



ENDEAVOUR
LEARNING TRUST

LGA

Inclusion Bases

Wednesday 13th May 2026



AGENDA

- Introduction to Endeavour Learning Trust
- Our context for Inclusion Bases
- Overview of different types of Inclusion Bases
- ELT's experience and learning
- White Paper and Governance Considerations





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Introduction to Endeavour



Our Mission and Values

"We pledge that our schools will be transformational places of academic excellence that offer a true richness of experience, providing all children with the same opportunities to flourish and develop their unique skills, qualities and talents."

"We will work collaboratively with our colleagues, parents and carers and our partners to remove any barriers that place limitations on our children, creating schools that are happy and harmonious places at the centre of their community."



Individuality

People-Centred



Belonging

Transformational



Togetherness

The Case for Change

Suspensions and
PEX more than
double national
average

Significant gaps in
attendance and
achievement for
SEND children

Culture of Inclusion
was lacking –
communities that fit
the school

Very high levels of
Elective Home
Education due to
unmet need

Unmet need
presenting as
challenging
behaviours

The Case for Change

Suspensions and
PEX more than
double national
average

Children that had
no place in system –
neither mainstream
nor special

Significant gaps in
attendance and
achievement for
SEND children

An unsustainable
SEND system

Culture of Inclusion
was lacking –
communities that fit
the school

A lack of
mainstream
“options” in the
system

Very high levels of
Elective Home
Education due to
unmet need

Need for a
progression
pathway from
primary to
secondary

Unmet need
presenting as
challenging
behaviours

What We've Done (so far...)

- Strong partnership with Local Authority to develop clear understanding of local need
- Opened Endeavour Thrive at Northbrook Primary Academy and Wellfield Academy in Leyland
 - Endeavour Thrive at Tarleton Academy due to open January 2027
 - Potential for Endeavour Thrive to open at Ormskirk School after September 2027
- Recruited our own Educational Psychologist sitting alongside dedicated capacity for speech and language and mental health support
- Bespoke inclusion bases in the vast majority of our schools addressing specific needs of our community
- Dedicated CPD for staff including a specific training programme for Teaching Assistants



What We've Done (so far...)

The difference we're seeing (compared to 2023/24):

- 51% **reduction** in suspensions
- 53% **reduction** in permanent exclusions
- 34% **reduction** in children becoming electively home educated
- 14% **reduction** in absences for SEND children
- 35% **reduction** in lesson removals for SEND children
- 22% **increase** in rate of children reporting being happy in school
- 19% **increase** in rate of parents who would recommend their child's school
- 14% **increase** in first choice applications



But we have so much more to do....

Every Child Achieving and Thriving – DfE White Paper

Inclusion bases will offer specialist support in mainstream schools and colleges so that more children get the opportunity to be educated in a local mainstream setting. For some children, this support will enable them to gradually transition to full participation in mainstream classes. For others, ongoing support from the base will help them access mainstream learning, education and their wider community in a way that works for them.

Through these bases, we aim to make inclusive support more widely available. Bases will be backed by clear guidance, which will form the benchmark for Ofsted inspections, and national best practice networks to ensure that settings high-quality inclusion bases and specialist provision in mainstream schools and colleges are recognised and celebrated, while also being held to account for delivering high-quality provision. Over time, we expect every secondary school will have an inclusion base, with an equivalent number of places in local primary schools.

Detail of the policy and associated guidance still remains unclear. But do we really need to wait for it?



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Donna Waring
Director of SEND

What is an Inclusion Base?

- An inclusion base is a specialist, small-scale provision within or alongside a mainstream school designed to support pupils with additional needs who are finding it difficult to access learning successfully in a full mainstream environment.



What is an Inclusion Base?



- School inclusion bases should be designed with a clear purpose to aid reintegration.
- Its core purpose is to increase inclusion, not remove it.

What an Inclusion Base Isn't?

- An alternative provision where children can be removed to
- Not a sanction or consequence space
- A permanent holding space with no clear outcomes
- A replacement for good mainstream inclusive practice

**Done well, it actually strengthens mainstream inclusion.
But a room is not a strategy.**

Endeavour Inclusion Spaces

Inclusion Bases
within the
Mainstream

Enhanced Resource
Provision

SEND Unit
(LA- Designated)



SEND Units Partnership with LA

- Co-designed, designated provision
- Transparency and shared ambition
- Future projects

Funding with the LA for a Unit

- £10k per place
- Enables stable core staffing
- EHCP top-up for individual needs
- Sustainability and quality assurance

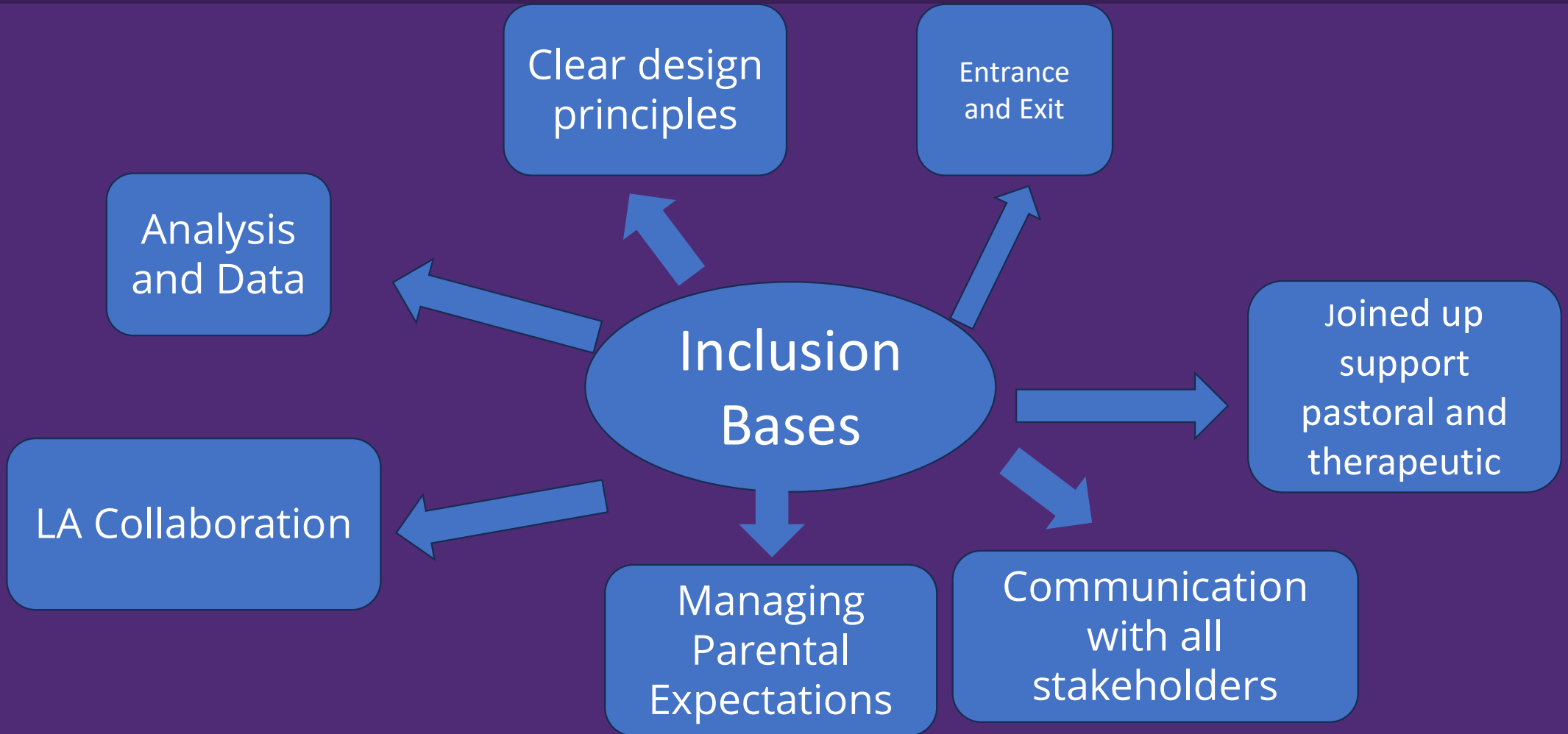
Why Inclusion Bases Matter?

- The government's ambition is clear: fewer exclusions, stronger mainstream inclusion and better support for pupils with additional needs.
- Supporting reintegration
- Strengthening mainstream inclusion

Establishing the bases – Underlying Needs

- Purpose must come before provision.
- You need a clear, shared purpose: to remove barriers to learning by addressing pupils' underlying needs.
- Leaders must be explicit about who the base is for, what outcomes are expected, how progress will be measured and how pupils will reintegrate successfully into mainstream lessons.

Establishing the bases – Underlying Needs



What provision looks like in practice

- Small groups, structure, and routines
- Academic
- Social, Emotional Mental Health
- Sensory
- Flexible pathways in and out of mainstream.

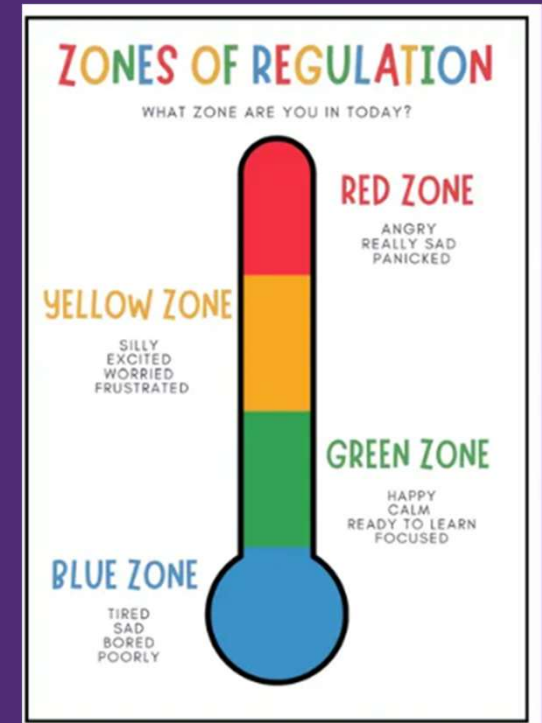
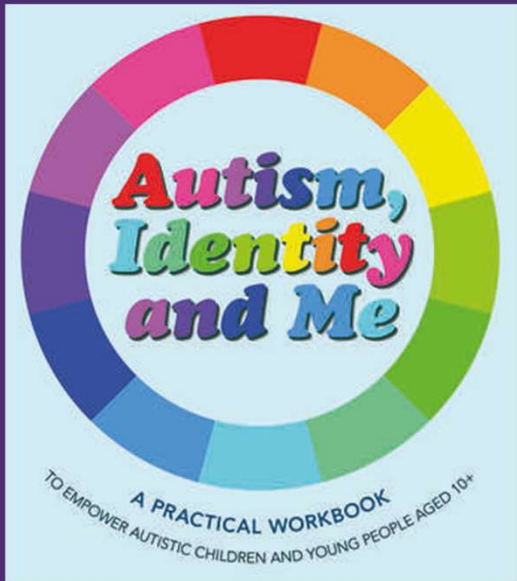
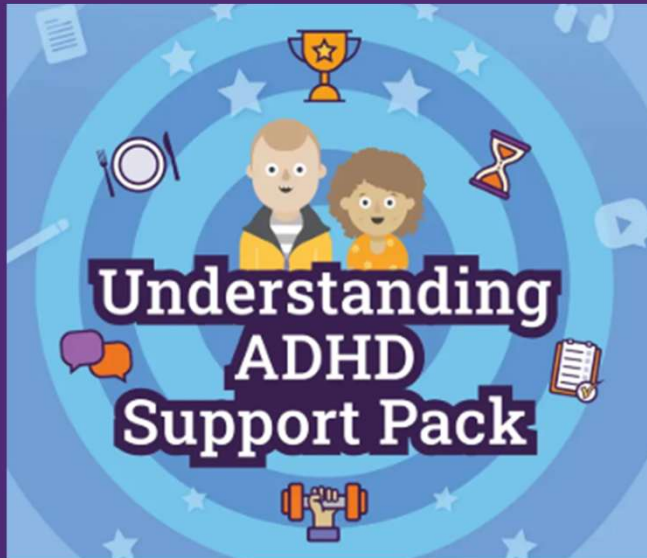


Inclusion Provision is too often reactive

- Crucial to prioritise social and emotional development.
- Too often, inclusion provision is reactive. Pupils are referred at crisis point, and support is improvised.

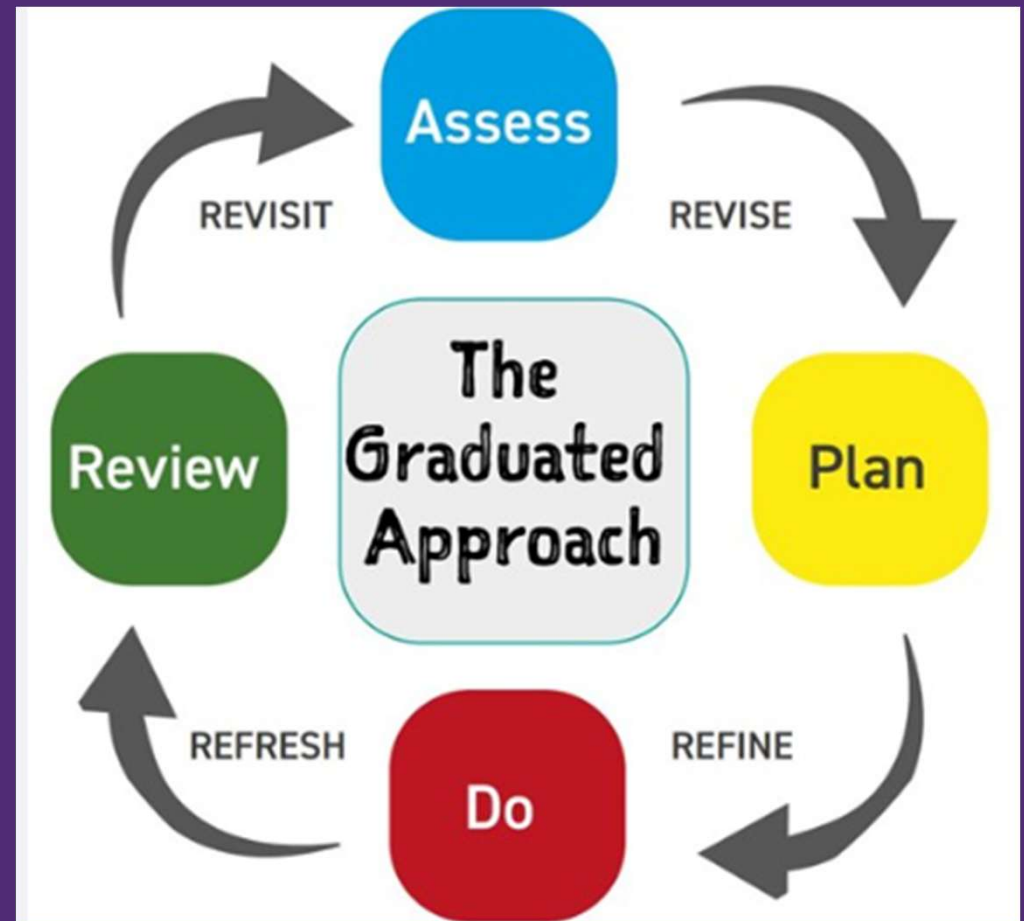


Intervention



Monitoring effectiveness

- Attendance
- Engagement and behaviour
- Academic and wider outcomes
- Pupil and parent voice



School culture.

- Inclusion bases must be integrated into whole-school culture.
- If the base becomes an island, it will fail.
- Clear referral pathways, transparent criteria and regular review points are essential.
- Time spent in the base should reinforce, not replace, classroom learning.

Success Stories



Support for belonging

- Crucially, leaders must guard against stigma.
- An inclusion base should be framed as a support for belonging, not a sign that a pupil has fallen short.
- Language matters.
- Leadership messaging.



Support for belonging

- Inclusion is not about where a pupil sits.
- It is about whether they feel safe, understood and able to learn.
- That is the measure against which every inclusion base should be judged.

Key Takeaways

- Clarity of purpose
- Getting staffing right
- Relationships matter
- Over-communicate
- Inclusion as the golden thread
- Inclusion bases as part of strengthening mainstream
- Impact on life chances



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Considerations for Governors



SEND

- To what extent is the culture of inclusion embedded within our school?
 - How do we know?
 - Do we have enough visibility of the children that could “fall through the cracks”?
- Is our school shaped to meet the needs of our local community? What needs within our community are not currently being met by the local system?
- Are we maximising our contribution to the local system through our existing provision? What more could we do, and what would we need to enable us to do it?
- Is there an opportunity for us to do more by working collaboratively with others?

Broader Aspects of the White Paper

The White Paper is vast – if we only focus on SEND we miss more than half of it

Most of it requires further statutory or legislative change, so the White Paper is predominantly a statement of intent.

Governors should consider the full scope of the White Paper in the context of their settings. Which elements present a potential risk? Or a potential opportunity?

- All schools to be part of a strong trust – is this a risk or an opportunity?
 - White Paper places trusts at the heart of system improvement, collaboration and local accountability
 - Most schools don't need to rush, but all schools should be surveying the landscape to consider what opportunities exist for them.



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**Any
Questions?**





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**Thank
You**

