



Inclusive Mainstream Conference

Monday 9th March 2026

In-school units

What's the overriding purpose?

In mainstream schools, alternatives to traditional in-school SEND units (sometimes called resource bases, inclusion units, or SRPs) aim to balance **inclusion, specialist support,** and **pupil belonging.**

We need models that raise standards without creating internal segregation.



SRP Support

Design models

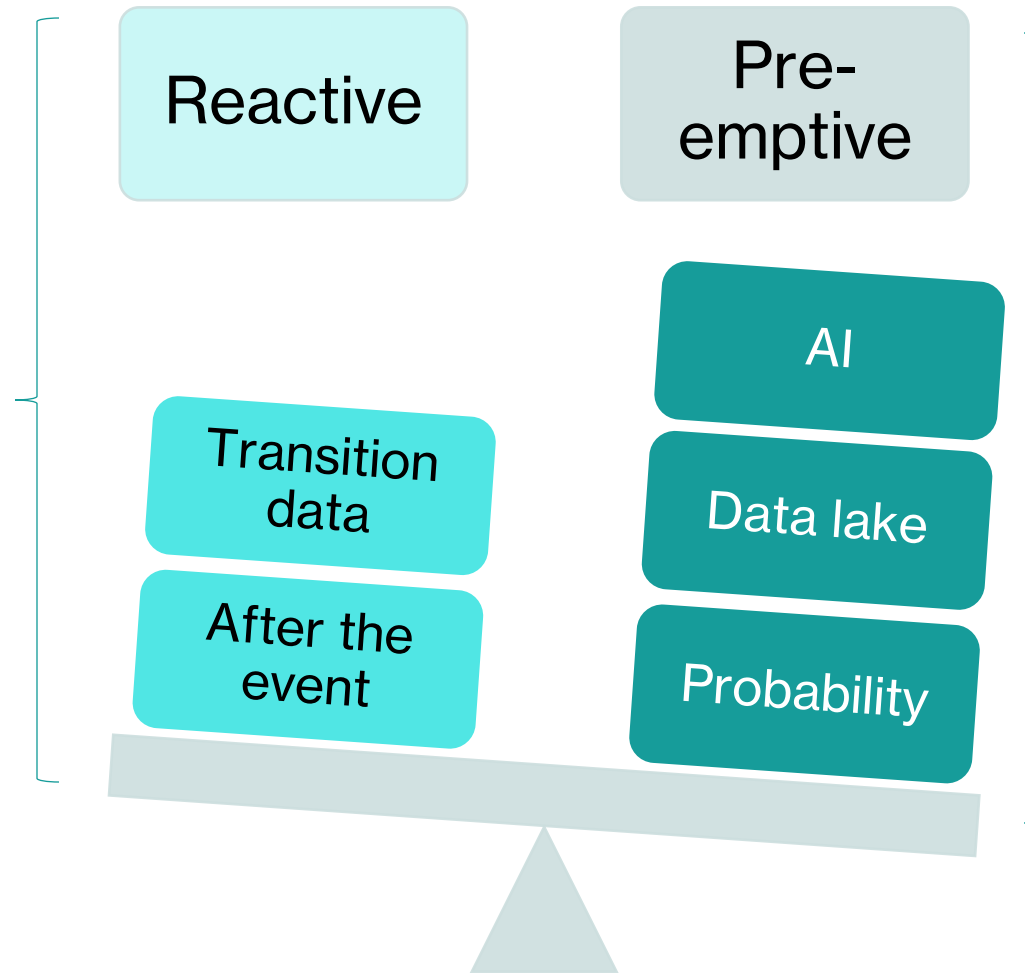
- Fully inclusive models (what do they require to work?)
- Distributed specialist provision (do we have the expertise, especially at KS3 & 4?)
- Satellites (relationships and common ethos are key)
- Hybrid model (support hubs not 'units')
- Nurture hubs (transition not permanency - primary and KS3)
- Flexible timetables and blocks (permanency – KS4 & 5)
- Combined centres for education and health (anchor organisations)

Designing the provision



Identifying the beneficiaries

Tried & trusted but
how comprehensive?



Reliability? Too new?
Fear? Parents?

Inclusion: where it commonly breaks down

In the classroom



- Adaption lottery
- 'Velcro adults'
- Curriculum misalignment

Elsewhere



- Behaviour systems v SEND needs
- Capacity and expertise
- Finance and recruitment

Reintegration: why it often fails



No clear exit criteria



Mainstream has not adapted



Identity shift – pupils are branded



Timetable cliffs – nothing gradual



Lack of academic bridging

Measuring success – the obvious and obscure

Obvious

Outcomes

Attendance

Behaviour

Obscure

Confidence

Independence

Participation

Key diagnostic questions to ask your setting

Inclusion

Where are SEND pupils not learning?

Which subjects / classes show the biggest gaps?

How consistent is adaptive teaching?

Re-integration

What % of pupils return to mainstream successfully?

Average length of stay?

Who is accountable for reintegration success?

Structure v practice

Is the provision compensating for weak teaching?

If you removed the provision tomorrow what would happen?

Inclusion: window dressing or central to the values and ethos?

High performing trusts are moving to:

Education

- Strong consistent adaptive teaching
- Empowering LSAs

Digital

- Accessibility and AI
- Data-led identification & exit criteria

Workload

- Trust-wide specialist teams
- Finance / administration versus capacity