



waite
PSYCHOLOGY LTD.

Consultancy Support

SUPPORTING MAINSTREAM SCHOOLS SET UP INTEGRATED INCLUSION BASES

Specialist guidance and direct advice provided through a stepped, tailored approach designed to meet the unique needs of your school setting and pupil group.

Delivered by our experienced specialist team, our guidance is structured around five key focus areas: Understanding the **WHY**; identifying the **WHO**; defining the **WHAT**; planning the **HOW**; and demonstrating the **EVIDENCE**.

This framework is strategic and practical, supporting the development of a specialist SEND provision which is unique to each school, purposeful, inclusive and sustainable. Alongside this, we embed training, coaching and modelling to grow staff confidence and capacity, ensuring long-term impact and sustainability.

The National Picture

"The current SEND reforms, led by the Department for Education, emphasises the development of specialist provisions within mainstream schools as part of a wider commitment to inclusive education that ensures all children can access high-quality learning opportunities without being separated from their peers. Central to this vision is the development of workforce capacity; equipping educators with the skills, confidence, and resources needed to meet increasingly diverse learner needs. Our proposal aligns with this agenda, offering schools tailored guidance, embedded training, coaching, and modelling to build sustainable, inclusive SEND provision that reflects both policy direction and best practice."



1. Initial Consultation

AIM: To introduce and outline the strategic pathway for developing the specialist provision and agree preparatory tasks.

DURATION: 1 hour

OUTCOME: To provide an overview of the proposed support model, including the phased approach and expected outcomes. The consultation will introduce the framework ('WHY, WHO, WHAT, HOW and EVIDENCE') which will guide the development process. It will set the foundation for collaboration by briefly discussing a school's context, key priorities and agreeing on preparatory tasks to be completed ahead of the next stage.

2. The Why

AIM: To review of the current SEND offer.

DURATION: 6 hours (1 day)

OUTCOME: To undertake a thorough review of the school's existing SEND provision to build a clear picture of current practice, staffing, pupil needs and whole-school capacity. This review will inform the development of a specialist SEND class that is responsive to the unique context and needs of the school community.

3. The Who

AIM: Establish the group (staff and children)

DURATION: 12 hours (2 days)



OUTCOME FOR CHILDREN: To create individual learning profiles for each child through using robust, rigorous assessment tools which are dynamic and incorporate multi-agency professional advice.

OUTCOME FOR STAFF: To identify existing strengths, skills and knowledge across the whole school team, providing a clear foundation for determining starting points, planning targeted CPD and shaping the staffing structure for the specialist provision.

4. The What *(The Intent)*

AIM: To provide guidance on the curriculum design.

DURATION: 6 hours (1 day minimum, with an optional further day)

OUTCOME: To facilitate the development of an individual school approach and curriculum bespoke to your school, group and children's profiles.

5. The How *(The Implementation)*

AIM FOR CHILDREN: To advise on the implementation of personal learning journeys for each child.

OUTCOME FOR CHILDREN: To consider each child's experience of the curriculum, underpinned in ensuring their inclusion within the group setting, the mainstream classroom and the school as a whole.

AIM FOR STAFF: Developing staff confidence and skill set in implementing the curriculum.

OUTCOME FOR STAFF: To provide bespoke training, coaching and modelling for staff to build upon their starting points. This may be inclusive of:

- Coaching on the pedagogy required for complex learners and the importance of process-based learning.



- The key elements within the Engagement Model.
- Guidance on various approaches, such as The Equals Curriculum.
- How to embed a total communication approach.
- How to facilitate sensory approaches.
- How to use Reflective Enquiry to implement and embed the curriculum.
- Advice on using supportive systems, such as Behaviour Smart.

DURATION: Variable, depending on need.

6. The Evidence /The Impact/

AIM: To evidence the impact of the group.

DURATION: 6 hours (1 day).

OUTCOME: To develop staff confidence in using rich observations to inform next step teaching and learning, and to embed key assessment tools which evidence the progress of individual children, such as Evidence for Learning.

PACKAGES OF SUPPORT

Complete Implementation Package: 31 hours (equivalent to 5 days) – £3,565.

This package includes all core elements required to set up the specialist SEND provision or resource unit, excluding bespoke training sessions, tailored to the school's context ([THE HOW](#)), which can be added separately.

Included in The Package:

- **Initial Consultation:** Introduction to the strategic pathway, overview of the process and agreement on preparatory tasks.



- **Planning and Development Sessions:**
 - **THE WHY:** Establishing the purpose and rationale for the provision.
 - **THE WHO:** Identifying pupil groups and staffing needs.
 - **THE WHAT:** Defining the scope, structure and intended outcomes.
 - **THE EVIDENCE:** Embedding impact measures through use of observations, assessments.

Flexible Support Options: £115 per hour.

Schools can purchase individual components of the support package based on their specific needs. For example, if the purpose (**THE WHY**) and the target pupil group (**THE WHO**) have been defined, a school may choose to focus on areas such as bespoke planning (**THE HOW**) or embedding impact (**THE EVIDENCE**).

This modular approach allows schools to access targeted support, ensuring cost-effectiveness and relevance to their current stage of development.

7. Ongoing Support

AIM: To provide continued, tailored support from our specialist team which promotes ongoing improvements and sustainability of the specialist provision, following the initial implementation phase.

OUTCOME: To provide additional bespoke support on a half-termly or termly basis, offered at an additional cost, based on the school's needs and preferred level of engagement. Support may include structured reviews and feedback cycles, the use of solution circles to refine practice, refresher training and ongoing professional development in specific areas, such as trauma informed approaches and premature awareness.