

Inclusive Practice in Nottinghamshire Schools and Education Settings – Working Together for Every Child.

Appendix 3: District Education Support Teams Practice Framework

April 2025

Introduction to this Document

This document outlines a shared framework for Education, Learning and Inclusion inclusive practice support teams across Nottinghamshire Districts i.e. Bassetlaw, Newark and Sherwood, Mansfield, Ashfield, Broxtowe, Rushcliffe, Gedling. The document aims to provide a structured approach to ensure that all children, regardless of their background and challenges, receive the support they need to succeed in education. This framework has been developed from conversations with Nottinghamshire education settings leaders and Nottinghamshire County Council Education, Learning and Inclusion teams at individual district-level events between June 2024 and April 2025.

Defining Inclusion: An ongoing conversation

Ofsted Feb 2025, Working Definition of Inclusion: 'Inclusive providers are at the heart of their communities. They have high expectations and aspirations for every child and learner. They are particularly alert to the needs of those who need the most support to achieve well, including those with special educational needs and/or disabilities.'

Nottinghamshire Education, Learning and Inclusion Department,

Nottinghamshire County Council, April 2025: 'We want all children and young people in Nottinghamshire, regardless of their background, to experience an educational environment where they can feel safe, valued, listened to and inspired to achieve their full potential. We want every child to feel a sense of belonging, confidence, and enjoyment about their learning journey, knowing they are supported and encouraged every step of the way. Additionally, we will continue to prioritise the needs of children in the most vulnerable situations (including children with Special Educational Needs and Disabilities, Our Children in care and previously in care, and

children in need of help, care and protection), ensuring they receive the necessary additional support and resources to thrive.'

District Support Teams: Values and Guiding Principles

We want our district-based inclusive practice work to be grounded in the Nottinghamshire Approach illustrated in the strengths-based practice tree below.



For our District-based inclusive practice teams, this will look like:

- **Collaboration:** Strong relationships; sharing knowledge, experience, and skills.
- **Respect:** Courtesy, openness, trust, and inclusivity in addressing challenges.
- **Child-Centred:** Focus on listening to children and recognising their needs.
- **Solution-Focused:** Emphasis on finding solutions and continuous improvement.
- **Local Knowledge:** Effective use of local knowledge and resources.
- **Partnerships:** Enhanced cooperation between local schools and settings, education, health and care services.
- **Developing Inclusive Practice:** Celebrating and learning from inclusive schools by sharing good practice and making space for creative new approaches.

District Support Team Operations

District Team Membership

- Core team members: District SENCO, District Senior Educational Psychologists, District Lead Integrated Children's Disability Service (ICDS), District Lead SEMH/Partnership Team, SEND Inclusion Service (SIS) Locality Leads, District Virtual School link.
- Wider team members: Education Learning and Inclusion Teams, health and social care partners, school and education settings, Family SENCOs.
- Each district team can agree the frequency and format of their meetings and focus of work. However, the core team members should meet a minimum of monthly.

Tasks and Responsibilities

- Build on the Review of Inclusive Practice in Nottinghamshire Schools and Education Settings District Reports (July 2024) to develop an annual District Inclusive Practice Plan.
- Maintain an overview of local district educational needs and support processes with particular focus on Special Educational Needs and Disability (SEND) assessment of need, educational placements and provision and additional funding.
- Understand district-level strengths and challenges and coordinate a response to specific issues. Over time, as part of the SEND Improvement programme, we intend this will include decision-making and escalation/de-escalation routes.
- Act as a Team Around the School for schools needing additional support.
- Agree a relevant data set to inform district working. Focus on young people's school attendance, attainment and suspensions/exclusions in the district. Data should be used as a complement to on-the-ground context, not as the primary driver of activity.

Governance of District Teams

- In addition to continued reporting to individual line managers, a representative of each district team will report termly to Education, Learning and Inclusion divisional leadership team and each district will be required to contribute to an annual review of inclusive practice in Nottinghamshire schools and education settings through written reports or presentations at in-person events.