

Governor Visit Record

Date	2 nd February 2026	Governors	Lisa Robson/ Katie Kelly
Links with School Development Plan 2025-26			
School targets 2025-2026 – Inclusion			
Scope of visit / Breadth of visit Scrutiny			
<p>Monitoring visit focused on inclusion, which is a key priority within the Education Inspection Framework for Ofsted. The school works hard to ensure that its provision reflects best practices and meets the needs of every learner.</p> <p>The visit included a review of relevant documentation and discussions with members of the Senior Leadership Team (SLT) about inclusive strategies. Additionally, the school is gathering key data to support and articulate what inclusion looks like throughout school.</p>			
Governor Observations and Comments			
<p>The emphasis on inclusion aligns with the new focus area within the Ofsted framework. Inclusion is a golden thread that runs through all aspects of school life, extending beyond Special Educational Needs and Disabilities (SEND). It is integral to the school's ethos and is reflected in every aspect of practice. It is essential that all staff can articulate how their daily practices contribute to an inclusive environment. While many staff members engage in inclusive practices, there is a need for a shared understanding of what constitutes inclusion. This understanding will empower staff to recognise and articulate their contributions to an inclusive culture.</p> <p>A whole-school implementation plan for inclusion and an action plan have been created with input from each phase of the school, linking to the four-year horizon and whole-school targets. Each phase leader has been tasked with defining what inclusion looks like within their specific context, as it manifests differently across various phases within the school.</p> <p>The action plan is aligned with the implementation plan and includes a series of seven whole-school priorities:</p> <ul style="list-style-type: none"> • Priority 1: Embed a culture of high expectations and belonging • Priority 2: Personalised ambition through EHCPs and PfA • Priority 3: High-quality inclusive teaching and assessment • Priority 4: Pathway innovation and curriculum equity • Priority 5: Families and external agencies as co-creators • Priority 6: Fusion Learning Hub and regional influence • Priority 7: Monitoring, evidence and impact <p>Each phase leader has developed a narrative that encapsulates their approach to inclusion, which will be utilised during inclusion learning walks. These narratives will</p>			

help assess how inclusion fits within the broader school narrative and ensure that it is visible across all areas of the school. The culture and ethos of the school are underpinned by inclusion, which is reflected in the school values and should be understood by all staff at every level.

Training sessions are planned to enhance staff understanding of inclusion. These sessions will provide opportunities for staff to engage in discussions about inclusive practices and share strategies that have been effective in their classrooms. Training will ensure that all staff can confidently discuss and articulate their inclusive practices.

With support from the school's School Improvement Partner (SIP), professional development will provide targeted training that focuses on best practices in inclusion and encourages collaboration among staff and other educational settings. A significant aspect of this will be training and support in developing inclusive classrooms and enabling environments, concentrating on creating spaces that cater to the diverse needs of all students, both indoors and outdoors.

The Fusion Learning Hub will continue to play a pivotal role, facilitating outward-facing support and fostering a continuous culture of best practice in Special Educational Needs and Disabilities (SEND).

Next steps:

- Case samples for individual pupils
- Staff training and CPD
- Ensuring inclusive classrooms (enabling environments)

Plans for Follow-up Visit

Inclusion learning walk through school.

Date reviewed at FGB