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How a mainstream secondary school created a structured support base to strengthen inclusion and outcomes for learners with SEND

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How a mainstream secondary school created a structured support base to strengthen inclusion and outcomes for learners with SEND

Improving emotional regulation through a tailored internal provision

School/Background Context

This mainstream secondary school, located in a district in the North West, serves students aged 11–16 and is part of a multi-academy trust comprising both mainstream and special schools. The school has a significantly higher proportion of students who are disadvantaged, have special educational needs and disabilities (SEND), or enter with literacy levels below age expectations, compared to national averages.

The local area faces longstanding socioeconomic challenges and is consistently ranked among the most deprived in the country, with indicators placing it in the top 0.5% for deprivation. Despite this, the area benefits from strong transport links and ongoing efforts to improve the local economy. With over 1,250 students enrolled, the school has a larger-than-average cohort of pupils with SEND, both nationally and within the city.

Numbers

| Year Group | EHCP | SEND Support | Monitoring | Total SEND |
|------------|------|--------------|------------|------------|
| 7 | 8 | 47 | 11 | 66 |
| 8 | 12 | 63 | 30 | 105 |
| 9 | 24 | 31 | 25 | 80 |
| 10 | 19 | 41 | 13 | 73 |
| 11 | 15 | 43 | 14 | 72 |

Percentage

| Year Group | EHCP | SEND Support | Monitoring | Total SEND |
|------------|-------|--------------|------------|------------|
| 7 | 3.4% | 20% | 4.6% | 28% |
| 8 | 4% | 21% | 10% | 35% |
| 9 | 10.1% | 13% | 10.5% | 33.7% |
| 10 | 8.9% | 17.9% | 5.6% | 31.8% |
| 11 | 6.3% | 18.2% | 8.9% | 30.5% |

 More inclusive ethos/culture in the setting

 Increased attendance of learners with SEND

 Better outcomes for learners with SEND

 Increased engagement of learners with SEND

The Challenge

Establish a new internal provision including:

- Rooms set up appropriately with appropriate equipment/resources.
- ICT capability increased minimum 10 new laptops and 4 new desktops for student use in either the skills base or zones room.

Baseline

- No rooms for provision for students
- Now
- Four rooms for support in internal provision
- Zones of regulation- students are accessing and then reducing their time and usage for it over the year
- Children self-select and then offer intervention and encourage them to re-engage into the lessons

What They Did

1. Review of existing systems and processes
2. Review systems and processes that work in other schools in the Trust
3. Review of students who are on the SEN register
4. Training for staff about what the new rooms are for and how students will use them
5. Assemblies and form-time resources for staff to deliver to students about the new area and how they can access it
6. Tracker set up to track student use of the rooms
7. Equipment for the rooms ordered and introduced
8. Parent event to introduce the room and how students can access it
9. Review of the systems and processes to refine them
10. Designs and quotes of how to design the area and wall space
11. SPOs written for the rooms to ensure consistency
12. Training of TAs about how to challenge students who are not using the rooms appropriately
13. SALT training for staff
14. Sensory training for staff

Outcomes and Anticipated Impact

Increased number of students regulating without adult support, less students in crisis on the corridors, less students have undiagnosed SEN as they are further established in the school. Less staff letting students have time on the corridors and therefore, more learning time being used. Impact on attendance as students know they are supported, better relationships with parents of SEND students as they know the support available. Longer term- increased progress of students with SEND.



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Next Steps

Review the systems and processes to ensure they are role, and not person, specific. Ensure that students have a bespoke time limit in Engage, there is not a one size fits all system. Better paperwork to support students' progression through specialist provision if they need it, better discussions about students which are no longer focused on behaviour but how we can adapt our practices to be responsive and supportive. Clear processes for students who need a bespoke provision with a rationale about why some students get more/less than others.



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Increased engagement of learners with SEND