

The newly developed Inclusion Review, by the Portsmouth Inclusion Hub, supports schools to respond to national SEND reforms, which emphasise early identification, strong mainstream inclusion and consistent, evidence-informed support. In this context, Ofsted’s updated inspection focus, particularly within the Inclusion evaluation area, reinforces the importance of identifying pupils’ needs quickly and accurately, using assessment to inform support, and working closely with pupils, parents and external professionals to reduce barriers to learning and well-being. The Inclusion Review provides a structured opportunity for schools to reflect on, strengthen and evidence inclusive practice across the whole school, with follow-up support from the Inclusion Hub available to help embed agreed actions.

The review is provided free of charge to schools and is aligned with the *gathering evidence* sections of the updated Ofsted Inspection Toolkit (November 2025). It uses structured, reflective questions to support purposeful self-evaluation. While centred on inclusion, it also considers how inclusive practice underpins wider inspection areas, helping leaders feel confident and well prepared.

The review is completed in partnership with an Inclusion Adviser, who works alongside school leaders to support professional reflection, evidence gathering and the identification of next steps. This collaborative approach ensures that outcomes feed directly into school improvement planning. Additional bespoke support can also be provided, including data reviews, ordinarily available provision reviews and support with SEN Information Reports.

Where settings already hold an existing review report, we would encourage these to be shared with the Inclusion Hub. This will help build a richer understanding of each school’s context, priorities and strengths, and will support the local authority in shaping responsive training and support across the city.

For more information or to express interest in an inclusion review for your setting, please contact inclusionhub@portsmouthcc.gov.uk.



 Any queries/comments regarding this document, please contact Emma Lamb/The Inclusion Hub
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Inclusion	Outline Strategies for identifying and meeting needs, reducing barriers, creating sense of belonging for all pupils.	OFSTED outline for this section (including wider areas not included in this review) This evaluation area considers how leaders and staff identify and support: - socioeconomically disadvantaged pupils (those eligible for the pupil premium) - pupils with SEND; this means pupils receiving special educational needs (SEN) support, and those with an education, health and care (EHC) plan - pupils who are known (or previously known) to children’s social care, such as children in need and looked-after children - pupils who may face other barriers to their learning and/or well-being, which may include pupils who share a protected characteristic.	Go to tab
Areas for requiring action		If confidence score is equal to or less than:	
To what extent do...		Action points	Score given
1	Leaders understand that the most effective inclusion strategy begins with everyday high quality inclusive teaching, which has most benefit for the pupils who find learning hardest and reduces the need for individual adaptations.		2
2	Leaders have established a culture in which staff understand the range of barriers that pupils may face to their learning and/or well-being, including those specific to their community and the school’s context; they quickly and accurately identify pupils facing these barriers.		3
3	Leaders make sure pupils receive effective support, consult with external specialists and implement their advice as necessary, and ensure that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice.		3