been followed over time
- interventions have been reviewed and adapted based on impact.

This ensures that funding decisions are fair, consistent and based on demonstrable need.

4.2 The graduated approach

When monitoring shows a learner is not making expected progress, further actions should be taken to identify and remove barriers to learning. This should include the use of the graduated approach. As the COP states:

“6.44 Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.”



All education settings should implement a graduated approach to support the identification of needs, implementation of support and monitoring of progress. An example of a **Graduated Approach Plan** can be found in Appendix A. This example may be used to identify possible support for a child or young person, or to address a systemic issue within the setting’s provision that needs improving.

The quality and consistency of evidence produced through the graduated approach will directly inform decisions regarding:

- requests for additional funding
- requests for Education, Health and Care Needs Assessments (EHCNAs).

Where there is limited evidence that universal provision has been implemented, reviewed and refined over time, requests for escalation are likely to be challenged.

5. High-quality inclusive practice across education settings

The following section outlines examples of effective practice that should be considered as part of a setting’s **universal offer** to help all children and young people learn and achieve. Some may also be included as part of **targeted support** as part of an **Individual Support Plan (ISP)** (also known as an Individual Education Plan (IEP)). An example of an ISP can be found in Appendix B.

To support settings, a **High-quality Inclusive Teaching and Learning Audit** can be found in Appendix C. Leaders and those responsible for governance can use this audit to RAG rate their school, identify a setting's strengths as well as any areas requiring further improvement.

The DfE has also outlined the non-statutory guidance 'Developing an inclusion strategy using the inclusive mainstream fund⁶'. This guidance includes the DfE's 7 principles of inclusion that include:

- ambitious leadership and governance that embeds inclusion
- evidence-based support prioritising early intervention
- high quality adaptive teaching with curriculum designed for all learners
- enriching provision beyond the classroom that all children can access
- a safe and respectful culture fostering belonging, attendance, and participation in learning
- strong partnerships with families and wider services
- inclusive environments with continuous improvements to accessibility.

These principles also underpin the expectations within this document. They also explicitly link to Inclusion Mainstream Funding (IMF) and should be considered as schools create and then publish their Inclusion Strategy. Further information and support can be found within the EEF's 'A School's Guide to Implementation⁷' and within the specific EEF guide to support inclusion strategies⁸.

5.1 Positive behaviour, relationships and working in partnership with families

The school/classroom environment

High-quality inclusive teaching and learning should be evident across an education setting's environment. Time should be taken to ensure staff receive the right training to consistently implement a school's inclusive vision. This should include clear expectations on how staff should work with children and their families.

Predictable routines	Daily routines are taught, explicit and consistently followed so learners know what to expect
	Visual prompts, symbols and support are consistently used across every classroom, school corridors and outdoor learning spaces
	Consistent use of verbal and non-verbal communication so learners know and recognise what they are being asked to do
	The use of ' now and next ' boards to support transitions between different learning activities
	Transitions in and out of classrooms and learning spaces are explained and well-managed. Include the use of visual timers to help learners recognise the structure of the day.
	Changes to the usual staffing and routines are explained appropriately and support put in place to mitigate any negative impact
Physical layout	Seating is planned and considered based upon the need of learners
	Rooms and corridors are accessible for learners with mobility needs
	Use of adapted furniture where required
	Displays are used to support learning but are not over stimulating
	Learning spaces are tidy, well-organised and clear of clutter
	Noise and lighting and how well these are managed to support learning

⁶ [Developing an inclusion strategy using the inclusive mainstream fund](#)

⁷ [A School's Guide to Implementation | EEF](#)

⁸ [Strong classroom practice with carefully chosen adaptations key... | EEF](#)

Sensory considerations	The availability of low-arousal spaces for both planned sessions and when needed for support and self-regulation
	The use of sensory tools to support self-regulation
Accessible resources and equipment	Ensuring resources are readily available to build independence

Positive behaviour and relationships

Positive behaviour and relationships	A clear, positive behaviour policy that staff know and implement consistently (including appropriate adaptations to support pupils with SEND)
	Learners welcomed warmly each morning and to each lesson
	Staff use calm and consistent language
	Learners benefit from social, emotional and mental health support
	Staff provide sensory breaks (including those outlined in plans)
	Children and young people's views are listened to and are taken into consideration when planning and reviewing strategies and approaches
	Learners feel safe

Partnership with families

Partnership with families	Communication with families is swift, proactive and transparent
	Date, time and notes of meetings are recorded to track and identify where support is working and any additional barriers
	Meetings focus on strengths , overcoming the child's barriers to learning and the supporting the children's aspirations for the future
	Education jargon is minimised to support parents and carers
	Clear next steps are identified with an agreed time frame (using a graduated approach form if required)

5.2 High-quality inclusive curriculum and teaching

High-quality inclusive teaching and learning is the result of a carefully considered curriculum, reading, writing and mathematical support, appropriate pedagogical approaches that meets learners' needs and ongoing, responsive assessment.

Curriculum

Curriculum design	A well-sequenced curriculum that precisely identifies the learning of key knowledge and vocabulary
	Designed with the differing needs of disadvantaged learners, including learners with SEND from the outset
	The curriculum should have clear end points , with identified success criteria to support the monitoring of progress
	Identified opportunities to develop cultural capital for all learners

Securing foundations in reading, writing and mathematics

Securing foundations in reading, writing and mathematics	Pre-teaching of vocabulary so this is understood and can be readily retrieved to support understanding
	Learning of phonics from the start of Reception to help children become fluent readers

	The use of phonics after key stage 1 to support learners who are not yet able to decode and read confidently
	Regular spoken rehearsal of key vocabulary as well as providing word lists to support writing
	Sentence starters and stems to help learners begin tasks independently and to help them structure their writing
	Identification of the literacy and numeracy skills required to learn specific topics across the curriculum

Pedagogy and appropriate resources

Pedagogy	Learning objectives that are clear and can be understood by all learners
	Adaptive teaching that provides any specific, required support to learners without lowering expectations or challenge
	Chunking – chunking instructions and information to help working memory and build opportunities for independence
	Modelling – clear explanations and live modelling (using, for example, a visualiser or other digital tool) that demonstrates a task whilst thinking out loud
	Over-learning and regular practice – individual opportunities to return and consolidate what has been learned before to secure this within a learner's long-term memory
	Dual-coding – the use of text and visuals to support understanding and to reduce cognitive load
	Visuals – the use of visual scaffolds and colour to help structure learning
	Oracy – specific structures and time to discuss and rehearse thinking and learning
Appropriate resources	Concrete resources that can be manipulated to aid learning
	Scaffolding – differing resources to scaffold learning to help learners reach ambitious outcomes
	The use of assistive technology for learners when required

Assessment

Assessment	Ongoing, responsive assessment that closely aligns to a learner's starting points and to curriculum goals
	Frequent low stakes assessment to monitor progress
	Use of mini-whiteboards and cold calling to check for understanding
	Feedback is precise and accessible based on need, with time given for learners to act upon it

5.3 Meeting individual learner needs

Individual Support Plan, also known as an Individual Education Plan (IEP)	All Individual Support Plans are current and can easily be accessed by education staff
	Individual Support Plans are regularly used in lesson and intervention planning with specific needs identified and how these will be met
	Education staff will contribute to these plans as required, using classroom-based information to consider progress and what further support may be required

	Children and young people's views are sought and they actively contribute to planning, implementing and reviewing support strategies
Interventions	Planned interventions should be evidence-based, time-limited with progress being regularly tracked from starting points. Where interventions do not secure expected progress, settings should evidence how approaches have been adapted over successive graduated cycles before considering escalation to additional funding or specialist support
Use of specialist advice and resources	Education staff will utilise any specialist advice within their practice to support learners, including the use of communication and assistive technology when required

5.4 Professional learning

Education staff should develop their expertise through regular professional learning. This should include opportunities to consider how to implement a setting's effective universal provision as well as time to reflect upon what has worked well and what needs improving.

6. Isle of Wight Council services

Through the use of an effective graduated approach, education settings may identify that some learners require more specialist support, intervention and guidance. If this is the case, education settings can contact:

Specialist Teachers and Advisory support (STA)	STA.team@iow.gov.uk	07870 901 936
Education and Inclusion Service	EIS@iow.gov.uk	01983 823151
Virtual School	virtual.school@iow.gov.uk	01983 823727
Regulation and Engagement Support Team	REST@iow.gov.uk	
Assessment and Review Team (for EHCNA requests)	EHCP.general@iow.gov.uk	01983 823470

Access to outreach and specialist services does not in itself indicate eligibility for additional funding. Decisions regarding funding will be based on the strength of evidence within the graduated approach and the extent to which universal provision has been implemented and reviewed.

7. Alternative provision

There may be occasions where a learner may benefit from attending an alternative provision for some or all of their full-time education. All educational institutions planning to implement alternative provision for learners must adhere to the relevant Department for Education guidance⁹, ensuring compliance with established policies and best practices outlined. This includes:

⁹ [Arranging Alternative Provision - guide for LAs and schools](#)
High-quality Inclusive Teaching and Learning Guidance

Oversight	Education settings, as the commissioners, retain responsibility for safeguarding, attendance, and progress monitoring
Registration	The registration of all learners should be in line with statutory guidance ¹⁰
Safeguarding	Safe environment, appropriate staff checks, prompt follow-up of absence, clear knowledge of where the child is during school hours
Meeting needs	Should address academic, pastoral, social, and health needs
Curriculum	Should be broad and balance where learners can access relevant qualifications, strong focus on English, mathematics and life skills.
Induction and assessment	Baseline academic assessment, attendance and behaviour history, SEND information, including plans, safeguarding information, family engagement
Clear end points and timeframes	Regular progress reflection points identified

Attending a different education provision, even for a short period, can be a very challenging time for learners and their families. Leaders should identify how they will maintain regular contact with learners to help them feel part of the setting's community. Precise and tailored support should be put in place to aid transition back into a learner's home setting so they soon feel welcomed and included.

8. Leadership responsibilities, monitoring and accountability

Leaders at all levels are responsible for checking learners are getting the teaching, provision and support they need to achieve. They should pro-actively monitor the extent to which high-quality inclusive learning is in evidence across their setting. This may include:

- Observing the quality of inclusive teaching across subjects/classes/phases
- Tracking the impact of interventions for individuals and groups of learners
- Exploring attendance, behaviour and exclusion data for individuals and groups of learners
- Providing professional learning and time for professional collaboration
- Reporting to those responsible for governance regularly

A setting's SENDCo's role and responsibilities are as outlined in Section 3 and as explained in the COP.

Governors/trustees should provide both support and challenge to leaders in embedding high-quality inclusive teaching and learning.

8.1 Senior leaders

Championing inclusion	Inclusion ¹¹ should be a strategic priority, weaving through all aspects of a setting's provision as part of every senior leader's job description and daily leadership and management
Professional Learning	Provide up to date, evidence-informed professional learning that develops and strengthens staff expertise in adaptive teaching and inclusive practice
Supporting teachers	Help teachers acquire the knowledge and expertise they need to help learners achieve, in line with the Teachers' Standards ¹²

¹⁰ [Working together to improve school attendance \(applies from 19 August 2024\)](#)

¹¹ [Headteachers' standards 2020 - GOV.UK](#)

¹² [Teachers' standards - GOV.UK](#)

Supporting SENDCos	Provide the right support (training, resources and time) for the setting's SENDCo(s) in overseeing the support in place for learners with SEND
Monitoring impact	Monitor the impact of whole setting, class and individual learner provision to learn from best practice and to identify where improvements are needed

8.2 Middle leaders

Curriculum design	Ensure staff know and understand the expectations of the well-sequenced curriculum that precisely identifies what learners will learn and when
	Help staff to adapt learning to meet the differing needs of disadvantaged learners, including learners with SEND
Model best practice	Within their own practice, middle leaders should model how the curriculum should be taught and how learners should be supported
Observe learners and learning	Observe learning to consider the everyday experiences of learners, what helps them to learn and where improvements should be made
Supporting teachers	Help teachers acquire the knowledge and expertise they need to help learners achieve, in line with the Teachers' Standards

8.3 Those responsible for governance

Holding leaders to account	Hold leaders to account for inclusive practice by ensuring scrutiny and questions have a specific focus on disadvantaged learners, including those with SEND
Monitoring and triangulating data	Monitor attendance, exclusions, and the outcomes for disadvantaged learners at regular intervals to provide support and challenge to leaders about the lived experiences of these learners
Ensure that policies are inclusive	Ensure policies reflect inclusive practice and values, meeting obligations under the Equality Act 2010 and other governance duties as outlined in DFE guidance (maintained schools ¹³ and academies ¹⁴)
Supporting leaders to implement improvements	Provide support and challenge when implementing improvements, as outlined in school improvement documentation and as the result of learning from any reviews, complaint outcomes etc

¹³ [Maintained schools: governance guide - GOV.UK](#)

¹⁴ [Academy trusts: governance guide - GOV.UK](#)

9. Appendices

A. Example of a graduated approach plan

Name:	DOB:	Class:	Teacher(s):		
Parents:	FSM:	PP:	LAC:	Open to CS:	EAL:
Assess	Summary of needs:				
	• • •				
	Evidence gathered:				
	• Observations • Work scrutiny • Achievement data • Attendance and behaviour data • Views of the learner and their family • Previous interventions • Specialist intervention reports (where applicable)				
	Learner's strengths and interests:				
	• • •				
	Barriers to learning:				
	• • •				
Plan	Agreed SMART Outcomes				
	1. 2. 3.				
	Strategies and adaptations to learning (OAP), including specific detail. Implemented by teachers and identified additional adults.				
	• • • • •				
	Interventions. Arranged by SENDCo and implemented by identified education staff.				
	Intervention:	Delivered by:	When?	For how long?	Intended impact:
Do	Education staff notes as plan is delivered:				
	• • • •				
	Views of the learner and their family as plan is implemented:				
	• • •				
	Progress (noting what went well and what did not, as well as where adjustments were made):				
	1. Achieved – Y/N/partially				

Review Date and time of review: Date and time of additional reviews (if required):	Notes: 2. Achieved – Y/N/partially Notes: 3. Achieved – Y/N/partially Notes:
	Next steps: Continue with current plan ☐ Amend plan and continue ☐ Move to Targeted Plus and identify specialist support ☐ Consider request for EHCP needs assessment ☐

B. Example of Individual Support Plan (ISP) (also known as an IEP)

1: Name: Name	Attendance: Attendance	PP/FSM/LAC/SGO/CP/CIN dd/mm/yy N/K/E Area of Need:	Date of plan:
2: All About Me: What do we like and admire about [Name]? What are they good at? What are their interests?			
3: What do I need? Describe current challenges/barriers to learning			
4: My Views: [Name]'s views			
5: What's Working Well? Home: School: Other:		6: What Could Work Better? Home: School: Other:	
7: Who Can Help? ELSA, TA, Specialist Teacher, EP, OT, CAMHS, Early Help?			

8: What I want to Achieve:

- 1 Outcome
- 2 Outcome
- 3 Outcome

9: Agreed Actions**Who?****When?**

- 1
- 2
- 3

Date of meeting:**Attendance at meeting:**

Notes:

Date of review:

Outline progress towards outcomes

- 1 Outcome
- 2 Outcome
- 3 Outcome

Agreed next steps:

C. High-quality inclusive teaching and learning audit

		RAG
School/classroom environment		
Predictable routines	Daily routines are taught, explicit and consistently followed so learners know what to expect	
	Visual prompts, symbols and support are consistently used across every classroom, school corridors and outdoor learning spaces	
	Consistent use of verbal and non-verbal communication so learners know and recognise what they are being asked to do	
	The use of ' now and next ' boards to support transitions between different learning activities	
	Transitions in and out of classrooms and learning spaces are explained and well-managed. Include the use of visual timers to help learners recognise the structure of the day.	
	Changes to the usual staffing and routines are explained appropriately and support put in place to mitigate any negative impact	
Physical layout	Seating is planned and considered based upon the need of learners	
	Rooms and corridors are accessible for learners with mobility needs	
	Use of adapted furniture where required	
	Displays are used to support learning but are not over stimulating	
	Learning spaces are tidy, well-organised and clear of clutter	
Sensory considerations	Noise and lighting and how well these are managed to support learning	
	The availability of low-arousal spaces for both planned sessions and when needed for support and self-regulation	
	The use of sensory tools to support self-regulation	
Accessible resources/equipment	Ensuring resources are readily available to build independence	
Positive behaviour and relationships	A clear, positive behaviour policy that staff know and implement consistently (including appropriate adaptations to support pupils with SEND)	
	Learners welcomed warmly each morning and to each lesson	
	Staff use calm and consistent language	
	Learners benefit from social, emotional and mental health support	
	Staff provide sensory breaks (including those outlined in plans)	
	Children and young people's views are listened to and are taken into consideration when planning and reviewing strategies and approaches	
	Learners feel safe	
Partnership with families	Communication with families is swift, proactive and transparent	
	Date, time and notes of meetings are recorded to track and identify where support is working and any additional barriers	

	Meetings focus on strengths , overcoming the child's barriers to learning and the supporting the children's aspirations for the future	
	Education jargon is minimalised to support parents and carers	
	Clear next steps are identified with an agreed time frame (using a graduated approach form if required)	
High-quality inclusive curriculum and teaching		
Curriculum design	A well-sequenced curriculum that precisely identifies the learning of key knowledge and vocabulary	
	Designed with the differing needs of disadvantaged learners, including learners with SEND from the outset	
	The curriculum should have clear end points , with identified success criteria to support the monitoring of progress	
	Identified opportunities to develop cultural capital for all learners	
Securing foundations in reading, writing and mathematics	Pre-teaching of vocabulary so this is understood and can be readily retrieved to support understanding	
	Learning of phonics from the start of Reception to help children become fluent readers	
	The use of phonics after key stage 1 to support learners who are not yet able to decode and read confidently	
	Regular spoken rehearsal of key vocabulary as well as providing word lists to support writing	
	Sentence starters and stems to help learners begin tasks independently and to help them structure their writing	
	Identification of the literacy and numeracy skills required to learn specific topics across the curriculum	
Pedagogy	Learning objectives that are clear and can be understood by all learners	
	Adaptive teaching that provides any specific, required support to learners without lowering expectations or challenge	
	Chunking – chunking instructions and information to help working memory and build opportunities for independence	
	Modelling – clear explanations and live modelling (using, for example, a visualiser or other digital tool) that demonstrates a task whilst thinking out loud	
	Over-learning and regular practice – individual opportunities to return and consolidate what has been learned before to secure this within a learner's long-term memory	
	Dual-coding – the use of text and visuals to support understanding and to reduce cognitive load	
	Visuals – the use of visual scaffolds and colour to help structure learning	
	Oracy – specific structures and time to discuss and rehearse thinking and learning	
Appropriate resources	Concrete resources that can be manipulated to aid learning	
	Scaffolding – differing resources to scaffold learning to help learners reach ambitious outcomes	
	The use of assistive technology for learners where required	
Assessment	Ongoing, responsive assessment that closely aligns to a learner's starting points and to curriculum goals	
	Frequent low stakes assessment to monitor progress	

	Use of mini-whiteboards and cold calling to check for understanding	
	Feedback is precise and accessible based on need, with time given for learners to act upon it	
Meeting individual learner needs		
Individual Support Plan, also known as an Individual Education Plan (IEP)	All Individual Support Plans are current and can easily be accessed by education staff	
	Individual Support Plans are regularly used in lesson and intervention planning with specific needs identified and how these will be met	
	Education staff will contribute to these plans as required, using classroom-based information to consider progress and what further support may be required	
	Children and young people's views are sought and they actively contribute to planning, implementing and reviewing support strategies	
Interventions	Planned interventions should be evidence-based, time-limited with progress being regularly tracked from starting points. Where interventions do not secure expected progress, settings should evidence how approaches have been adapted over successive graduated cycles before considering escalation to additional funding or specialist support	
Use of specialist advice and resources	Education staff will utilise any specialist advice within their practice to support learners, including the use of communication and assistive technology when required	
Leadership responsibilities, monitoring and accountability		
Senior leaders		
Championing inclusion	Inclusion should be a strategic priority , weaving through all aspects of a setting's provision as part of every senior leader's job description and daily leadership and management	
Professional Learning	Provide up to date, evidence-informed professional learning that develops and strengthens staff expertise in adaptive teaching and inclusive practice	
Supporting teachers	Help teachers acquire the knowledge and expertise they need to help learners achieve, in line with the Teachers' Standards	
Supporting SENDCos	Provide the right support (training, resources and time) for the setting's SENDCo(s) in overseeing the support in place for learners with SEND	
Monitoring impact	Monitor the impact of whole setting, class and individual learner provision to learn from best practice and to identify where improvements are needed	
Middle leaders		
Curriculum design	Ensure staff know and understand the expectations of the well-sequenced curriculum that precisely identifies what learners will learn and when	
	Help staff to adapt learning to meet the differing needs of disadvantaged learners, including learners with SEND	
Model best practice	Within their own practice, middle leaders should model how the curriculum should be taught and how learners should be supported	

Observe learners and learning	Observe learning to consider the everyday experiences of learners, what helps them to learn and where improvements should be made	
Supporting teachers	Help teachers acquire the knowledge and expertise they need to help learners achieve, in line with the Teachers' Standards	
Those responsible for governance		
Holding leaders to account	Hold leaders to account for inclusive practice by ensuring scrutiny and questions have a specific focus on disadvantaged learners, including those with SEND	
Monitoring and triangulating data	Monitor attendance, exclusions, and the outcomes for disadvantaged learners at regular intervals to provide support and challenge to leaders about the lived experiences of these learners	
Ensure that policies are inclusive	Ensure policies reflect inclusive practice and values, meeting obligations under the Equality Act 2010 and other governance duties as outlined in DFE guidance (maintained schools and academies)	
Supporting leaders to implement improvements and learning	Provide support and challenge when implementing improvements, as outlined in school improvement documentation and as the result of learning from any reviews, complaint outcomes etc	
Summary and next steps	Strengths: • Areas for Development: • Priority Actions: • Timescale: •	

D. Useful links and contacts

Isle of Wight Council documents and contact details:

- [Education Strategy - Isle of Wight 2024 to 2030](#)
- [Isle of Wight Local Area Special Educational Needs and Disabilities Self Evaluation June 2025](#)

Specialist Teachers and Advisory support (STA)	STA.team@iow.gov.uk	07870 901 936
Education and Inclusion Service	EIS@iow.gov.uk	01983 823151
Virtual School	virtual.school@iow.gov.uk	01983 823727
Regulation and Engagement Support Team	REST@iow.gov.uk	
Assessment and Review Team (for EHCNA requests)	EHCP.general@iow.gov.uk	01983 823470

Government documents:

- [Equality Act 2010](#)
- [Equality Act Advice 2014](#)
- [Every child achieving and thriving 2026](#)
- [SEND Code of Practice January 2015](#)
- [Working together to improve school attendance 2024](#)
- [Arranging Alternative Provision - guide for LAs and schools 2025](#)
- [Headteachers' standards](#)
- [Teachers' standards](#)
- [Maintained schools: governance guide](#)
- [Academy trusts: governance guide](#)
- [Developing an inclusion strategy using the inclusive mainstream fund](#)

EEF documents:

- [Strong classroom practice with carefully chosen adaptations key... | EEF](#)
- [A School's Guide to Implementation | EEF](#)