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## Implementing Outreach and In-Reach Inclusion Models to Support SEND Learners Across Mainstream and Special School Settings

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## Implementing outreach and in-reach inclusion models to support SEND learners across mainstream and special school settings

What's the BIG Idea for SEND?

### Project Focus

To formalise and evaluate the impact of 'Outreach and In-Reach inclusion models' between a special school and mainstream primary and secondary schools. The aim was to support pupils with SEND to achieve both academic and social progress through structured, part-time inclusion opportunities.

### Introduction

With over 23 years of experience in SEND education, the lead practitioner at Park Community School sought to explore the effectiveness of 'Outreach' (special school pupils attending mainstream lessons) and 'In-Reach' (mainstream pupils attending special school lessons) models. The project was implemented across a large special school and three mainstream schools, all serving communities with high levels of deprivation.

The initiative was driven by a belief that academic and social development are equally important, and that inclusion opportunities should be purposeful, personalised, and measurable.

### Implementation

#### Model Overview:

- **Outreach:** Special school pupils attend mainstream lessons to access curriculum areas not available in their setting or to support social inclusion.
- **In-Reach:** Mainstream pupils attend special school lessons to receive targeted support in a more nurturing environment.

#### Session Structure:

- Pupils attended between 1-10 sessions, depending on individual needs.
- Sessions were held weekly, with increasing frequency and duration as appropriate.
- Sessions occurred during lesson time, lunchtime, or after school, depending on the purpose and pupil readiness.

 Improved parental/carer satisfaction

 More inclusive ethos/culture in the setting

 Improved mental health and wellbeing of learners with SEND

 Increased engagement of learners with SEND

## Implementation (continued)

### Step-by-Step Guide:

#### 1. Identify Pupils:

- **Outreach:** Selected by subject leaders or form teachers based on academic or social inclusion needs.
- **In-Reach:** Identified by mainstream SENCOs as struggling in their current setting.

#### 2. Establish Relationships:

- Initial meetings between Headteachers, SENCOs, and inclusion leads.
- Clear roles, responsibilities, and benefits outlined.

#### 3. Secure Consent and Compliance:

- Parental and pupil consent obtained.
- Risk assessments and agreements signed by both schools.

#### 4. Logistics and Staffing:

- TA3 staff assigned to support pupils (max 3 per session).
- Transport arranged (minibus/taxi).
- Staff trained in safeguarding, first aid, Team Teach, and MIDAS (for drivers).

#### 5. Session Delivery:

- Pupils supported by familiar staff.
- Resources provided (stationery, books, GCSE materials).
- Regular catch-ups with support staff and inclusion leads.

#### 6. Monitoring and Feedback:

- Progress tracked via annual reviews and reports.
- Surveys and questionnaires collected from pupils, staff, and parents.

## Active Ingredients

- **Consistent staffing** - if the familiar staff is absent, inclusion leader can cover this however the covering member of staff should have some knowledge of the pupil and speak to the inclusion lead before supporting the pupil. This will ensure all compliance is addressed i.e. sharing the Risk Assessment with the covering of staff.
- **Clear communication between schools** - To begin, arrange an initial phone call and meeting with all key personnel from both schools. This should include the Headteacher and SENCO from the mainstream school, and the Headteacher along with a named inclusion lead from the special school. During this meeting, you'll want to establish the benefits of the inclusion model for all involved, work through any early logistical or procedural challenges, and clearly define roles and responsibilities for each party. Establish a single point of contact in each school to streamline communication and keep parents informed and involved.

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## Active Ingredients (continued)

- **Personalised session planning** - This starts with a clear understanding of the pupil's strengths, challenges, and goals—gathered through collaboration with teachers, parents, and support staff. Sessions should be aligned with the pupil's current curriculum targets, EHCP outcomes, and personal development needs.
- **Fidelity to agreed procedures** - practical arrangements must be confirmed and adhered to across both schools. This includes agreeing on timetabling for sessions, identifying which pupils will take part, and ensuring that all necessary compliance measures—such as risk assessments and signed agreements—are in place. Make sure that pupil information is shared securely and with parental consent.

## Outcomes and Impact

### Quantitative Results:

- 100% of Outreach pupils met expected targets
- 71.5% exceeded expected targets
- 100% reported increased confidence and enjoyment

### Qualitative Feedback:

#### Pupils:

*"It pushed me out of my comfort zone... I've completed travel training and even got a part-time job."*

*"I made friends and learned new things I wouldn't have at my school."*

*"It made me happy! Thank you for letting me go to inclusion!"*

#### Special School Staff:

*"He's proud of his achievements and now talks about getting a good job."*

*"Confidence and academic performance have improved."*

*"He now travels independently to attend GCSE sessions."*

#### Mainstream Staff:

*"Her enthusiasm for learning really shines through."*

*"He's thoroughly engaged and completes all tasks."*

*"Marked improvement in resilience and a 'can-do' attitude."*

### SENDCo Feedback:

- Mainstream pupils responded well to outdoor resources and sensory equipment.
- Mainstream staff gained new strategies and ideas for their own settings.
- One staff member was inspired to apply for a job at the special school.

 Improved parental/carer satisfaction

 More inclusive ethos/culture in the setting

 Improved mental health and wellbeing of learners with SEND

 Increased engagement of learners with SEND

## Key Learning

- Inclusion models must be flexible but delivered with fidelity.
- Familiar staff are essential for pupil confidence and consistency.
- Clear communication and planning are critical to success.
- Inclusion benefits both pupils and staff through shared learning and professional development.
- Attitudinal surveys revealed growth in resilience, peer relationships, and community engagement.

## Conclusion

The Outreach and In-Reach inclusion models at Park Community School have demonstrated significant academic and social benefits for SEND learners. By fostering collaboration between mainstream and special schools, pupils gained access to broader learning opportunities, developed confidence, and improved their readiness for adulthood.

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 Increased engagement of learners with SEND