

FREE CONFERENCE:

# Leading SEND & Inclusion in a Mainstream Setting

A unique networking and  
collaborative learning and  
development opportunity...



*How do we place learner need at the heart of curriculum design and how do you articulate & define learner pathways in your setting?*  
*How do you evidence the often unique learning journeys made by your students?*  
*How do you create a culture of Inquiry to respond to the shift in complexity threshold and rapidly changing needs of learners in your setting?*  
*What approaches can best support improved attendance and engagement for learners, particularly those who are neurodiverse?*  
*What do we mean by Preparing for Adulthood from the earliest years?*  
*What does successful transition look like from school to college then college to adult services / employment?*

Join us for a day of networking & collaboration guided by expert input and curated talks around key issues.

**10th June 2025: Turves Green Boys' School**  
**Turves Green, Northfield, Birmingham, B31 4BS**

*Full day event. Lunch and refreshments provided.*

## Speakers include:

**Helen Ellis** (Director SEND & Inclusion - Birmingham), **Lynsey Draycott** (CEO, Matrix Trust & RISE team member), **Charlotte Stubbs** (Headteacher, Uffculme School), **Kate Bargh** (Exec Headteacher, Northstar Federation), **Lando DuPlooy** (Headteacher & Ofsted Inspector), **Cheryl Gaughan** (Director SEND & Inclusion, JMAT Schools), **Alex Revens** (Asst Headteacher, Belmont School)

## Topics / Themes include:

- Doing more with less' - Deploying resources for maximum impact
- Additional resource bases - challenges, ideas and opportunities
- Ambition an Aspiration - Outcomes and success for our most vulnerable learners
- Working with families - Harnessing lived experience to improve our provision
- Inclusion in Birmingham & The National Landscape

Full day event including keynote sessions and workshops with lunch and refreshments provided. Roundtable discussions, presentations, workshops, and case studies. Unique opportunity to network with leaders of Inclusion and SEND in mainstream settings and MATs across the country.

For full details and to book:

[www.evidenceforlearning.net/sendinmainstream](http://www.evidenceforlearning.net/sendinmainstream)





# Agenda\*

At the heart of our EFL LearningShared conferences are a series of presentations and roundtable discussions. Here's an overview of the big questions and themes that we'll be covering at the events...

## Knowing our learners: Pathways and Pedagogy to meet the needs of changing cohorts

With the complexity threshold of learners rising sharply and capacity in the system creaking, our mainstream schools are needing to be more dynamic and innovative than ever before to meet the needs of young people who in previous years would likely have been educated in specialist settings. This session explores ways in which we accurately identify a learner's needs and develop a culture of Inquiry to design flexible pathways and fluid pedagogy to support all learners to thrive and flourish regardless of their needs.

## 'Doing more with less': Deploying resources for maximum impact

Challenges around funding and capacity continue to be key issues for school leaders and can be a barrier for schools in their quest to be inclusive by design. In this session colleagues share approaches to workforce development and deployment of staff to maximise resource and achieve maximum impact across our provision.

- \* How do you deploy resources to maximise the impact on learners with SEND?
- \* What is the workforce development offer around SEND and Inclusion in your setting?
- \* What evidence do you use to show that what you are doing is having an impact?

## Additional Resource Provision / Bases: Challenges, ideas and opportunities

With new government policy promoting inclusion in mainstream settings we have already seen an explosion of enhanced and additional resource provision springing up across the country. This session explores the process, rationale and implementation of a variety of schools and Trusts to set up, develop and sustain successful additional and enhanced resource provision.

- \* What is the rationale behind enhanced and additional provision in your school / setting?
- \* How do you approach curriculum design for these learners and what might a blended curriculum look like in practice?
- \* Enhanced Learning provisions in secondary settings?
- \* What evidence do you use to ensure that you are providing the most appropriate provision?

## Ambition and Aspiration: Outcomes and success for our most vulnerable learners

It has long been a significant challenge to articulate and evidence the often very unique and personalised progress made by learners with additional needs. With positive changes to the inspection framework, schools are beginning to capture and celebrate learning journeys that are aspirational in terms of academic progress and also the more holistic elements such as communication, resilience and interacting positively with the world around us. This session takes a deep dive into what constitutes ambition and aspiration for learners and spotlights case studies that evidence and articulate a range of positive outcomes.

- \* What does success look like with learners with SEND in your school / setting?
- \* How do you articulate and evidence their progress and unique learning journeys?
- \* How do you promote / support the young person's voice being heard in their unique learning journey?
- \* What does co-production for ambition and aspiration look like in your setting?
- \* How do we embed highly precise learning pathways which enable children to flourish utilising strengths and needs to ensure a 'profoundly personalised' approach?

## Working with families: Harnessing lived experience to improve our provision

In this session we explore ways in which we can more successfully work with 'experts by experience' to help shape and develop inclusive provision that leads to positive, aspirational outcomes for learners and families. Case studies and lightning talk inputs highlight innovative ways in which schools capture and harness learner and family voice, placing authentic lived experience at the centre of Inclusion policy and practice in a school.

- \* How do you ensure all communication with families is inclusive and accessible?
- \* How do 'experts by experience' influence and shape provision in your school / setting?

## Inclusion in Birmingham, the wider West Midlands & National Landscape

Leaders from Birmingham Council and local Trusts share challenges and opportunities in the local context. EFL enjoys strong relationships with national organisations such as the DfE & Ofsted. Members of the community share updates from reference / steering groups providing an insight into future initiatives and the national direction of travel.

*\*Please note that the precise agendas and speakers for each event may vary slightly. Please get in touch with any queries.*

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