

WCA CONSULTANCY SERVICES

Inclusive Education Consultancy

Belonging. Participation. Progress.

Practical support for schools and education organisations strengthening inclusive teaching, SEND provision and the systems that help every learner participate.

- 01** Whole-school inclusion and SEND review
- 02** Adaptive teaching and targeted support
- 03** Leadership, staff development and sustainable systems



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YOUR SERVICE AT A GLANCE

A connected approach to improvement.

Four complementary workstreams connect your ambitions with practical changes in teaching, provision and leadership.



Inclusive systems

Strategy, roles, provision mapping and clear support pathways.



Accessible teaching

Adaptive planning, resources, feedback and learner independence.



Targeted support

Individual goals, intervention and regular reviews with families.



Confident teams

Practical training, coaching and leadership development.

THE CONSULTANCY JOURNEY



Assess

Understand needs and barriers.



Plan

Agree goals, roles and provision.



Do

Apply teaching and support.



Review

Evaluate response and refine.

A PRACTICAL PARTNERSHIP

Review evidence, agree priorities, build staff capability and check what changes for learners. Each commission includes clear deliverables and agreed review points.

01 / THE SERVICE

Build inclusion into the way your school works.

WCA helps institutions move from isolated support arrangements to a coherent approach connecting leadership, teaching, learner support and family partnership.



Who we support

Early years settings, primary and secondary schools, international school groups, new schools and education organisations commissioning inclusion development. Support can focus on a department, phase, whole school or group of schools.



What inclusion means in practice

Review whether learners can access teaching, participate in school life and make meaningful progress. Consider special educational needs and disabilities (SEND), communication differences, language development, sensory and physical access, and other barriers to learning. Multilingualism alone is not treated as SEND.



An educational consultancy offer

Services include provision audits, inclusion strategy, adaptive teaching, support pathways, individual planning, staff development and department design. Where specialist assessment or therapeutic input is required, responsibilities and referral arrangements are agreed with appropriately qualified professionals.

THE INTENDED DIFFERENCE

Learners experience more accessible teaching and better coordinated support; families understand the process; teachers know their role; and leaders can evaluate whether provision is making a difference.

Find the barriers. Identify the next steps.

A structured review examines both the school's systems and the everyday experience of learners who need additional support.



Whole-school inclusion and SEND audit

Review leadership, admissions information, policies, identification processes, classroom practice, support staffing, individual plans, intervention, transitions and family engagement. Sample learner journeys, documentation and classroom practice, with learner and family voice where appropriate.

You receive: An evidence-based findings report, strengths profile and prioritised development areas.



Provision mapping and resource review

Map the support available, the learners it reaches, staff time, intended outcomes and how effectiveness is reviewed. Identify duplication, gaps and opportunities to strengthen ordinary classroom teaching before adding new programmes.

You receive: A provision map, resource recommendations and an accountability matrix.



Improvement strategy and monitoring

Agree a manageable sequence of actions, owners and review points. Support leaders to distinguish completed activities from changes in learner experience and progress.

You receive: An inclusion improvement plan, monitoring schedule and leadership reporting template.

REVIEW WITH A CLEAR PURPOSE

The audit is a development tool. Any mapping to an external inspection or accreditation framework is agreed in scope and uses the relevant current criteria; WCA does not issue official accreditation or a regulatory compliance determination.

Make everyday teaching more accessible.

Strengthen the teaching learners experience before, during and after any additional intervention.



Adaptive teaching and accessible planning

Help teachers identify essential learning, likely barriers and practical adjustments. Model clear explanations, manageable steps, worked examples, flexible grouping, scaffolds and suitable challenge. Preserve ambitious goals while adjusting access and support.

You receive: Planning prompts, an adaptation toolkit and subject or phase examples.



Universal Design for Learning-informed practice

Explore different ways learners can engage with learning, understand information and show what they know. Review language load, visual presentation, task organisation, classroom resources and accessible technology. Select adaptations according to the learner and task rather than a fixed menu.

You receive: An accessible-resource checklist and practical lesson redesign examples.



Assessment, feedback and learner independence

Review how tasks allow learners to demonstrate understanding. Support clear success criteria, checks for understanding, accessible feedback and gradual reduction of prompts. Identify assessment access needs early and follow the relevant assessment provider's rules.

You receive: Assessment review tools, feedback prompts and learner independence goals.

FROM TRAINING TO PRACTICE

Co-plan a lesson, try an agreed adjustment, observe the learner's response and refine the approach. Use evidence of access, participation and learning to decide what to continue.

INCLUSIVE EDUCATION IN ACTION

Accessible learning. Confident teams.

Practical changes in classrooms are supported by staff who understand what to do, why it matters and how to review its effect.



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Support in the classroom

Visual prompts, concrete materials and clear instructions can help learners participate. Support is selected for the individual learner and reviewed as independence develops.

Professional learning together

Training, shared planning and coaching give teachers opportunities to apply new approaches and discuss evidence of learner response.

WCA CONSULTANCY FOCUS

Adaptive teaching reviews, accessible resource design, tailored workshops and follow-up coaching connect professional learning with everyday classroom practice.

Create a clear route from concern to support.

Make responsibilities, decisions and review points explicit so that learners receive timely, coordinated educational support.



Identification and referral processes

Develop a shared process for recording concerns, gathering evidence, listening to learners and families, and checking factors such as attendance, language and access to instruction. Clarify when educational support can begin and when external specialist advice should be sought.

You receive: A referral pathway, evidence checklist and meeting templates.



Graduated support and individual planning

Support an assess-plan-do-review cycle. Define strengths, priority needs, a small number of measurable goals, classroom adjustments and targeted provision. Clarify who implements the plan and when progress will be reviewed with the family.

You receive: Individual education or learning plan templates, review guidance and responsibility records.



Intervention design and evaluation

Help leaders select a targeted approach, define entry and exit criteria, record a baseline and monitor participation, delivery and response. Review whether gains transfer into ordinary lessons, not only the intervention session.

You receive: An intervention register, progress tracking format and review decision guide.

A PRACTICAL EXAMPLE

A learner struggles to follow multi-step instructions. Staff gather evidence, agree visuals and shorter instructions, set a participation goal and review the response. If difficulties persist, the team considers further assessment with the family and appropriate specialists.

Connect specialist support with school life.

Build provision around the learner's experience across lessons, routines, relationships and transitions.



Develop an inclusion or SEND department

Define the department's purpose, leadership structure, roles, caseload processes and communication with teachers. Clarify the contribution of an inclusion lead or SENCO, support teachers and assistants, and establish a review calendar.

You receive: A department development plan, role profiles, workflow and reporting arrangements.



Environment, communication and wellbeing

Review classroom access, visual supports, sensory demands, predictable routines and communication needs. Support proactive behaviour planning, co-regulation and learner voice. Agree when facilities, accessibility or clinical expertise is required beyond the educational consultancy scope.

You receive: An access and participation action plan with clearly assigned follow-up responsibilities.



Family partnership and transitions

Develop clear, accessible communication about concerns, support and reviews. Plan entry, year-to-year moves and transitions between schools or phases. Share effective strategies and learner preferences through appropriate consent and information-sharing arrangements.

You receive: Family meeting guides, learner profiles and transition planning tools.

CONNECTED SUPPORT

Class teachers retain responsibility for teaching their learners. Additional staff and specialists contribute to a shared plan, with clear communication and review, so support remains connected to classroom learning.

Build the confidence to respond well.

Professional learning is tailored to staff roles and the school's priorities, with opportunities to practise and review changes.



Teacher and support staff development

Options include understanding SEND; accessible instruction; scaffolding; communication and language; autism-informed practice; attention and executive-function support; literacy difficulties; positive behaviour support; and effective deployment of classroom assistants. Specialist modules are delivered within the agreed team's expertise.

You receive: A tailored learning programme, practical resources and classroom application tasks.



Inclusion leadership and coaching

Support inclusion leaders to lead referral meetings, evaluate provision, coach colleagues, use evidence and report priorities to senior leaders. Develop a common language for observing inclusive practice and giving constructive feedback.

You receive: Leadership coaching cycles, meeting structures and a professional development plan.



Group-wide capacity building

For school groups or commissioned programmes, develop shared tools, facilitator guidance, moderation meetings and a pilot before wider rollout. Build local ownership through nominated leads and structured handover.

You receive: A pilot design, facilitator materials and a phased implementation framework.

PROFESSIONAL LEARNING WITH EVIDENCE

Agree what staff should do differently, observe application and review learner response. Training participation can be recorded, but any formal certification or accredited qualification requires a separately confirmed awarding arrangement.

INCLUSIVE EDUCATION IN ACTION

Families and schools, working together.

A coordinated approach brings learner voice, family knowledge and classroom evidence into the same conversation.



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Family partnership

Listen to families, explain educational support clearly and agree realistic next steps. Regular reviews create opportunities to discuss progress and refine the plan.

Meaningful participation

Plan accessible spaces, shared tasks and suitable support so learners can contribute alongside their peers and develop confidence and independence.

WCA CONSULTANCY FOCUS

Family meeting guidance, learner profiles, transition tools and provision reviews help schools coordinate support and strengthen participation.

Start with a review, a project or a partnership.

Select a proportionate level of support. The final scope, delivery mode, specialists, timescale and fees are set out in a written proposal.



Inclusion diagnostic

For a school seeking a clear picture of current provision and its highest priorities. Combine document review, staff discussion and an agreed sample of learner experiences.

You receive: An audit report, leadership debrief, provision map and prioritised action plan.



Focused development project

For a defined need such as establishing a SEND department, improving individual plans, strengthening adaptive teaching or evaluating intervention. Combine design work, training and implementation review.

You receive: Agreed systems and tools, tailored staff development and a follow-up findings summary.



Sustained inclusion partnership

For a term or phased improvement programme. Combine baseline review, strategy, coaching, implementation checks and impact evaluation. Delivery may be remote, on-site or blended, as agreed.

You receive: A phased programme, leadership support, implementation records and an impact review.

HOW PROGRESS CAN BE MEASURED

Agree baseline indicators such as lesson participation, quality of individual goals, response to intervention, learner independence, attendance where relevant, family feedback and teacher application of agreed strategies. Review the data in context; avoid attributing all progress to a single activity. Targets are agreed, not guaranteed.

INCLUSION IN PRACTICE

Belonging, participation and progress.

Inclusive provision connects accessible teaching, a supportive environment and a clear response to each learner's needs.



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Access

Remove barriers through clear instructions, suitable resources and accessible spaces.



Participation

Create meaningful roles, supportive relationships and opportunities to contribute.



Progress

Agree useful goals, review learner response and adapt teaching and support.

START A CONVERSATION

Plan your next steps.

Share the barriers your learners and staff are experiencing. WCA can help turn those concerns into an agreed plan for stronger teaching, clearer support and sustainable improvement.

WHAT TO SHARE WITH WCA

Your setting or school profile, location, age range, learner numbers, priority challenges, preferred delivery format and intended timescale. For a group programme, include the number of sites and the intended lead organisation.



A clear consultancy proposal

The proposal identifies the learners or phases in scope, evidence to be reviewed, staff groups involved, practical outputs and review arrangements. Confidential learner information is limited to what is necessary and handled through agreed access and data-sharing procedures. Clinical diagnosis, therapy and regulated specialist assessments require separately appointed qualified professionals.

You receive: Agreed objectives, scope, delivery responsibilities, milestones, fees and success measures.

Why WCA: Connected support across leadership, curriculum, professional learning and quality assurance, with practical tools your team can continue to use. Any specialist contributors and their roles are confirmed in the proposal.

DISCUSS YOUR INCLUSION PRIORITIES

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