

Inclusive Provision: A Team Review Framework

A discussion-based review of leadership, classroom practice, family partnership and learner outcomes.

For: School leaders, inclusion leads and nursery managers

Leadership and responsibility

Check whether staff know who coordinates support, who teaches each learner and how concerns are reviewed. Review whether resources and professional learning match identified barriers.

Classroom practice and environment

Sample actual teaching and learner experiences across rooms. Look for accessible resources, meaningful challenge, communication support and opportunities for independence.

Learner and family partnership

Ask whether families can access information and contribute to decisions. Seek learners' views in suitable ways, including observation and supported communication. Avoid assuming a single meeting represents every family.

Evaluate and prioritise

Use a small range of evidence: observations, plans, work samples and stakeholder perspectives. Agree two improvement priorities, an owner and review date. This is a reflection tool, not an inspection grade or accreditation.

A classroom example

If individual plans are complete but classroom adaptations are inconsistent, prioritise shared planning and coaching. Review whether agreed strategies appear in lessons and whether learners participate more independently, rather than counting completed forms alone.

Put it into practice

Print and complete with your team. Use initials or an anonymous reference; store personal information only in approved systems.

Area reviewed and evidence sampled

Strengths and learner/family perspectives

Barrier or inconsistency identified

Priority action and responsible lead

Baseline and evidence of improvement

Review date, progress and next steps

Further reading

NDNA: Practice resources

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