



## Inclusion Training for Schools

building inclusive schools with confidence, clarity and impact

SCHOOLS | LEADERSHIP | TRAINING

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## Welcome

### A NOTE FROM ORCHARD THERAPEUTIC

With white paper changes and inclusion now sitting firmly at the heart of Ofsted, schools are being asked to think differently about how they support every young person.

At Orchard Therapeutic, we work alongside schools to bring clarity to that shift. We share our expertise in reintegration and what it really takes to create environments where inclusion is not just intended, but lived.

This training is designed to help leaders and staff move towards confident, structured systems that genuinely support every learner.

Grounded in real practice, aligned with current frameworks, and shaped by the realities schools face every day, the programme is both strategic and practical.



Inclusion isn't  
an add-on.  
It's the foundation  
everything else is  
built on



# About the Programme Founders

Led by Ludivine and Emily, this training draws on decades of experience across inclusive education, leadership and therapeutic practice.

## **LUDIVINE PARMENTIER** FOUNDER & CHIEF EXECUTIVE OFFICER

Ludivine Parmentier is an experienced education leader with over 30 years' experience working across specialist and inclusive education.

Her career has spanned roles including Special Educational Needs (SEN) teacher in both primary and secondary settings, Headteacher, and Education Director within specialist provisions supporting children and young people with complex learning profiles, emotional needs, and neurodivergence.

As Founder and CEO, Ludivine established Orchard Therapeutic Farm to provide a practical, therapeutic learning environment where education is rooted in real-world experiences.

Her approach integrates trauma-informed practice, vocational learning, and therapeutic support to help young people build confidence, develop life skills, and access meaningful pathways into further education, training, and employment.

Alongside leading Orchard, Ludivine contributes to wider sector development and policy discussions around Alternative Provision and inclusive education, and has completed training as a School Improvement Partner to further support quality and innovation across specialist settings.



# About the Programme Founders

Ludivine's and Emily's work supports schools to build confident systems that place inclusion at the centre of everyday practice, helping teams move from reactive responses to more considered, structured approaches.

Grounded in real practice, it enables schools to create environments where inclusion is understood, embedded and sustained.

## EMILY MAYNE HEAD OF CENTRE

Emily Mayne is the Head of Centre at Orchard Therapeutic Farm and a values-driven educational leader with a strong commitment to inclusive, high-quality provision that enables all learners to thrive.

A qualified teacher with a specialism in Physical Education and Personal Development, Emily brings extensive experience in Special Educational Needs Education, Alternative Provision, mental health, wellbeing, and Trauma Informed Practice.

Emily has held a number of senior leadership roles across specialist and therapeutic settings, including Deputy Head Teacher, Post-16 Lead, and Pastoral and Therapeutic Lead. She has been instrumental in developing provisions, designing curriculums, Therapeutic Frameworks, Training packages and personal development curricula, and creating pathways that support young people to achieve independence and progress into further education, apprenticeships, supported internships, and employment.

Emily is a qualified Thrive Practitioner and Family Thrive Lead and holds a range of professional qualifications in mental health, counselling support, and safeguarding. She has also successfully completed the National Professional Qualification for Headship (NPQH), strengthening her strategic leadership and school improvement expertise.

Emily was awarded the Prydderch Williams Prize for Education at Brunel University in recognition of her academic excellence and commitment to professional practice. She is passionate about creating environments where young people feel safe, valued, and inspired to succeed, and where staff work together to deliver meaningful, life-changing educational experiences.



# 01. Why this training matters



Inclusion is no longer something that sits at the edge of school improvement.

Under the 2025 Ofsted framework, it is woven through leadership, curriculum, behaviour, safeguarding, personal development and pupil outcomes.

## **SCHOOLS ARE INCREASINGLY EXPECTED TO SHOW NOT JUST THAT SUPPORT EXISTS, BUT THAT IT IS:**

- 🕒 Consistent
- 🕒 Strategic
- 🕒 Measurable
- 🕒 Legally compliant
- 🕒 Improving outcomes over time

At the same time, the use of Alternative Provision is under sharper scrutiny than ever.

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## **SCHOOLS NEED CONFIDENCE THAT THEIR APPROACH IS:**

- 🕒 Lawful under section 19 duties
- 🕒 Ethically sound
- 🕒 Safeguarding-assured
- 🕒 Curriculum-aware
- 🕒 Time-limited and outcome-driven

It supports leaders, SENDCOs, pastoral teams and teaching staff to understand what strong inclusion looks like in practice, and how to evidence it clearly.



**This training helps schools strengthen that confidence.**

## Who it's for

### THIS TRAINING IS SUITABLE FOR:

- 📌 Senior leaders
- 📌 Headteachers and deputies
- 📌 Governors and trustees
- 📌 SENDCOs and inclusion leads
- 📌 Pastoral and safeguarding teams
- 📌 Behaviour leads
- 📌 Classroom teachers
- 📌 Support staff

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### IT CAN BE DELIVERED AS:

- 📌 A full-day programme
- 📌 A half-day training session
- 📌 Twilight sessions
- 📌 Bespoke module packages
- 📌 A whole-school or leadership-only offer

Schools can choose individual modules, commission the full programme, or build a tailored package around their current priorities.



## What schools will gain

By engaging with Orchard Therapeutic Training, schools will develop:



### STRONGER STRATEGIC CLARITY

A clearer, inspection-aligned understanding of what inclusion means across leadership, curriculum, behaviour and pastoral systems

### MORE INCLUSIVE EVERYDAY PRACTICE

Practical strategies that help staff remove barriers, maintain ambition and improve access to learning.

### IMPROVED INSPECTION READINESS

Stronger confidence in evidencing impact, responding to challenge and articulating inclusion clearly to inspectors.

### ACTIONABLE NEXT STEPS

A clearer route from training into implementation, improvement planning and measurable change.

### GREATER CONFIDENCE IN ALTERNATIVE PROVISION

A more secure understanding of lawful, ethical and effective AP use, including oversight, safeguarding, suitability and reintegration.

### BETTER INTERNAL SYSTEMS

Greater alignment between SEND, behaviour, safeguarding, attendance and curriculum planning.

### REDUCED RISK

Lower exposure to weak AP commissioning, off-rolling concerns, poorly governed part-time timetables and inconsistent provision.

### PRACTICAL TOOLS & RESOURCES

Clear, ready-to-use self-audit tools and inclusion monitoring frameworks, alongside supporting resources that help turn training into immediate action.

Most importantly:  
schools move from reactive inclusion  
to proactive system design



## Training outcomes

BY THE END OF THE PROGRAMME, PARTICIPANTS WILL BE ABLE TO:

- 🕒 Explain how inclusion is evaluated under the 2025 Ofsted framework
- 🕒 Identify inclusive teaching strategies inspectors expect to see routinely
- 🕒 Understand how school systems either support or undermine inclusion
- 🕒 Use Alternative Provision more confidently, lawfully and effectively
- 🕒 Articulate inclusion impact clearly using evidence from practice
- 🕒 Strengthen strategic oversight of vulnerable pupils and those accessing AP
- 🕒 Improve curriculum alignment for pupils in internal or external provision
- 🕒 Reduce risk around off-rolling, weak commissioning and prolonged reduced timetables
- 🕒 Build a more coherent, inspection-ready inclusion narrative
- 🕒 Create a prioritised action plan linked to school improvement priorities

## Statutory and policy alignment

THIS TRAINING IS EXPLICITLY ALIGNED TO CURRENT STATUTORY GUIDANCE AND INSPECTION EXPECTATIONS, INCLUDING:

- 🕒 The 2025 Ofsted Framework
- 🕒 Section 19 of the Education Act 1996
- 🕒 DfE statutory guidance: Arranging Alternative Provision (February 2025)
- 🕒 Suspension and Permanent Exclusion Guidance
- 🕒 Behaviour in Schools Guidance
- 🕒 SEND Code of Practice
- 🕒 Keeping Children Safe in Education (KCSIE)

*This means the training does not just support better practice. It helps schools ensure that practice is strategically robust, ethically grounded and legally defensible.*

## 03. Training formats

### FULL PROGRAMME

A comprehensive training package covering all seven modules.

*Ideal for: senior leadership teams, inclusion teams, whole-school strategic development*

### INDIVIDUAL MODULES

Schools can commission stand-alone modules linked to specific priorities.

*Ideal for: targeted CPD, SEND reviews, behaviour strategy development, AP commissioning, governor training*

### BESPOKE PACKAGES

A tailored training package built around your setting, current challenges and improvement priorities.

*Ideal for: schools preparing for inspection, reviewing AP use, strengthening inclusion systems or reducing exclusion risk*

### OPTIONAL FOLLOW-UP IMPACT REVIEW

A structured post-training review to support implementation, accountability and measurable progress.

*Ideal for: schools wanting strategic follow-through rather than one-off training*

Schools can select individual modules to be delivered, purchase the full package or create a bespoke package from the modules on offer.



# 04. How the programme is structured

## How the day is structured

A clear, structured programme designed to balance strategic insight with practical application.

### SESSION STRUCTURE

#### **MODULE 1**

Inclusion & the Ofsted Framework  
45 minutes

#### **MODULE 2**

Supportive Strategies & Culture  
45 minutes

#### **MODULE 3**

Inclusive Teaching  
75 minutes

#### **MODULE 4**

Inclusive School Structure  
60 minutes

#### **MODULE 5**

Alternative Provision: Purpose & Practice  
75 minutes

#### **MODULE 6**

Evidence, Impact & Inspection Readiness  
45 minutes




#### **MODULE 7**

Reflection & Action Planning  
30 minutes

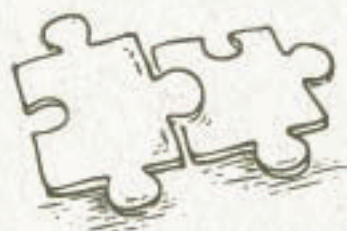
#### **TOTAL DURATION:**

**Full day (5.5–6 hours)**

### FLEXIBLE DELIVERY OPTIONS:

-  Half-day sessions
-  Twilight delivery
-  Bespoke module selection

Structured enough to provide clarity  
flexible enough to fit your school.



# 05. Training modules in detail

Each module is designed to build understanding, strengthen practice, and support meaningful change.



## Module 1

### **INCLUSION & THE OFSTED FRAMEWORK**

*A strategic leadership lens*

#### STRATEGIC FOCUS

Understanding how inclusion underpins every inspection judgement and why it is now a core leadership responsibility.

Inclusion is no longer evaluated in isolation. Inspectors triangulate inclusion across curriculum quality, behaviour systems, leadership oversight and pupil outcomes.

This module establishes the inspection and statutory framework that runs throughout the programme.

#### MODULE OUTCOME

- 🕒 Understand how inclusion is evaluated across all EIF judgements
- 🕒 Recognise inclusion as a strategic governance issue
- 🕒 Identify how their school evidences impact for vulnerable pupils
- 🕒 Understand the relationship between inspection scrutiny and statutory compliance
- 🕒 Establish a shared language for inclusion across leadership roles



## Module 2

### **INCLUSION & THE OFSTED FRAMEWORK**

*A strategic leadership lens*






#### **STRATEGIC FOCUS**

Building a culture where inclusion is proactive, predictable and preventative – not reactive and crisis-led.

This module explores how school culture, adult behaviour and system response determine whether vulnerable pupils escalate toward exclusion or remain engaged.

Inclusion is not simply intervention; it is a collective mindset expressed through daily practice.

#### **MODULE OUTCOME**

-  Understand how inclusion is evaluated across all EIF judgements
-  Recognise inclusion as a strategic governance issue
-  Identify how their school evidences impact for vulnerable pupils
-  Understand the relationship between inspection scrutiny and statutory compliance
-  Establish a shared language for inclusion across leadership roles



## Module 3

### INCLUSIVE TEACHING

*High-quality first teaching in practice*

### STRATEGIC FOCUS

Inclusion is delivered primarily through classroom teaching – not through withdrawal, intervention or alternative placement.

This module clarifies what inspectors expect to see daily under the Quality of Education and Behaviour & Attitudes judgement areas.

The emphasis is on removing barriers to learning while maintaining ambition.

### MODULE OUTCOME

- 🕒 Distinguish between differentiation and adaptive teaching
- 🕒 Strengthen scaffolding without reducing challenge
- 🕒 Deploy TAs more strategically
- 🕒 Identify practical adjustments to improve access
- 🕒 Align classroom practice with inspection expectations
- 🕒 Recognise how weak teaching contributes to later exclusion risk





## Module 4

### **INCLUSIVE SCHOOL STRUCTURES**

*Designing systems that include*






#### **STRATEGIC FOCUS**

Inclusion by design, not by exception.

This module examines how systems, policies and structures either enable or undermine inclusion – often unintentionally.

The emphasis shifts from individual teacher practice to organisational architecture.

#### **MODULE OUTCOME**

-  Recognise structural drivers of exclusion
-  Identify policy misalignment risks
-  Strengthen cross-team integration
-  Improve governance oversight of vulnerable cohorts
-  Move from reactive intervention to structural prevention



## Module 5

### ALTERNATIVE PROVISION

*Lawful, ethical and impact-driven practice*

### STRATEGIC FOCUS

Ensuring Alternative Provision (AP) is:

- 🕒 Lawful (fully compliant with s.19 duties)
- 🕒 Safeguarding-assured
- 🕒 Quality-assured
- 🕒 Time-limited and outcome-driven
- 🕒 Reintegration-focused from day one

This module moves leaders from operational placement decisions to strategic commissioning oversight.

Aligned to February 2025 DfE guidance: Arranging Alternative Provision

### MODULE OUTCOME

- 🕒 Understand the legal framework governing AP
- 🕒 Recognise common compliance risks
- 🕒 Strengthen commissioning and oversight processes
- 🕒 Embed reintegration planning from day one
- 🕒 Increase inspection confidence
- 🕒 Reduce legal and reputational exposure





## Module 6

### EVIDENCE, IMPACT & INSPECTION READINESS

*Moving from activity to evidence*

#### STRATEGIC FOCUS

Moving from activity to impact.

Leaders will learn how to:

- 🕒 Evidence inclusion through lived practice, not folders
- 🕒 Articulate a coherent inclusion strategy under inspection scrutiny
- 🕒 Demonstrate measurable impact for pupils accessing Alternative Provision (AP) and internal support

This module strengthens inspection confidence and reduces compliance risk.

#### MODULE OUTCOME

- 🕒 Articulate their inclusion strategy coherently
- 🕒 Demonstrate lawful and ethical AP use
- 🕒 Evidence impact beyond paperwork
- 🕒 Respond confidently to high-challenge inspection questioning
- 🕒 Identify any weaknesses in their inspection narrative



## Module 7

### STRATEGIC REFLECTION & ACTION PLANNING

#### *Strategic Reflection & Action Planning*

#### STRATEGIC FOCUS

Ensuring inclusion is lawful, sustainable and inspection-secure – not personality-dependent or reactive.

This final module shifts the lens from practice discussion to governance-level assurance.

#### FINAL OUTPUT

- 🕒 A short, prioritised, inspection-aligned action plan
- 🕒 Clear allocation of responsibility
- 🕒 Explicit linkage to School Improvement Plan (SIP) priorities
- 🕒 Defined evidence measures for governors and inspectors

## 06. How does this actually work and what happens next

### *A practical, hands-on approach*

#### EACH MODULE INCLUDES:

- 📌 Strategic input
- 📌 Real school scenarios
- 📌 Structured activities
- 📌 Reflection and discussion
- 📌 Immediate application to your setting

Participants actively evaluate their own practice throughout.  
This is learning that translates directly into action.

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### *More than training*

#### THIS PROGRAMME:

- 📌 Connects classroom practice with leadership decisions
- 📌 Links inclusion to safeguarding, governance and inspection
- 📌 Builds consistency across staff
- 📌 Focuses on systems, not individuals



## Sustaining change

### OPTIONAL FOLLOW-UP SESSION (4-6 WEEKS LATER):

- 🕒 Review progress
- 🕒 Evaluate impact
- 🕒 Identify barriers
- 🕒 Strengthen inspection narrative



## Our approach

Everything we deliver is grounded in three core principles:

### EACH MODULE INCLUDES:

#### CLARITY

Making complex frameworks understandable

#### CONFIDENCE

Supporting informed, consistent decision-making

#### IMPACT

Focusing on outcomes that matter

Inclusion is not secured through policy alone, but through practice, systems and leadership



## 07. Optional Strategic Impact Review

### *From training into implementation*

Schools can also commission a structured follow-up review session 4–6 weeks after delivery.

This session is designed to help leadership teams review progress, evaluate implementation, strengthen accountability and test whether agreed actions are translating into measurable change.

- 🕒 review of action plan progress
- 🕒 evaluation of early implementation impact
- 🕒 AP oversight and reintegration review
- 🕒 part-time timetable compliance checks
- 🕒 attendance and exclusion trend reflection
- 🕒 inspection narrative strengthening

#### **WHY INCLUDE A FOLLOW-UP?**

Inclusion is not improved through intention alone. It improves when systems shift, practice changes and leaders can see evidence over time.



# Supporting schools to do what matters most

## INCLUSION IS NO LONGER A SIDE CONVERSATION

It is central to school culture, strategic leadership, inspection confidence and pupil outcomes.

Orchard Therapeutic Training helps schools strengthen inclusive practice in a way that is practical, evidence-informed and grounded in the realities leaders are facing now.

This is training designed not just to inform, but to help schools build something stronger:

more confident systems, more inclusive classrooms, more lawful use of provision, and better outcomes for the pupils who need it most.

## ORCHARD THERAPEUTIC







## Ready to build a more inclusive school?

WE'D LOVE TO WORK WITH YOU.

To discuss your school's needs or create a tailored training package

Get in touch with Orchard Therapeutic

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Email us: [emily@hitchcoxgroup.co.uk](mailto:emily@hitchcoxgroup.co.uk)

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