A once-in-a-generation opportunity

Dame Christine Lenehan, former Director of the Council for Disabled Children, has consistently described the SEND reforms as a once-in-a-generation opportunity to build a system that works better for children, families and the professionals who support them. **Sir Kevan Collins,** former Education Recovery Commissioner, has spoken of the need to reshape inclusion so that it becomes everyone's responsibility across the system, not a specialist add-on.

What this means at Anthem Schools Trust

For Anthem, this moment marks a critical next phase in our journey. Between 2026 and 2029, we will move beyond managing need as an addition to existing structures and instead design inclusion deliberately into the way our schools operate, collaborate and lead.

Our strategy recognises that inclusive practice is foundational to strong education outcomes, staff confidence and family trust. This phase will focus on building consistent, inclusive, universal approaches across our schools, strengthening early identification and support, further developing our targeted and specialist provision and ensuring that responsibility for inclusion is genuinely shared – from classrooms to leadership teams.

The decisions we take now will shape the experiences and life chances of children and young people across Anthem for years to come. This strategy sets out how we will use this once-in-a-generation opportunity to create a more inclusive, sustainable and ambitious future.

The vision

Every student regardless of need, circumstance or starting point has an entitlement to equitable access to learning, achievement and the pursuit of excellence.

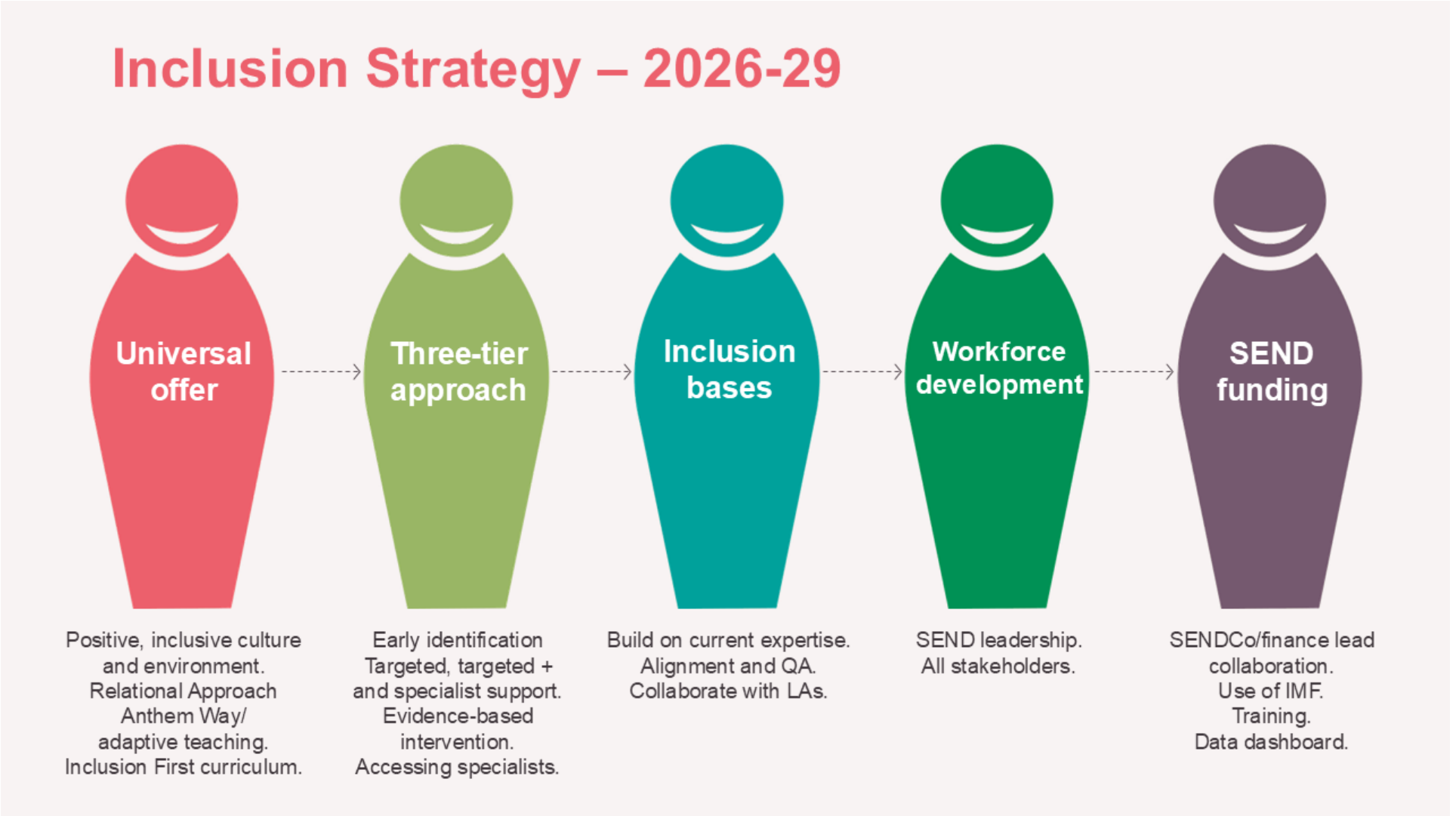


Every lesson is adapted and engaging, enabling every student to be challenged and to fulfil their potential.



All the time in class, in school and in wider school events, students will feel safe, loved and have a sense of belonging.




Inclusion Strategy – 2026-29
Universal offer
Three-tier approach
Inclusion bases
Workforce development
SEND funding
Positive, inclusive culture and environment.
Relational Approach Anthem Way/ adaptive teaching.
Inclusion First curriculum.
Early identification
Targeted, targeted + and specialist support.
Evidence-based intervention.
Accessing specialists.
Build on current expertise.
Alignment and QA.
Collaborate with LAs.
SEND leadership.
All stakeholders.
SENDCo/finance lead collaboration.
Use of IMF.
Training.
Data dashboard.

Anthem Inclusion Strategy 2026-29

Area	Current context (Summer 2026)	Early (Summer 2027) intended outcomes	Longer term (Summer 2029) intended outcomes	What output are we going to see? KPIs	What inputs/actions are needed to achieve these outputs?	When by
UNIVERSAL OFFER						
1. Inclusive culture: Relational, positive, strengths-based approach	Most schools (@75%) now have embedded relational approaches, with high quality, restorative relationships and psychological safety evident at all levels and a balance of support and challenge for all stakeholders. In a minority of schools, the relational culture is developing but inconsistent. Parent / Carer and student voice tells us that this is improving, but there is still some mistrust in relationships. The Thrive approach is well embedded in 80% of wave 1 schools and is due to be launched in wave 2 schools from Sep 26. Wave 3 training planned from Oct 26 Positive, strengths based approaches are evident in all schools but not always applied consistently. We have an agreement and alignment from all leaders on what we mean by a relational approach.	There is a developing and improving picture in the minority of schools whereby the relational, positive, strengths based culture is not fully embedded. This is evidenced through CRDs. Staff at all levels are celebrated and held to account in response to their behaviours in line with our expectations of "Anthem Inclusive Principles" and	100% of schools across the Trust have embedded agreed relational principles and a positive, strengths based approach; and are trauma informed with high quality, restorative relationships evident at all levels. Culture across all stakeholders within the trust aligns to a "Relational Approach". A culture of psychological safety exists across schools	Reduction in behaviour incidents (R4s) evidenced over time. Suspensions / PEx are below national average in 100% schools 100% of parents/carers feel included in decisions made about their child from the point of inclusion 100% of students feel they have a good relationship with at least one staff member in the school	Develop the "Anthem Inclusive Principles" – a set of agreed of expectations relating to our shared beliefs, behaviours and actions - developed by leaders at all levels across the trust. Communicate the key messages and celebrate positives within the Inclusion Strategy to all stakeholders through a range of methods: • Social media • Bitesize videos • Monday Memo • Trust newsletters • Heads Connect • Inclusion networks Ongoing Thrive implementation • Thrive system lead for support and QA • Whole school training • Thrive online assessment tools and resources	June 26 Ongoing Ongoing Ongoing

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	This is codified and published in a poster visually displayed across schools and some schools have used Anthem Institute videos with staff to further define expectations. We have also codified the behaviours visible from staff using the "Thrive" approach in our schools. 13 schools now have qualified Thrive licensed practitioners with 7 schools evidencing that Thrive is becoming embedded in whole school approaches. Some schools are earlier on their journey of developing Thrive in their settings. Across wider stakeholders within the trust our relational approach is still inconsistent but developing. There has been training with leaders across Professional Services around what we mean by a "Relational Approach" and what this looks like in leadership behaviours and actions. Suspension figures in one secondary and and one primary are above national averages. The PEx rate is above national in two	relational approach. Suspensions are reducing in those schools who are above national average. Strengths based language is consistently used across schools Leaders have increased understanding in supporting neuro-diverse colleagues	and all stakeholders within the trust and relationships evidence both high levels of support & kindness and high levels of challenge. Positive, strengths based cultures are well embedded across all schools with a general rule of a 5:1 positive: negative ratio for all interactions and strengths based language used. Neurodiversity and visible difference is valued and	Attendance figures across all Anthem schools are above National for all groups.	Regularly revisit expectations of staff at all levels – what do the behaviours and actions of adults look like in schools with a relational, positive, strengths based culture? QA activity to celebrate and hold to account, including CRDs. Focus on strengths based language – codify expectations Stakeholder surveys on Belonging / Inclusion to measure satisfaction and respond to areas of concern Ensure key trusted adults and regulation strategies are explicitly established in all schools with visuals to reinforce. Neuro-diversity celebrated trust wide – trust event? CPD in Race Equity / Unconscious bias Ongoing Networks	Ongoing Jan 27 Spring 27 Sep 26 March 27 2027-28 Ongoing

Area	Current context (Summer 2026)	Early (Summer 2027) intended outcomes	Longer term (Summer 2029) intended outcomes	What output are we going to see? KPIs	What inputs/actions are needed to achieve these outputs?	When by
	secondaries. However, there has been a significant reduction in the % of suspensions across our secondary schools (with the one school still above the national average reducing from 37.5% in 2025 to 26.6% currently). A range of community networks have now been developed under the umbrella of Inclusion – SENDCOs / Inclusion Leads, Attendance Leads, EAL Leads, Thrive leads There is currently no trust wide approach to supporting colleagues within our workforce who are neuro-diverse Limited focus trust wide on race equity / unconscious bias		strengths are celebrated. Unconscious bias and race equity has been explicitly considered in every school. Staff have increased awareness in this area, influencing increased fairness and equity in actions.		• Continue to build communities through networks – sharing excellence and supporting each other • Deliver at least one face to face network event annually for both Inclusion Leads and Thrive leads Holistic approach to Safeguarding, Attendance & Inclusion • Case surgeries • Joint working across networks Ensure a trust wide alignment on behaviour improvement and higher ambition around reducing suspensions / exclusions • Share current data and latest research / evidence around behaviour & exclusions with all relevant stakeholders • Review / refine Anthem Behaviour & Ethos policy to ensure it aligns with	Ongoing Summer 27

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					Relational approach / Thrive / Strengths based approach • Review Avoiding exclusions toolkit • Further develop provision for students with SEMH across schools Develop guidance for schools / Trust leads on supporting colleagues who are neuro-diverse Increased outward facing work, networking and relationship building: • CST/Whole Education collaboration & networking • Attendance & representation at national events and conferences • Contributing to published articles • Develop our culture of celebration – awards ceremony / sharing excellence at networks / Versed articles	Summer 27 Ongoing

Anthem Inclusion Strategy 2026-29

Area	Current context (Summer 2026)	Early (Summer 2027) intended outcomes	Longer term (Summer 2029) intended outcomes	What output are we going to see? KPIs	What inputs/actions are needed to achieve these outputs?	When by
2. Enabling environments	Inclusive learning environments, including flexible seating, calm working spaces, scaffolds and positive, representative displays and resources are well established across the majority of primary schools and are developing rapidly in some secondaries. There are no clear expectations around classroom layout, based on research. High quality inclusive spaces, such as sensory rooms, forest schools, outdoor learning or nurture rooms are established in some primaries and a minority of secondaries. In a number of schools break, lunch time and after school provision offers a range of options to meet all needs.	All schools have at least one additional space developed to meet students' needs at break / lunch. All schools have an alternative space available for regulation. All schools have ensured positive representation of groups visually in displays around the school.	Environments are enabling for all students with a range of inclusive provision available to meet need in all settings, including communication friendly classrooms, representative displays and resources, sensory / regulation spaces, nurture / wellbeing areas and a range of break, lunch and after school provision.	100% of students feel valued in school 100% of students feel safe within the school 100% of students will enjoy school 100% of students complete their education to Year 6 / Year 11 100% of students are in education, employment at training Post 16	Research undertaken around classroom environments and how these best support learning Examples of enabling environments to be shared and clearly codified Expectations around environments to be shared with leaders Stakeholder voice activity to be undertaken to evaluate the quality of "safe spaces / enabling environments" in school. Scaffolding / resource checklists to be shared, ensuring these are accessible to students as required	Autumn 26 Nov 26 Jan 27 Nov 26 Spring 27
3. Quality of Education: The Anthem Way Inclusive high quality first	The Anthem Way has been well embedded across all schools with 75% of teaching now at standard or better across the trust. However, school visits and CRDs tell us that there is work still to do	Inclusive QFT, in line with the Anthem Way is consistently evidenced in 85%+ of	95%+ of lessons are effective or better, ensuring high quality adaptation,	Attainment and Progress outcomes for students across all vulnerable	Anthem Way 2.0 to be developed, in line with Inclusion First principles Training in use of StepLab for all SENDCos.	Autumn 26 Autumn 26

Anthem Inclusion Strategy 2026-29

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teaching & adaptive teaching	in ensuring every lesson is inclusive and adapted to students' needs – especially in our secondary settings. Adaptive teaching, scaffolding and challenge, is well embedded in the majority of primary settings. In secondary settings this is still inconsistent. Lesson drop ins evidence that scaffold and challenge is the weakest Anthem Way strand. 4 key adaptive strategies have been driven across secondaries: • Deliberate check ins • Live marking • Use of mini whiteboards • Dual coding however, these are still not consistently used in every lesson. The Inclusive teaching audit tool has been introduced but only used in a minority of schools. Significant CPD has focussed on Adaptive practice – particularly in our secondaries.	lessons across the Trust. 85%+ of lessons are consistently well adapted in line with individual students' needs across the trust	scaffold and challenge.	groups are above national. Gap between SEND and non-SEND / PP / non-PP learners is reduced 100% of students feel they have been challenged to achieve highly. 90% of parents/carers are satisfied with the progress their child makes in line with individual targets	StepLab consistently used by all leaders for monitoring, feedback and coaching related to Inclusive QFT and adaptive teaching Further develop video resource bank on StepLab/ Anthem Institute illustrating excellent practice in Inclusive Teaching Continue to share blogs & research on the Anthem Institute Trust leads to support secondary HoDs in driving adaptive teaching. Share scaffold and challenge checklist for lesson drop ins. Leaders to celebrate excellence in adaptive teaching through "shout outs" on StepLab platform	Jan 27 Ongoing Ongoing Ongoing Ongoing

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	High quality individual learning plans / passports are now in place in all schools and these are consistently shared with teaching staff. Provision Map is now in place across all schools and is used to create these. In a small minority of cases, teachers are still not using the information provided to them to ensure appropriate scaffold and challenge in their lessons. The “Adaptive Teaching Toolkit” is available on the Anthem Institute and most schools are using this. 10 top tips visuals are displayed in some schools. In some schools work is underway around developing subject specific adaptations across the curriculum. In secondaries there is momentum with HoDs driving this, jointly with SENDCos. In one secondary significant drive has been undertaken in this area with “Adaptive Practice Champions” established in each department.					

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4. Quality of Education: Inclusive curriculum principles	Significant work has been undertaken in reviewing and improving our curriculum offer over the last 3 years and key documents / networks are in place to support this e.g: • Anthem Curriculum Companion • Literacy tree • Scholars guides • SCPs However, limited work has been undertaken to review the quality of the curriculum with a SEND / Inclusion lens, ensuring the offer meets the needs of *every student* in all our Anthem schools	Anthem Inclusive Curriculum Principles have been developed and shared with schools	The curriculum across all schools has been further reviewed and developed ensuring Anthem Inclusive Curriculum principles are embedded and every student is able to access and enjoy their curriculum offer, enabling every student to achieve strong outcomes.	Attainment and Progress outcomes for students across all vulnerable groups are above national. Gap between SEND and non-SEND / PP / non-PP learners is reduced Attendance & behaviour measures are above national averages for all students in vulnerable groups	ESC team planning day Write draft Inclusive Curriculum Principles and share with key stakeholders for feedback Share the principles with one or two SCP leads to reflect and review and drive and necessary change in their subjects Launch document with leaders at summer leadership conference Communicate principles and expectations with leaders and staff at all levels Monitor and QA curriculum offer in line with expectations outlined in Inclusive Curriculum Principles	Autumn 26 Spring 27 Spring 27 June 27 Sep 27 Ongoing from Oct 27

Anthem Inclusion Strategy 2026-29

Area	Current context (Summer 2026)	Early (Summer 2027) intended outcomes	Longer term (Summer 2029) intended outcomes	What output are we going to see? KPIs	What inputs/actions are needed to achieve these outputs?	When by
THREE TIERED APPROACH: Targeted, Targeted plus, Specialist						
1. Early identification of need	A range of different screening tools are used across the trust – this is not consistent. In some schools, whole school screening takes place on entry – in others, students are screened when there is an emerging concern.	All screening tools used across the trust are evidence based. Systematic approach to screening on entry, where appropriate, in all schools.	Screening tools are aligned across the trust, covering all five areas of development.	Students' needs are identified early, with timely intervention planned to address gaps. Attainment and Progress outcomes for students with SEND are above national. Gap between SEND and non-SEND students is reduced	Scoping activity on current screening tools used in schools Trust level recommendations made on evidence-based screening tools available Expectations explicit at trust level around use of screening tools.	Autumn 26 Jan 27 Spring 27
2. Student profiles and plans	There is currently not alignment across the trust on style of learning plans / passports / profiles used. 87% of schools (13/15) are using the Provision Map platform, but not consistently and with all functions	Trust recommended template for a one page profile and Individual Learning Plan 100% of schools are		Students' needs and recommended strategies are well understood by all relevant stakeholders Attainment and Progress outcomes for	Provision Map training & support for SENDCos Trust templates created School to school QA of plans	Autumn 26 Autumn 26 Spring 27

Area	Current context (Summer 2026)	Early (Summer 2027) intended outcomes	Longer term (Summer 2029) intended outcomes	What output are we going to see? KPIs	What inputs/actions are needed to achieve these outputs?	When by
		using Provision Map High quality plans in place, accessible to all relevant stakeholders, enabling clear understanding of need, recommended strategies and provision		students across all vulnerable groups are above national. Gap between SEND and non-SEND / PP / non-PP learners is reduced Attendance & behaviour measures are above national averages for all students in vulnerable groups		
3. Assessment / use of data	SENDCos now have a clearer understanding of outcomes of students with SEND in their schools. They are robustly tracking progress of all students on the SEND register, through regular involvement now in PPMs / RSMs, and are implementing additional support and provision as required. They are also	All SENDCos to have a clear understanding of outcomes of students with SEND in their schools and data being consistently well used to target support	Ongoing as 2027	Attainment and Progress outcomes for students with SEND / EAL are above national. Gap between SEND and non-SEND learners is reduced	Further training in use of Bromcom / PowerBi for SENDCos / Attendance Leads Ongoing weekly scrutiny of attendance and behaviour data at trust level Trust and school level data dashboards to be further developed - creating an "Inclusion dashboard" - to	Spring 27 Ongoing Spring 27

Area	Current context (Summer 2026)	Early (Summer 2027) intended outcomes	Longer term (Summer 2029) intended outcomes	What output are we going to see? KPIs	What inputs/actions are needed to achieve these outputs?	When by
	analysing data more rigorously to effectively plan next steps. Bromcom now has accurate coding for students working below ARE (from Y1 upwards) For those students with the most complex needs, a range of different assessment tools are being used. Data is not always robust enough to support effective planning. Attendance data is still not used consistently across the trust. Not all schools are using the DfE VYED tool and confidence is mixed on use of Bromcom / Power Bi. EAL assessment is inconsistent across the trust. 2 secondaries and 1 primary have expertise in this area, using Bell Foundation Proficiency assessment to ensure support is targeted appropriately. Power Bi dashboards do not enable leaders to strategically analyse behaviour data over time – either at school or trust level to inform strategy and actions.	and intervention strategically. All Attendance leads are confidently using data available to robustly track attendance and target support and intervention. All EAL leads are confident in leading assessment of EAL across their schools		Attendance for all schools is above national averages for all groups Suspension / Exclusion data is below national averages for all groups	enable SENDCos / EAL leads to easily access contextual and performance data as well as financial insights Assessment system for students working at 0-3yrs to be developed Bromcom coding for students working below ARE in FS to be developed Further tracking of KS3 students in “Keep up not catch up” programme Embed use of Thrive Online Assessment tool Establish agreed suite of recommended specialist assessment tools for students with most complex needs e.g. AET Progression framework, Boxall Profile	Autumn 26 Spring 27 ongoing ongoing Jan 26

Area	Current context (Summer 2026)	Early (Summer 2027) intended outcomes	Longer term (Summer 2029) intended outcomes	What output are we going to see? KPIs	What inputs/actions are needed to achieve these outputs?	When by
4. Evidence based intervention, provision & support	SENDCos have shared most impactful interventions with each other through the Inclusion Network. There is a clear message driven from the Director of Inclusion around any interventions delivered being evidence based, time limited and impactful. The Thrive approach is well embedded in 80% of wave 1 schools and due to be launched in wave 2 schools from Sep 26. Wave 3 training planned from Oct 26 There is still a range of interventions offered across the Trust – not all evidence based. In some schools the SEMH offer needs to be further developed, including Thrive. All secondaries are now implementing RWI Fresh Start phonics interventions. High quality reading intervention is delivered in all schools, in line with expectation from Trust lead. Some schools are tracking the impact of interventions but this is not robust enough across the trust.	A range of assessments are available to evidence impact of interventions Provision Map is robustly used to map and track impact of all provision TAs are well trained to deliver all support / intervention required StepLab is used regularly to monitor the quality of interventions delivered by both Teachers and TAs A wide range of extra-curricular activities are	Staff are well trained across the trust to deliver a wide range of evidence based, time limited interventions to meet all 5 areas of development, and available to teachers / Subject leads as appropriate	Attainment and Progress outcomes for students with SEND are above national. Gap between SEND and non-SEND students is reduced Reduction in behaviour incidents / suspensions / PEx to below National average Students achieve minimum of 90% of their identified individual targets over an academic year, in line with outcomes in EHCPs	Audit current intervention offer across the trust – in line with KS3 “Keep Up not Catch up” strategy – also gather for all Key stages Research current EEF recommended interventions Thrive system leads to further drive embedding of Thrive approach across all schools Set expectations around use of Provision Map Set expectations around recommended interventions, training required, delivery and measuring impact Use StepLab to ensure TA intervention delivery is monitored, with coaching feedback in place	Spring 27 Spring 27 Ongoing from Sep 26 Jan 27 ongoing Summer 27 Autumn 27

Area	Current context (Summer 2026)	Early (Summer 2027) intended outcomes	Longer term (Summer 2029) intended outcomes	What output are we going to see? KPIs	What inputs/actions are needed to achieve these outputs?	When by
	Provision Map is in place across all schools, however, not everyone is yet using it to map and track impact of interventions. Some schools have a range of provision in place at break, lunch and after school to support students who may find unstructured times difficult, or those with SEND – however this is not consistent across all schools.	available across the trust to support every student – including those with SEND or who are entitled to the PPG			Audit current extra-curricular offer for students with SEND / PPG across the trust Set expectations on extracurricular offer – ensuring the needs of every student are considered	Summer 27 Autumn 27
5. Access to specialists	In most schools, good use is made of external agency support and a range of therapies are delivered. Scoping in Summer 26 has enabled trust wide oversight of provision in place. The cost and availability of specialists is variable across LAs. Where gaps have been identified, use of Inclusive Mainstream Funding is being considered to address these.	External agency support and therapeutic provision is available as appropriate to all students across the trust.	"Experts at Hand" are more available through DfE programmes. Centrally employed trust specialists are in place where required.	Students' areas of development are better understood, with appropriate support and intervention in place. This will lead to improved outcomes in attainment, progress, attendance and behaviour – as well as well-being.	Scope the use of internal specialists (eg OT) being used across schools Further explore opportunities for commissioning shared specialist / therapeutic support across the trust. Utilise IMF to enable support across geographical clusters as appropriate.	Summer 26 Autumn 26 Autumn 26

Anthem Inclusion Strategy 2026-29

Area	Current context (Summer 2026)	Early (Summer 2027) intended outcomes	Longer term (Summer 2029) intended outcomes	What output are we going to see? KPIs	What inputs/actions are needed to achieve these outputs?	When by
INCLUSION BASES						
1. Building on current strong practice and expertise	7 primaries and 1 secondary have now developed Inclusion Bases to support students with the most complex needs – who would otherwise require specialist placements or be at risk of PEx. In some of these schools, a second Base is being planned. The quality of IBs across the trust is variable with some very strong practice, and some settings which require attention. In one secondary an Inclusion Base for students with SEMH needs is planned for Sep 26.	Inclusion Base network in place Partnerships developed with visits to each others' settings Excellent practice spotlighted and shared	All Inclusion Bases demonstrate strong standard	Students with most complex needs are accessing high quality provision, well engaged and making strong progress Reduction in suspensions / PEx and applications for specialist placements.	Termly network meetings scheduled – spotlight on different settings Teams channel accessed by all – sharing resources, planning, assessment tools, environment photos Partnerships between settings facilitated and visits scheduled	Ongoing from Autumn 26 Ongoing Ongoing from Jan 27
2. Clarity on expectations / alignment	Currently the Director of Inclusion has worked with each school to develop a clear "Rationale" for their Inclusion Base – setting out expectations and ways of working – however, these are not fully aligned across the trust	Inclusion Base guidance in place and all schools aligned to this	Inclusion Bases are national examples of best practice	Students with most complex needs are accessing high quality provision, well engaged and making strong progress	Develop a set of principles and expectations to be used by all Inclusion Bases across the trust. These will cover: • Rationale / Purpose • Entry / exit criteria • Curriculum • Assessment • Environment	Autumn 26

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					• Staff support, supervision and training • Parent / Carer liaison • External partnership working Create Anthem Inclusion Base Playbook	Autumn 26
3. QA	CRDs and deep dives from the Director of Inclusion / Inclusion Champion system lead have been used to QA and further develop provision.	All schools have accurate evaluations in place which informs IB action plans Leaders have an accurate understanding of the strengths / areas for development in each IB	Inclusion Bases are national examples of best practice	Students with most complex needs are accessing high quality provision, well engaged and making strong progress	Develop a consistent evaluation tool for use across all Inclusion Bases QA and monitoring of Inclusion Bases to be included in whole school QA activity Every Inclusion Base to have at least one CRD visit annually	Spring 27 Ongoing Ongoing
4. Assessment systems	A range of different assessment tools are being used across IBs Some scoping has been carried out by the Director of Inclusion on the range of assessment tools available	Trust recommendations in place of small steps assessment tools (0-5)	All Inclusion Bases are able to clearly evidence strong progress made by students, through established	Students with most complex needs are accessing high quality provision, well engaged and	Inclusion champion to review current assessment tools in use and establish trust wide recommendations Head of Data to develop tracking system on	Autumn 26 Spring 27

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		Bromcom to be adapted to enable IB leads to input data	assessment and tracking tools	making strong progress	Bromcom linked to agreed small step assessments (0-5)	
5. Staff training, support and supervision	This is variable across schools. No agreed expectations.	CPD and supervision schedules in place across all IBs Staff are upskilled to meet student needs.	Staff across all IBs have specialist expertise, enabling IBs to be national examples of best practice	Staff well-being is strong, leading to retention.	CPD programmes to be developed in each school. Mechanisms for staff supervision and support to be explicit in each school Staff voice gathering undertaken regularly to identify and address needs Trust level bitesize training videos to be developed – on Anthem Institute.	Autumn 26 Spring 27 Ongoing Summer 27
6. LA / partnership working	Limited work with LAs. One LA Head of SEND has visited one IB. Variability in partnership work with LA / external specialists.	IBs are visible to all LA Heads of SEND, many will have visited settings. External specialists are well used to support and develop staff	Income generation potential has been explored with all IBs, in partnership with LAs	Strong relationships with LAs, with Anthem IBs recognised as national best practice. Financial sustainability od IBs.	Each school to invite LA Head of SEND to visit their Inclusion Base, jointly with director of Inclusion / Inclusion Champion where appropriate Initiate discussion with LA Heads of SEND around financial sustainability and potential income generation	Ongoing from Spring 27 depending on readiness

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					Each school to develop strong links with external specialists, relevant to needs of students	Ongoing

Anthem Inclusion Strategy 2026-29

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WORKFORCE DEVELOPMENT						
1. Inclusion / SEND Leadership	Variable experience and expertise across SEND leadership. Two schools without a permanent SENDCo. Some schools have clear succession plans in place around SEND leadership	All SENDCos confident in accurately evaluating SEND provision in their schools and establishing priorities. High quality Inclusion strategies in place in every school.	All schools have permanent, experienced SEND leadership with clear succession planning. All SENDCos can clearly articulate their school's context, strengths & AFIs, provision and outcomes	Clarity on strengths and areas for improvement in Inclusion Quality of inclusive provision is strong standard in every school	All schools participating in the Whole Education SEND leadership programme Enable partnerships between SENDCos for school to school visits, sharing expertise, QA and support Ensure SENDCos are using the OFSTED playbook for Inclusion Ensure clear messaging to HTs around succession planning for Inclusion leadership Inclusion data dashboard to be developed	Jun 26 – Jul 27 Autumn 26 ongoing Autumn 26 ongoing Spring 27 ongoing Spring 27
2. Attendance leadership	Identified Attendance leads in each school – variable expertise	All Attendance leads are confidently using the Anthem Attendance Ambitions Framework	Ongoing as 2027	Attendance data is above national / similar school benchmarks	Ensure Attendance leads are using the OFSTED playbook for Attendance Ongoing Attendance networks for key messaging Partnering up schools to share expertise	Autumn 27 Ongoing Ongoing

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		All Attendance leads are confidently analysing their data to target intervention and support			Bromcom / Power Bi training available on request Attendance reviews / CRDs as required	Ongoing Ongoing
3. Trust wide Inclusion CPD offer	No aligned Inclusion CPD currently – however schools use their local offer well, with training from LAs and other specialists	Clarity of expertise across the trust Clarity of training need across the trust	High quality Inclusion training offer available trust wide and open to external participants (income generation to be considered)	Staff trust wide have expertise in inclusion	Skills audit carried out across schools to identify strengths and expertise across the trust Scoping with SENDCos around what is needed in their schools Develop CPD Inclusion offer – online and face to face – this will include access to external platforms such as NASEN, Thrive and Whole Ed	Summer 27 Summer 2027 2027-28
4. Effective deployment of TAs	Quality and impact of TAs is still inconsistent across the Trust. This is not accurately measured currently. The quality of intervention and support delivered by TAs is inconsistent and is not robustly monitored. In our best schools TAs are highly skilled and trained	All TAs have access to support and supervision – either through regular team meetings or 1-1 meetings	TAs are part of whole school monitoring schedules – with monitoring and feedback as part of performance appraisal process.	Attainment and Progress outcomes for students with SEND are above national. Gap between SEND and non-SEND learners is reduced.	Expectations made clear to leaders regarding the role of the TA. To include: training, support, supervision, coaching, performance appraisal. Share EEF recommendations.	Autumn 27

Area	Current context (Summer 2026)	Early (Summer 2027) intended outcomes	Longer term (Summer 2029) intended outcomes	What output are we going to see? KPIs	What inputs/actions are needed to achieve these outputs?	When by
	by SENDCos, EPs, OTs and Specialist Teachers CRDs and school visits evidence some excellent practice from TAs, both as in class support and in delivery of interventions – across both the primary and secondary stages – however this is not consistent in every school. TA support, line management, supervision, training and appraisal is inconsistent across schools. TA Anthem Way guidance has been created and is on the Anthem Institute. This is not yet being consistently used by leaders to drive improvement.	All TAs have a CPD plan in place – and to access whole school training where relevant Teaching Assistants are well trained and skilled to carry out their roles to a high standard	StepLab is used to support this. All schools using instructional coaching to ensure high quality T&L focussed CPD for TAs along with regular monitoring. TAs are consistently offering exceptional support both in classes and through interventions, reflected through performance appraisal processes	100% of students say they have a good relationship with at least one adult in school.	TA training modules to be developed on Anthem Institute. Wave 1 – The Anthem Way. Wave 2: SEND provision TA StepLab module to be explored / developed	Spring 28 Summer 27

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Area	Current context (Summer 2026)	Early (Summer 2027) intended outcomes	Longer term (Summer 2029) intended outcomes	What output are we going to see? KPIs	What inputs/actions are needed to achieve these outputs?	When by
SEND FUNDING						
SEND funding	Data gathering exercise completed Mar 26 to clarify EHCP funding and spend at a student level in every school. This exposed variability in Finance leads, HT, SENDCo and Trust lead knowledge and understanding of SEND funding systems. This also clarified positions of surplus and deficit in each school.	All leaders across the trust have clarity around SEND funding systems / duties All leaders across the trust / schools have clarity of income / spend for students with EHCPs Data dashboard developed outlining SEND funding Assurance around EHCP compliance	Ongoing as 2027 outcomes	Balanced budget in cost / income of EHCP provision Robust grip and understanding of SEND funding for leaders at all levels Compliance in EHCP provision	Work with Head of Data to develop trust Inclusion dashboard capturing SEND funding live Schedule a series of LA meetings to challenge funding deficits Carry out training for leaders at all levels across the trust on SEND funding and DfE guidance	Spring 27 Ongoing Autumn 26