Summary: From DfE- **Inclusion bases in schools guidance- June 2026**

- Inclusion bases are provisions within mainstream settings for children and young people with additional needs.
- Typically, they support children and young people with special educational needs and disabilities (SEND), or requiring support for behavioural or pastoral reasons, including those at risk of exclusion or low attendance.
- Inclusion bases are part of the mainstream setting; they are not registered as educational institutions in their own right.
- They typically require a dedicated space in the setting, which might be separate classes, specialist facilities, or a base where professionals with particular expertise are located.
- They deliver specific interventions, teaching, or support, often in place of or in addition to mainstream classes.
- Children and young people might access the base for a specific period of time, or access might be ongoing.
- They will normally be designed with a specific cohort or provision offer in mind.

Six key principles of effective practice for inclusion bases:

1. Supporting inclusion in the school or local area

- Children and young people are active members of the mainstream school community, with time in mainstream classes maximised and carefully planned
- The base strengthens inclusion across the whole school, for example through shared strategies, peer integration, and staff collaboration

2. High-quality curriculum design

- Children and young people access a broad, ambitious curriculum, aligned with mainstream, but adapted to remove barriers rather than reduce expectations
- Curriculum planning balances breadth, focussed delivery of key learning, appropriate adaptations, and specialist support and interventions

3. Effective data, assessment and outcomes

- Expectations are high, with progress tracked against clear baselines and regularly reviewed
- Provision is responsive and adjusted based on evidence of what works and robust evaluation

4. Effective workforce and leadership

- A skilled, teacher-led team, often including specialist or multi-disciplinary expertise, deliver high-quality teaching and specialist support
- The base acts as a centre of expertise, building capacity across the whole school

5. Effective partnership working

- Strong partnerships are in place with families, staff, and external professionals
- There is collective ownership of provision in the base, avoiding siloed working

6. Inclusive and accessible physical environments

- Environments are inclusive, integrated and close to mainstream spaces, supporting accessibility, smooth transitions, and connection to everyday school life
- Bases are flexible, well-resourced and purposeful spaces, supporting varied activities while improving wellbeing, engagement and accessibility

Inclusion bases operate on a continuum, delivering high-quality teaching, bespoke learning environments and flexible access to specialist education or health support, helping children thrive academically, socially, and emotionally.

Bases should be designed with a particular target cohort of children and young people in mind, and the needs and strengths of these children and young people will drive the specification of the base and the operating model.

Rationale: The Nurture Provision @ St Monica's RC Primary School

Why is this support needed at St Monica's?

This is primarily about inclusion and raising pupil well-being and self-esteem.

Over the last few years we have seen children with higher levels of need being welcomed into our setting and we always try to adapt to meet this need wherever possible.

We found that in some lessons, some children who perhaps had additional needs, became disengaged even with lots of adjustments and adaptations being made by the class teacher, SENDCO and support staff. This has resulted in some lost learning time and we have seen that it was having an impact on self-esteem and knocking confidence in individuals and can have an impact on others too.

We have also observed children who are sitting quietly in classroom but are not engaged in the input of the lesson; we observed children who were disengaged and causing low level disruption; we saw evidence of children who were overwhelmed, a few unable to cope in the classroom and showed clear signs of distress.

Our Response:

We have made the decision to change this for our children. We have thought carefully about what is right for our current pupils in our school. We have sought extensive advice on this type of provision both across the Local Authority and Emmaus Catholic Academy Trust. We have formed strong partnerships between parents, staff and external agencies.

We have identified some children who we feel would benefit most from a change of setting, but still be valued members of their class and our school.

We have identified the objectives they need to work on and also the targets in their EHCP and/or APDR, where applicable.

We have planned activities to enable children to engage in more active, hands on learning to facilitate accelerated progress. Interventions are evidence informed and carefully monitored.

We have identified other activities which were currently unavailable to the children which would be beneficial to all-round development and experiences. Pupils access a broad and ambitious curriculum and time in mainstream lessons is maximised, whenever pupils are ready.

What other Nurture provisions in Trafford report:

- Fewer emotional outbursts or dysregulation of emotions.
- Happy children, confident in their learning.
- Children contributing more actively to learning.
- Children making good progress in the basic skills and transferring this into all areas of learning.
- Acceleration of progress in basic skills.
- Greater amount of pupils' interaction within the small class – improved speech and language.
- Pupils are no longer as reliant on adults for support – growing acceptance of change.
- Improved independence.
- Pupils are able to regulate more quickly.
- Pupils growing resilience.
- Pupils developing focus and concentration skills.

St Monica's Nurture provision primarily supports pupils who:

• Require "Specialist" and "Targeted" support to develop communication, learning behaviours and independence.

• Have Autism Spectrum Disorder (ASD) and require a highly structured environment.

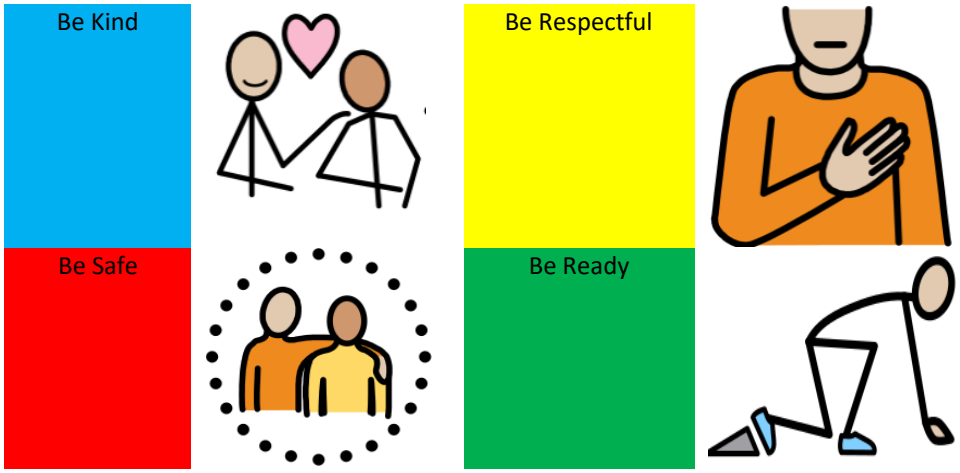
• Need additional support to regulate emotions and engage successfully in learning.

The overriding aim is that every pupil develops the academic, communication, social and self-regulation skills necessary to thrive alongside their peers.

Wherever possible, mainstream inclusion is maximised, and the Nurture provision serves as a bridge to successful participation within the classroom.

At St Monica's Roman Catholic Primary School, we pride ourselves on being a happy, caring and welcoming community where every child is valued, respected and included. We are committed to ensuring that all children feel a strong sense of belonging and are supported to flourish. Through a rich and varied curriculum, a nurturing learning environment and a wide range of opportunities, we encourage every child to reach their full potential and make the most of the unique gifts and talents given to them by God.

Inspired by the life and example of St Monica, our school is built on the values of faith, gentleness, perseverance and patience. They are linked with our **behaviour values** of being:



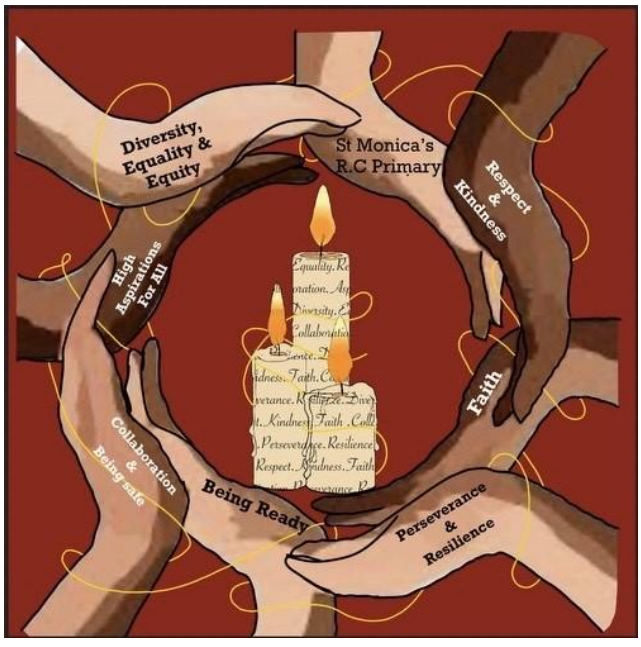
These values shape our Catholic ethos and guide us in all that we do, fostering a culture of kindness, respect, compassion and service to others. We believe that every child has a voice and a valuable contribution to make to our school community.

The six golden threads, taken from our mission statement and values, that then drive our curriculum are:

What it looks like in KS1:

Tier A Universal offer

Children are deemed to be ready to access Ordinarily Available Inclusion Whole class provision but will continue to be monitored for any additional need that is required.



Tier B Targeted Offer

Children in KS1 will have extended opportunities to access continuous provision supported by adults. This will be planned for afternoons for any pupil in KS1 who would benefit from this extended indoor and outdoor provision. This will be supervised by staff with the aim of a gradual transition to whole class teaching and learning.

Learning is much more tactile and adaptive approaches are used to meet the needs of the individuals.

There is more opportunity for co-operative work than in the classroom.

There is opportunity for speech and language development, social skills, and sensory needs are accommodated where necessary. We also plan to add in life skills activities to supplement their curriculum. Creative sessions are also be on the timetable.

Tier C Specialist Offer

Children will work closely with an adult who will support their needs on a daily basis. They will have access to Tier B provision or whole class support where deemed suitable or appropriate.

What it looks like in KS2:

Tier A Universal Offer

Children remain in class for the teacher input for the lesson receiving Quality First Teaching and Ordinarily Available Inclusive Provision. They will then be supported by an adult with their independent work and this may be outside of the main classroom. If the class input goes beyond the understanding of the child or the pupil is struggling to maintain focus for an extended period, they may on occasions move to a small classroom with a teaching assistant before the teacher has finished their input so that adults can personalise or tailor teaching and learning. Similarly, the teacher may choose to keep the children in the classroom to complete some guided work.

Tier B Targeted Offer

The children work in a class of no more than 10. The class is supported by 2 or more staff who know the children well.

The benefit of this is that more adults get to know the children and the children will learn to work closely with other adults thus reducing pupil reliance on named adults.

Tier A and B support: At the start of the day children go to their usual class for registration and after this move over to the nurture provision classroom. Soft landings will be available to those who require them.

Learning is much more tactile and adaptive approaches are used to meet the needs of the individuals.

There is more opportunity for co-operative work than in the classroom.

There is opportunity for speech and language development, social skills, and sensory needs are accommodated where necessary. We also plan to add in life skills activities to supplement their curriculum.

Children will return to their main class for PE lessons or lessons like music or swimming sessions where appropriate. Children go out to play at the usual playtime with their peers. They go to lunch at the same time as their peers.

We are flexible in timetabling and adapt to the needs of the children.

Tier C Specialist Offer

Children will work with an adult who will support their needs on a daily basis. They will have access to Tier B Nurture provision or whole class support where deemed suitable or appropriate.

The aim for all children will be to return to whole class provision but this will only be put in place, once it is felt that the child is ready and it is agreed with parents in discussion with SENDCO and senior staff.

How do we Measure impact?

- Close monitoring is provided in the small class Nurture provision staff.
- The SENDCO and senior staff will continue to monitor the nurture provision.
- Head and Deputy drop-ins.
- Reviews on provision will take place on a half-termly basis and children will always have the aim of returning to whole class provision, but this will be based on their ability to transition to this type of setting.

Criteria for Accessing the Inclusion Hub

Placement within the Nurture provision is considered where a pupil's needs cannot currently be met through ordinarily available provision and school-based interventions alone. Pupils may access the provision when they demonstrate two or more of the following:

Cognition and Learning

• Working significantly below age-related expectations, typically more than two years behind peers.

• Persistent difficulties acquiring literacy and numeracy skills despite targeted intervention.

• EHCP/ISP identifying significant learning needs.

• Limited retention of previously taught knowledge requiring intensive overlearning.

Communication and Interaction

• Diagnosed ASD or strong indicators of neurodivergence.

• Significant receptive or expressive language difficulties.

• Difficulty understanding classroom language and instructions.

• Limited social communication impacting learning and relationships.

Social, Emotional and Self-Regulation Needs

• Difficulties sustaining attention and engagement in a mainstream classroom.

• High levels of anxiety or sensory needs impacting learning.

• Challenges with emotional regulation requiring additional support and structure.

Mainstream Reintegration Pathway

The expectation is that Hub placement is reviewed half termly and that pupils access increasing amounts of mainstream learning as they become ready.

Tier 1: Specialist Support

• Majority of core learning delivered within the Hub.

• Baseline assessments completed.

• Individual outcomes agreed.

• Mainstream class links maintained through assemblies, enrichment and selected lessons.

Stage 2: Supported Integration

• Access to mainstream lessons where pupils demonstrate readiness.

• Typically foundation subjects, PE, Music, DT and wider curriculum opportunities.

• Adult support provided where necessary.

• Weekly review of progress.

Stage 3: Increased Mainstream Access

• Gradual reintroduction to English and mathematics sessions.

• Reduced Hub sessions.

• Increased independence in mainstream learning.

• Ongoing monitoring by SEND team.

Stage 4: Mainstream with Targeted Support

• Full-time mainstream placement.

• Hub available for intervention, mentoring or regulation support when required.

• Half-termly review to ensure sustained success.

Exit Criteria

A pupil will typically transition fully back into mainstream when they demonstrate:

• Improved communication and language skills.

• Increased independence and engagement in learning.

• Ability to access age-appropriate classroom routines.

• Improved attainment and progress from baseline.

• Positive self-regulation and behaviour for learning.

• Confidence in participating alongside peers.

Success is measured not only through academic outcomes but also through improvements in attendance, engagement, communication, independence and wellbeing

Appendix A: Entry + Exit Checklist for Staff

Criteria for Accessing the Inclusion Hub

Placement within the Nurture provision is considered where a pupil's needs cannot currently be met through ordinarily available provision and school-based interventions alone. Pupils may access the provision when they demonstrate two or more of the following:

Cognition & Learning	Yes/No
• Working significantly below age-related expectations, typically more than two years behind peers.	
• Persistent difficulties acquiring literacy and numeracy skills despite targeted intervention.	
• EHCP/ISP identifying significant learning needs.	
• Limited retention of previously taught knowledge requiring intensive overlearning.	
Communication and Interaction	
• Diagnosed ASD or strong indicators of neurodivergence.	
• Significant receptive or expressive language difficulties.	
• Difficulty understanding classroom language and instructions.	
• Limited social communication impacting learning and relationships.	
Social, Emotional and Self-Regulation Needs	
• Difficulties sustaining attention and engagement in a mainstream classroom.	
• High levels of anxiety or sensory needs impacting learning.	
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Exit Criteria

A pupil will typically transition fully back into mainstream when they demonstrate:

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• Improved communication and language skills.	
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• Ability to access age-appropriate classroom routines.	
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Success is measured not only through academic outcomes but also through improvements in attendance, engagement, communication, independence and wellbeing