

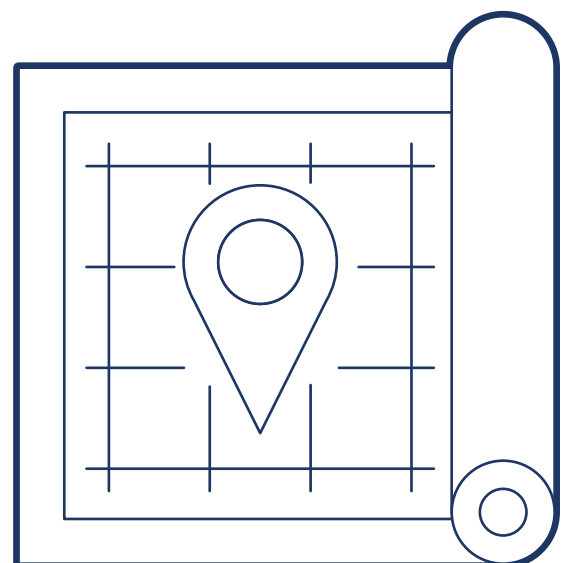


Department
for Education

Guide to Materials

Release 1

Post-16 settings



Developed in partnership with Ambition Institute

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Overview

This guide explains the purpose of the professional development materials available in this training package. You will also find suggested ways in which the materials might be used most effectively to support professional development.

The training package aims to support teachers and support staff to:

- > build confidence and expertise in inclusive teaching practices
- > create positive, supportive and inclusive learning environments
- > understand and effectively respond to individual needs

Release of materials

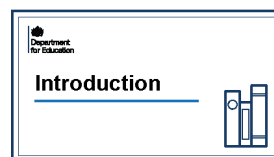
New materials will be added in early 2027. To be notified when new material is available and to provide feedback, you can use our [feedback form](#).

Components

There are a variety of components in the suite of materials. They have been designed with different purposes in mind whilst remaining flexible and adaptable to different settings. Please note that not all components are part of the first release of materials.

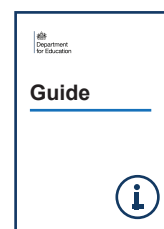
Slide deck for introduction sessions

Materials to support live sessions, designed to help staff build greater knowledge and understanding of the challenges learners face in the classroom.



Facilitator guide for introduction sessions

Preparation documents for facilitators that can be used alongside slide decks to support facilitators to understand the key content and structure for a session.



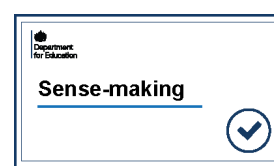
Evidence summary

Self-study resources designed to focus on how inclusive teaching can support learners across a range of developmental areas.



Slide deck for sense-making sessions

Materials to support live sessions, designed to help staff reflect on their own practice in relation to areas of development and inclusive teaching.



Facilitator guide for sense-making sessions

Preparation documents for facilitators that can be used alongside slide decks to support facilitators to understand the key content and structure for a sense-making session.



Components

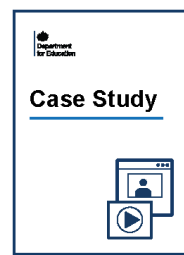
Spotlight

Self-study resources designed to focus on how to implement inclusive teaching strategies in context. These resources support staff to work through carefully guided practice activities.



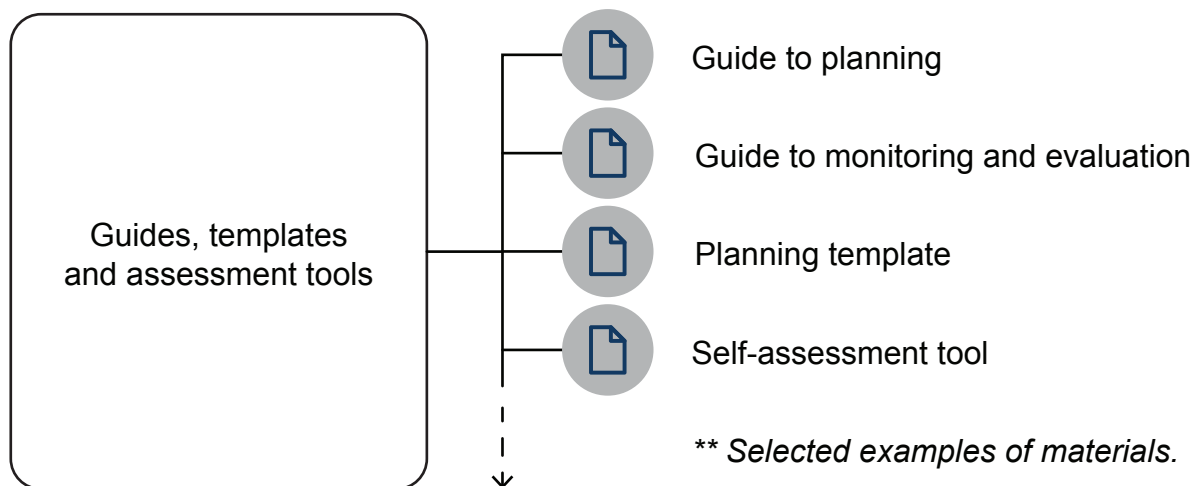
Case studies

Resources exemplifying how inclusive strategies are being applied in real-life settings.

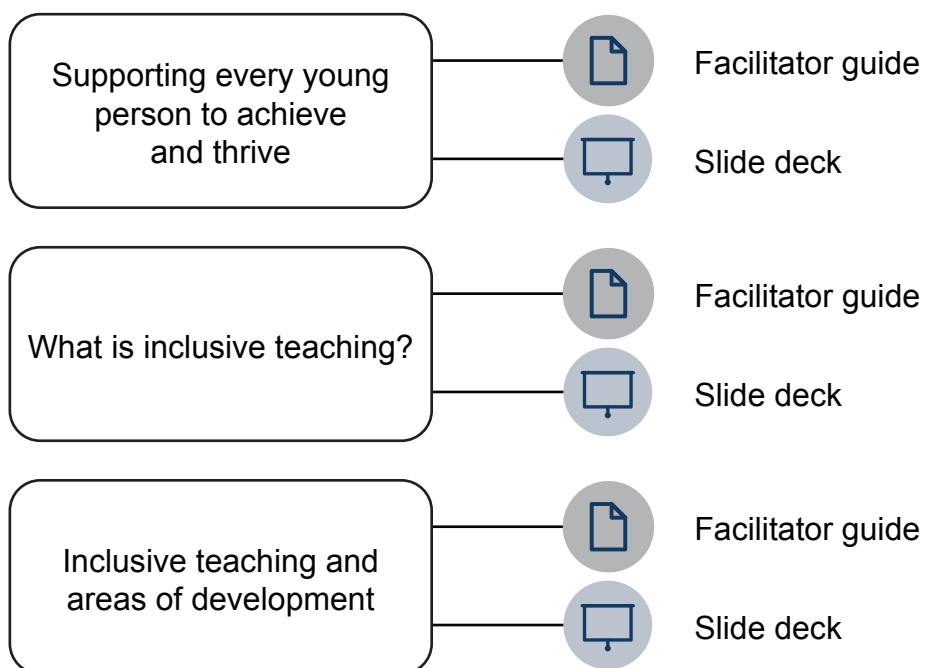


What will be available in the full release?

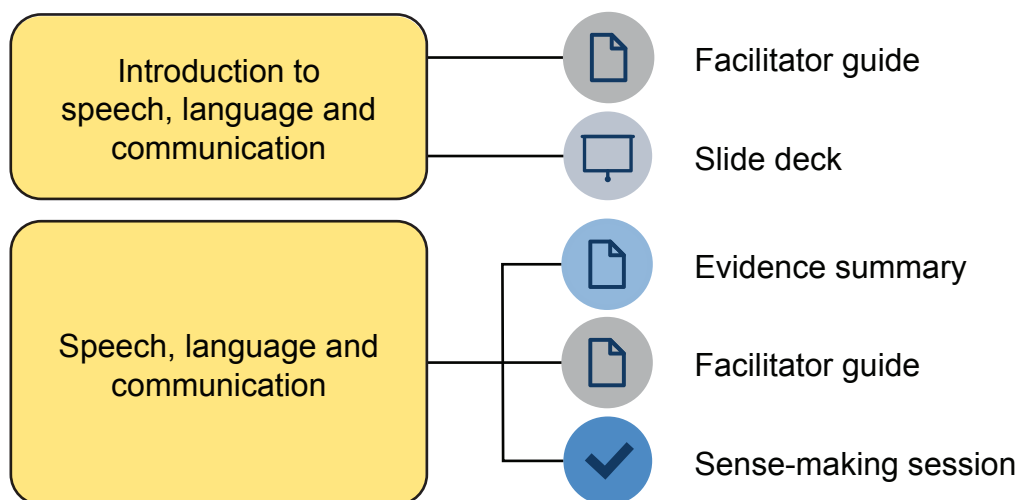
Planning and evaluating training



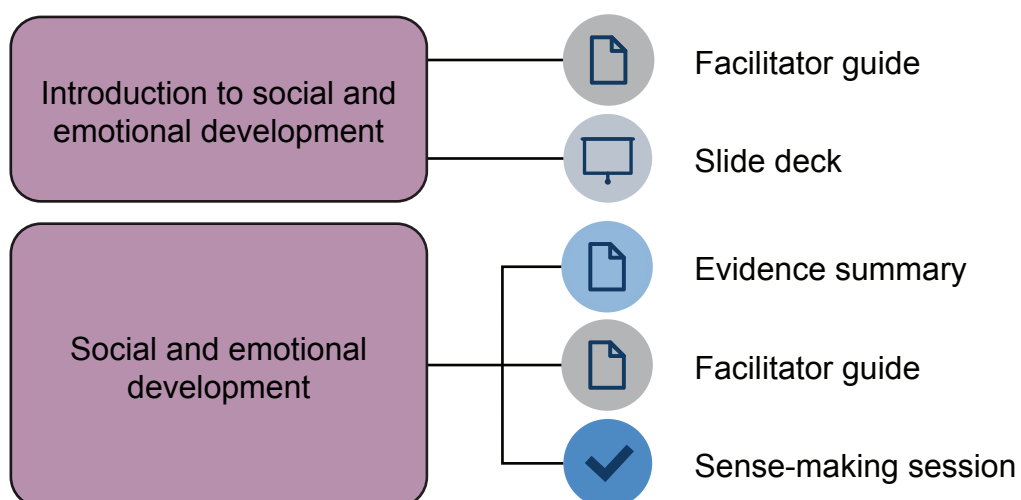
Introduction to SEND reforms and inclusive teaching



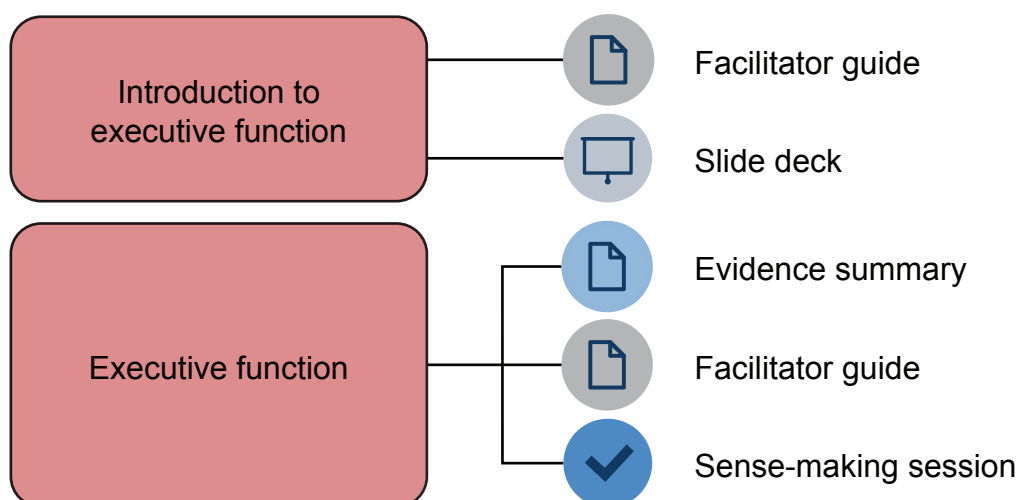
Area of development 1: Speech, language and communication



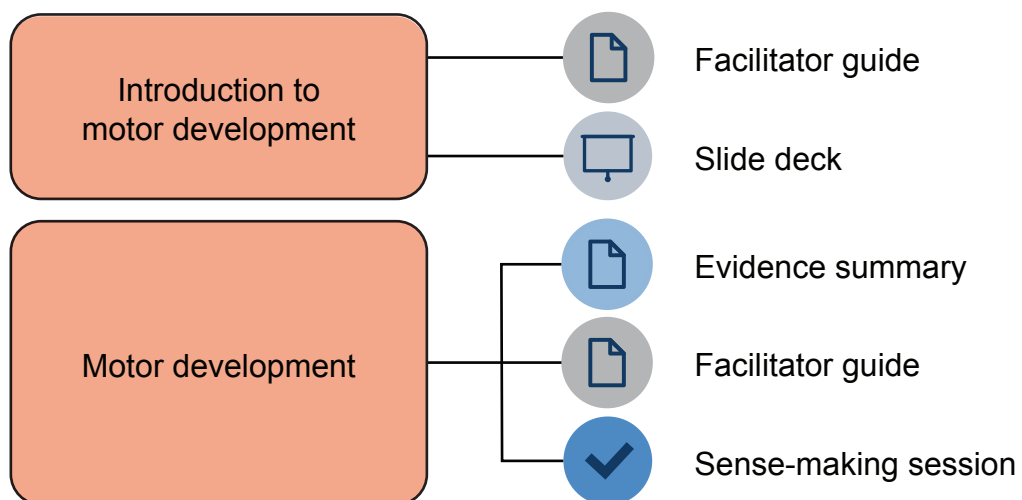
Area of development 2: Social and emotional



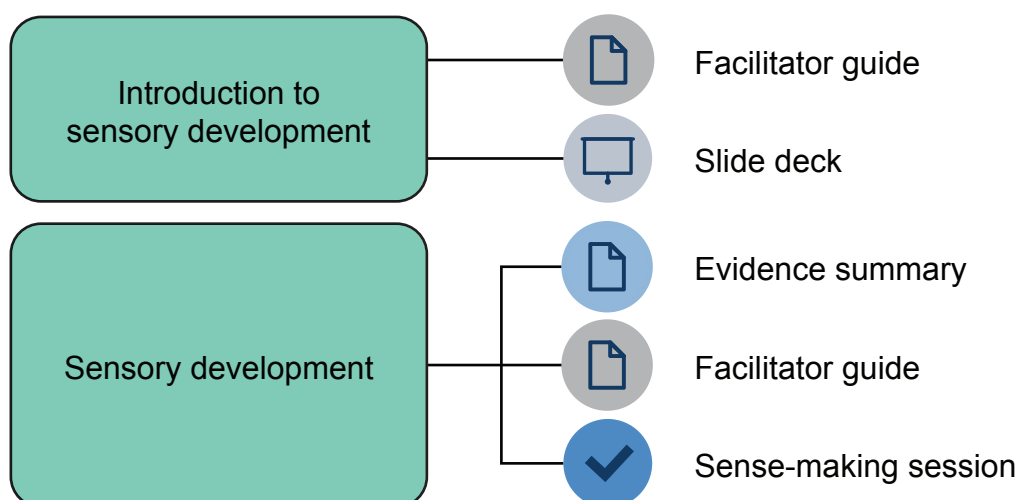
Area of development 3: Executive function



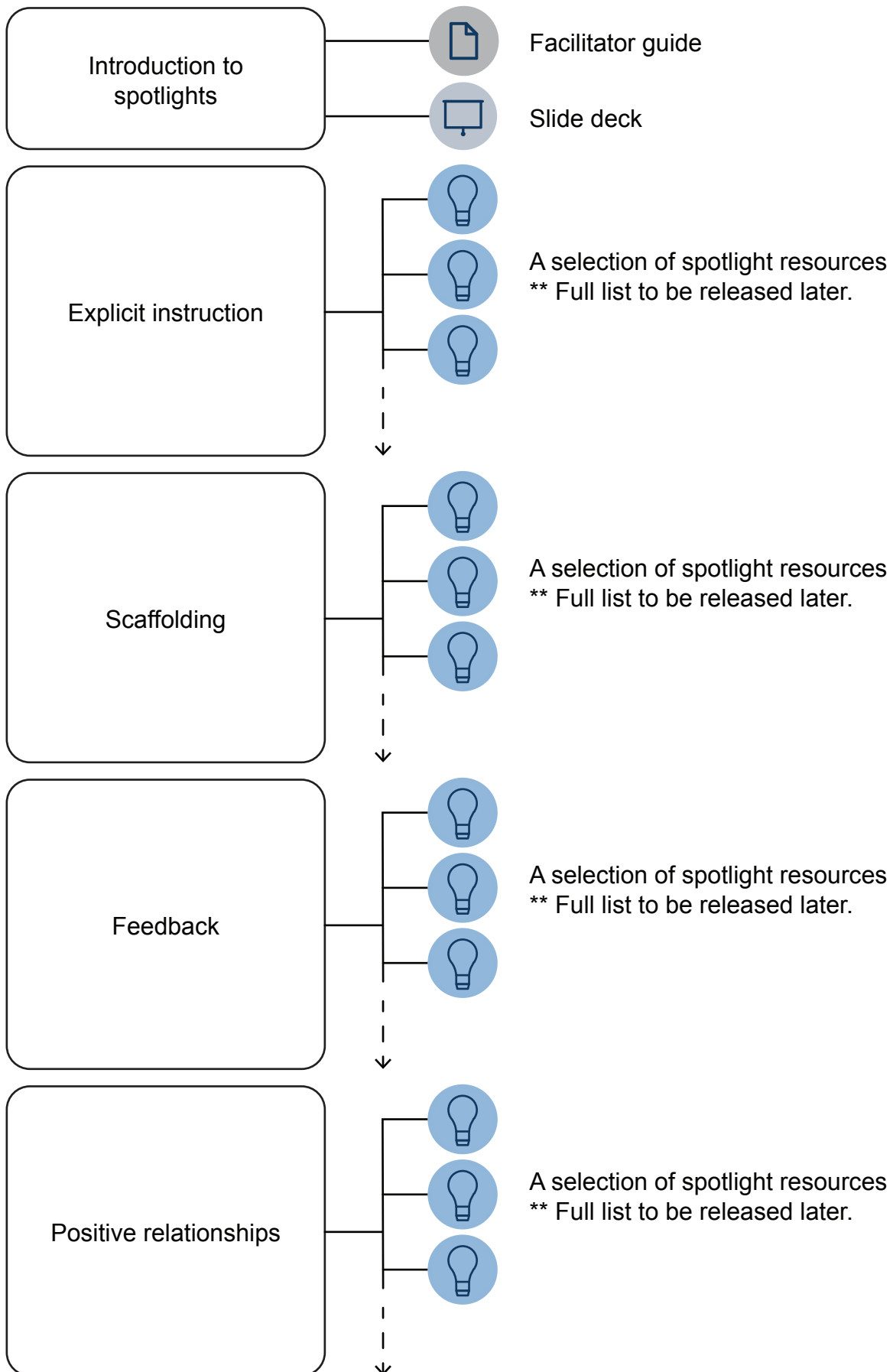
Area of development 4: Motor and physical



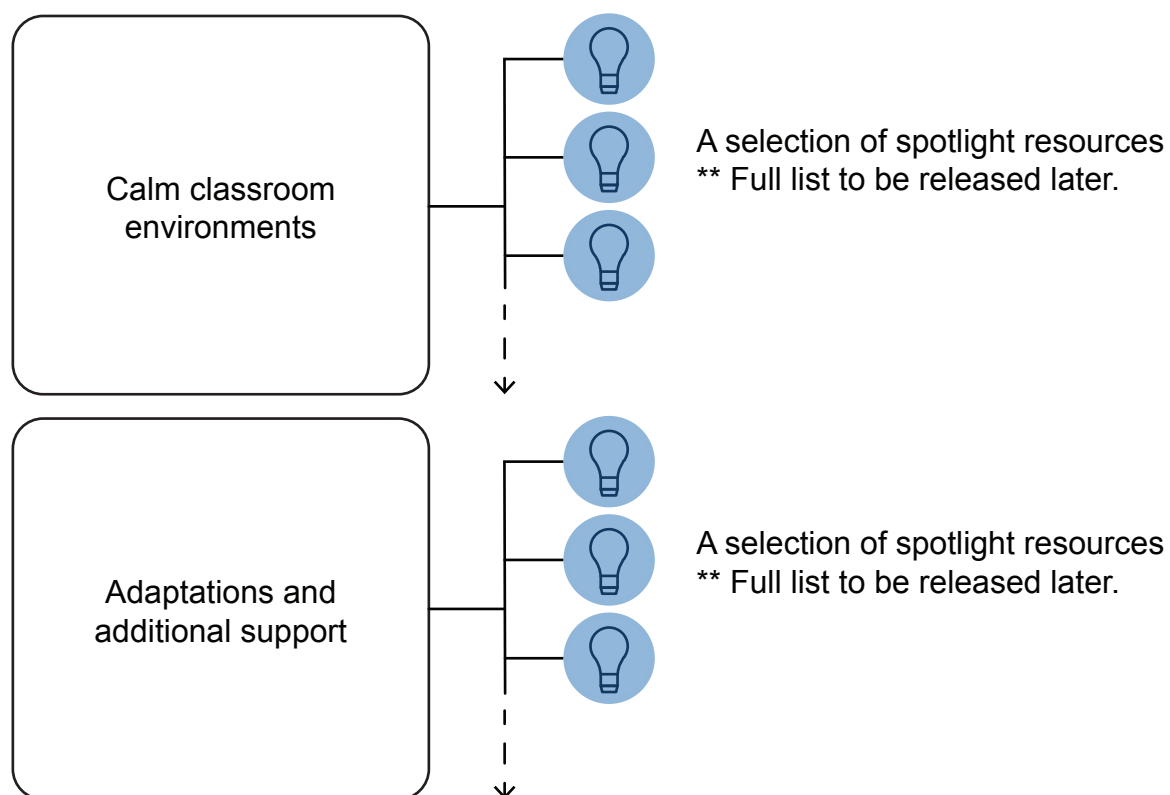
Area of development 5: Sensory



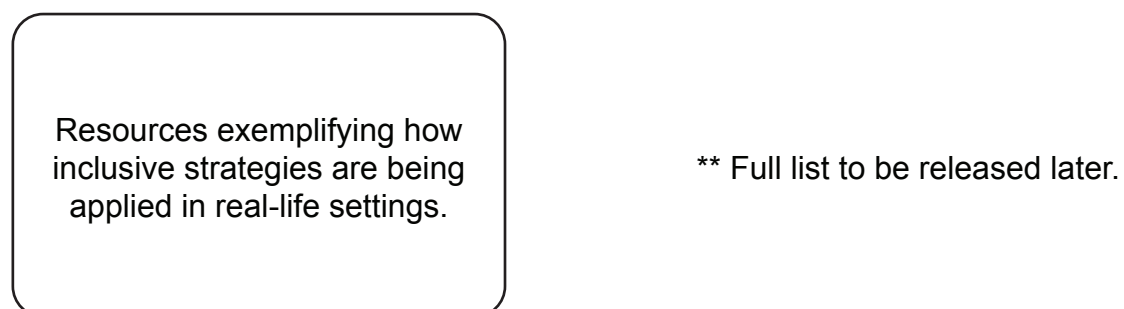
Inclusive teaching strategies



Inclusive teaching strategies

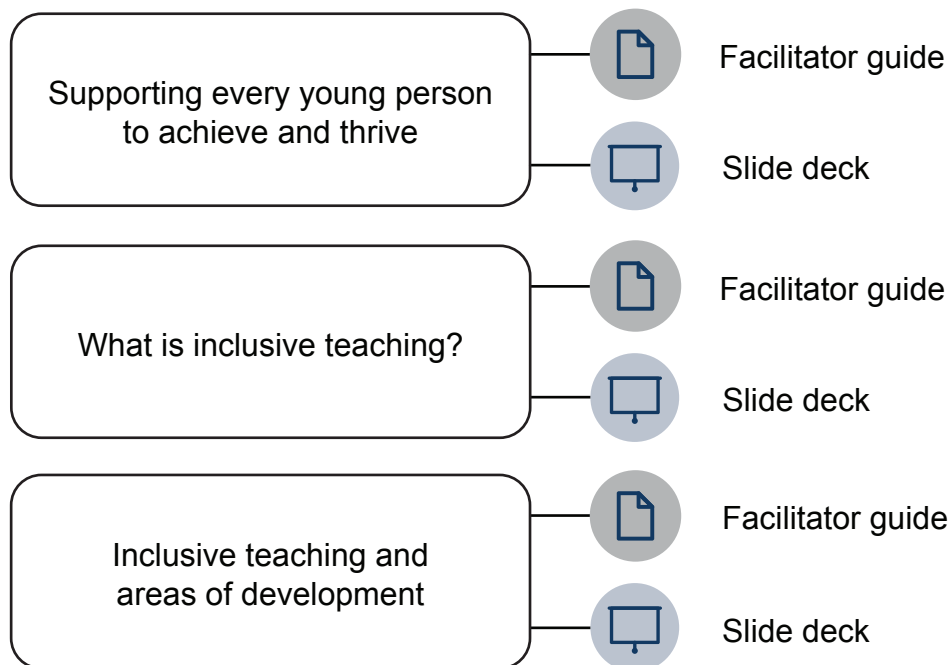


Case studies

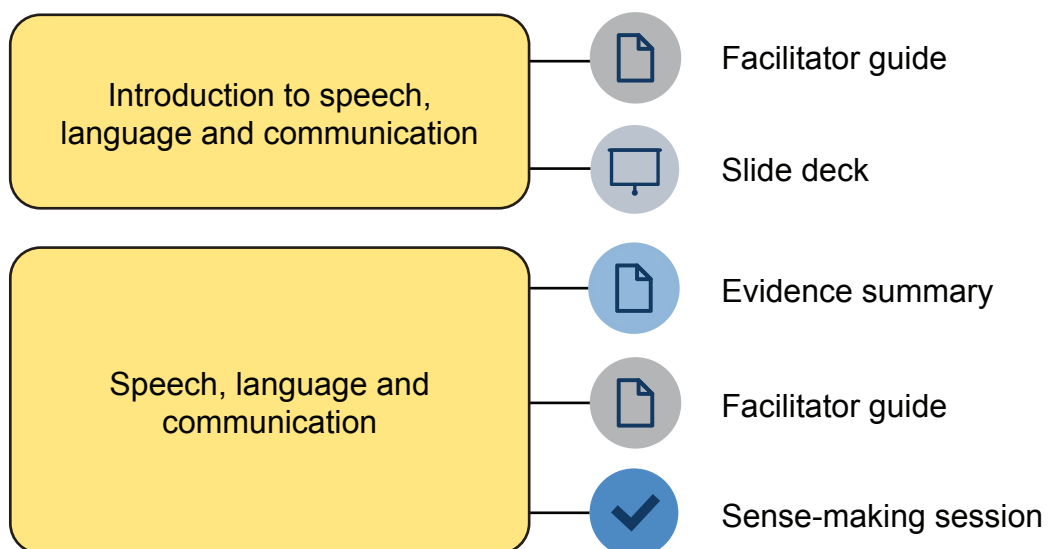


What will be available in the first release?

Introduction to SEND reforms and inclusive teaching



Area of development 1: Speech, language and communication



Planning professional development

Aligning professional development with your organisational priorities

Professional development is most effective when it sits at the heart of your organisation's improvement priorities. By aligning training with your wider goals, you can address the needs of your learners and staff and drive lasting change. The materials in this suite are designed to support you in this, drawing on the best available evidence about what works in teaching. Before you begin, take time to plan and reflect on your priorities around SEND and inclusion and how this package of materials might help you with these goals.

Tailoring professional development to your context

Every setting is different and will have its own structures and expectations around professional development. We encourage you to use this package flexibly - there is no single 'right' way to engage with them.

You know your staff best. Effective professional development starts with understanding your staff's current knowledge and expertise. This helps leaders, professional development leads and facilitators adapt support and approaches to meet their needs.

Select, adapt and sequence materials to fit your context and your staff. Work through the content at a pace that fits your participants, taking longer to explore key ideas where needed.

Useful resources

A number of well-established, evidence-informed tools are available to help you plan, tailor and evaluate professional development in your school/setting. We recommend starting with the EEF guidance documents on professional development, linked below.

References

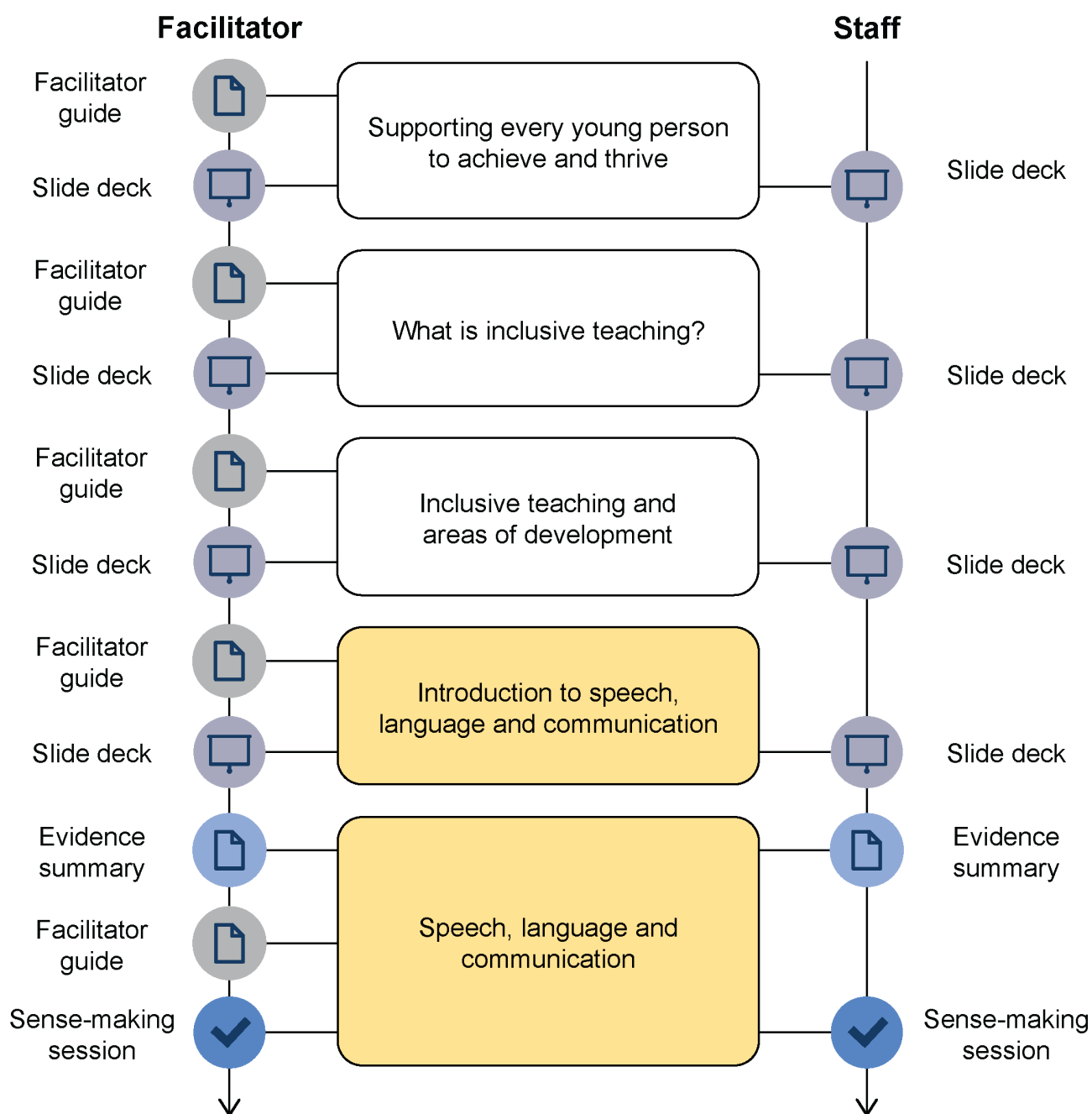
Education Endowment Foundation (2022).

KEEP: A framework for professional development in schools.

<https://educationendowmentfoundation.org.uk/resources/keep-framework>

Suggested sequence of materials

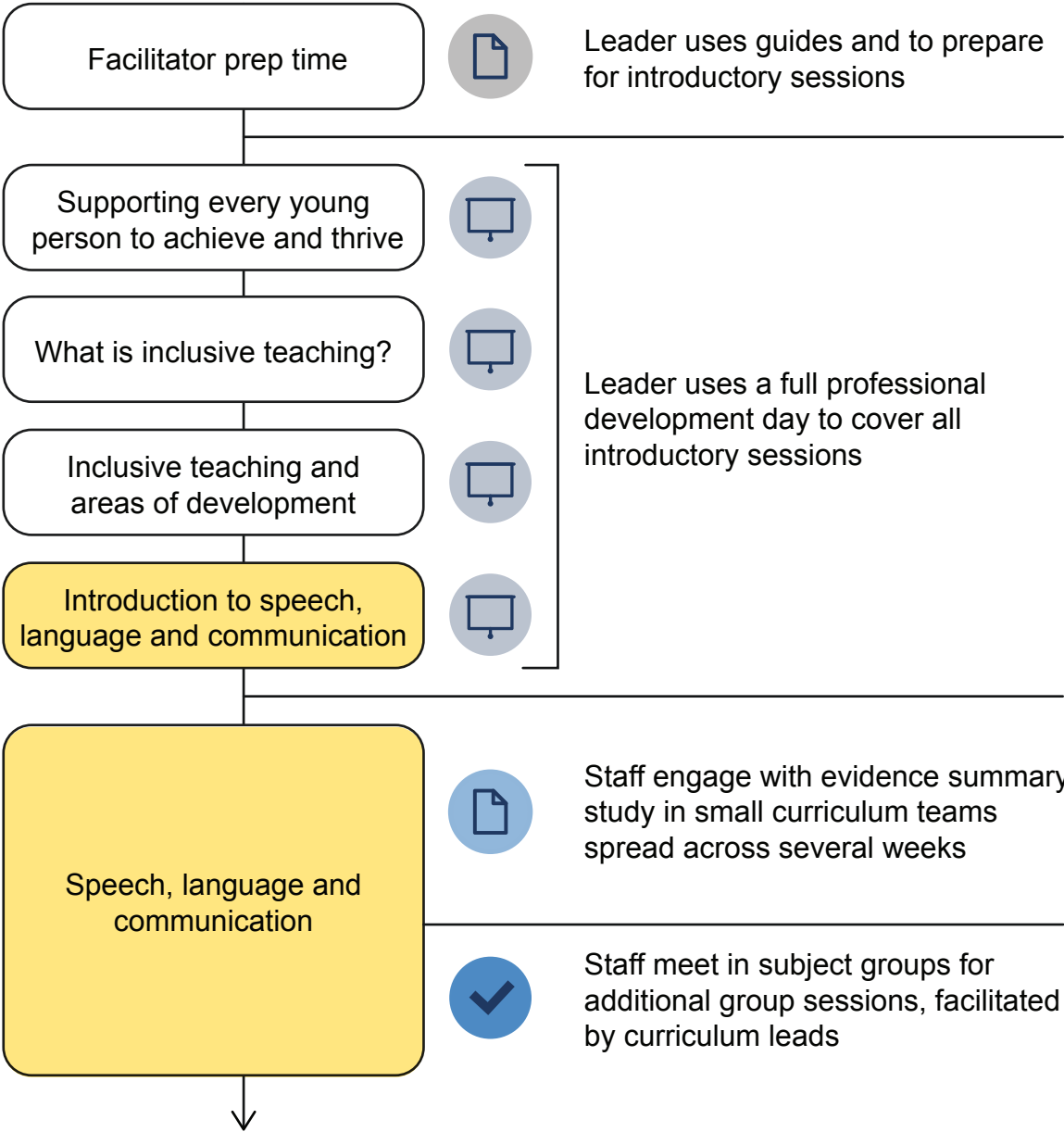
The materials in this package can be used flexibly according to individual settings' needs. This is a recommended, but not essential, sequence for delivering the materials included in the first release. Below are some examples of how you might make use of materials that are already available. As more materials are released there will be greater flexibility and choice in how you select and tailor them to your context.



Examples of use

Scenario 1

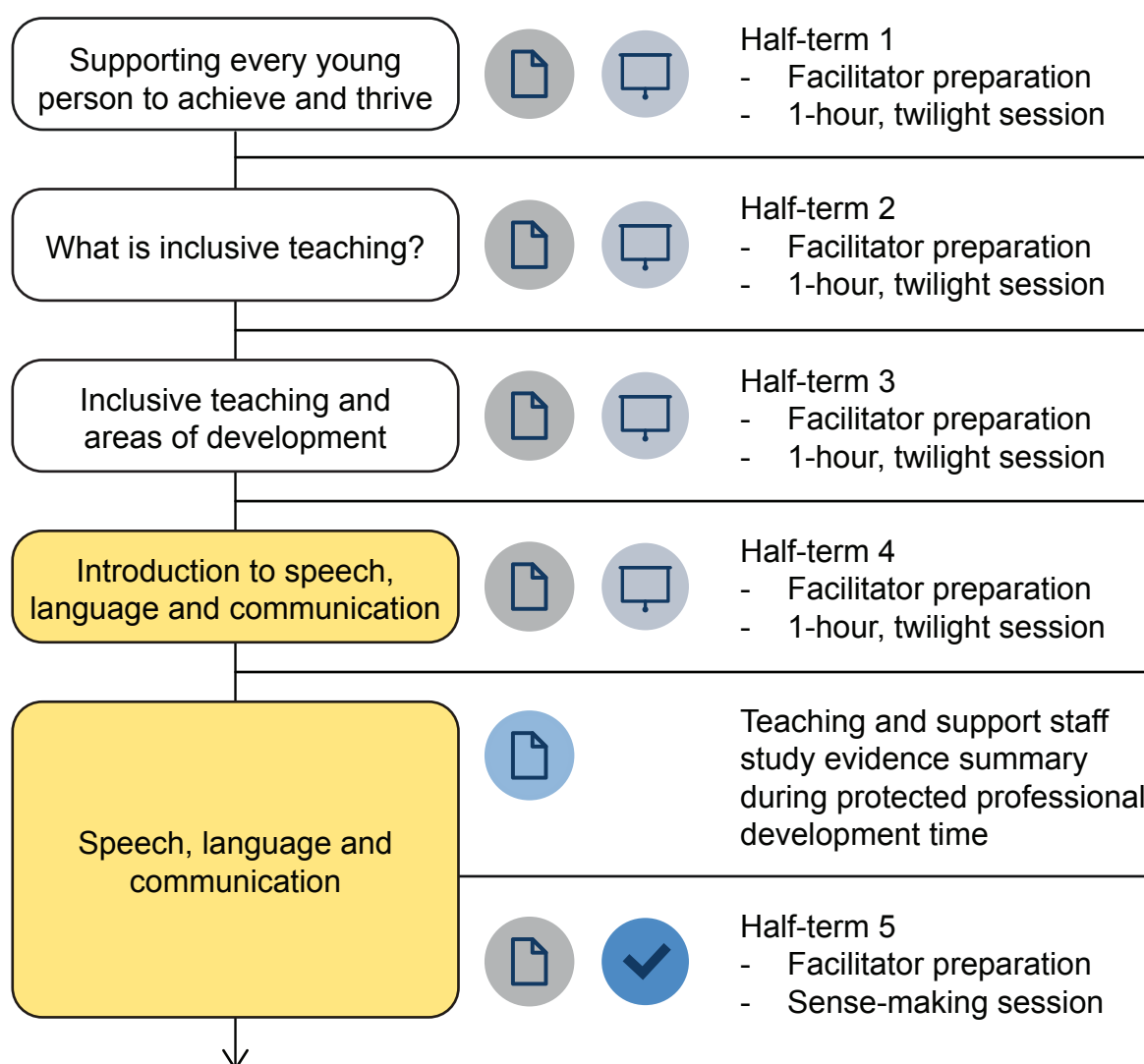
A head of department allocates a full professional development day to cover all introductory modules. The head uses the facilitator guides and slide decks to deliver the sessions. Following this, teaching and support staff work through the evidence summary materials in small curriculum teams during subsequent weeks. Staff have dedicated time to engage with the evidence summary before meeting in subject or curriculum groups for additional group sessions focused on the evidence summary, which are facilitated by curriculum leads.



Examples of use

Scenario 2

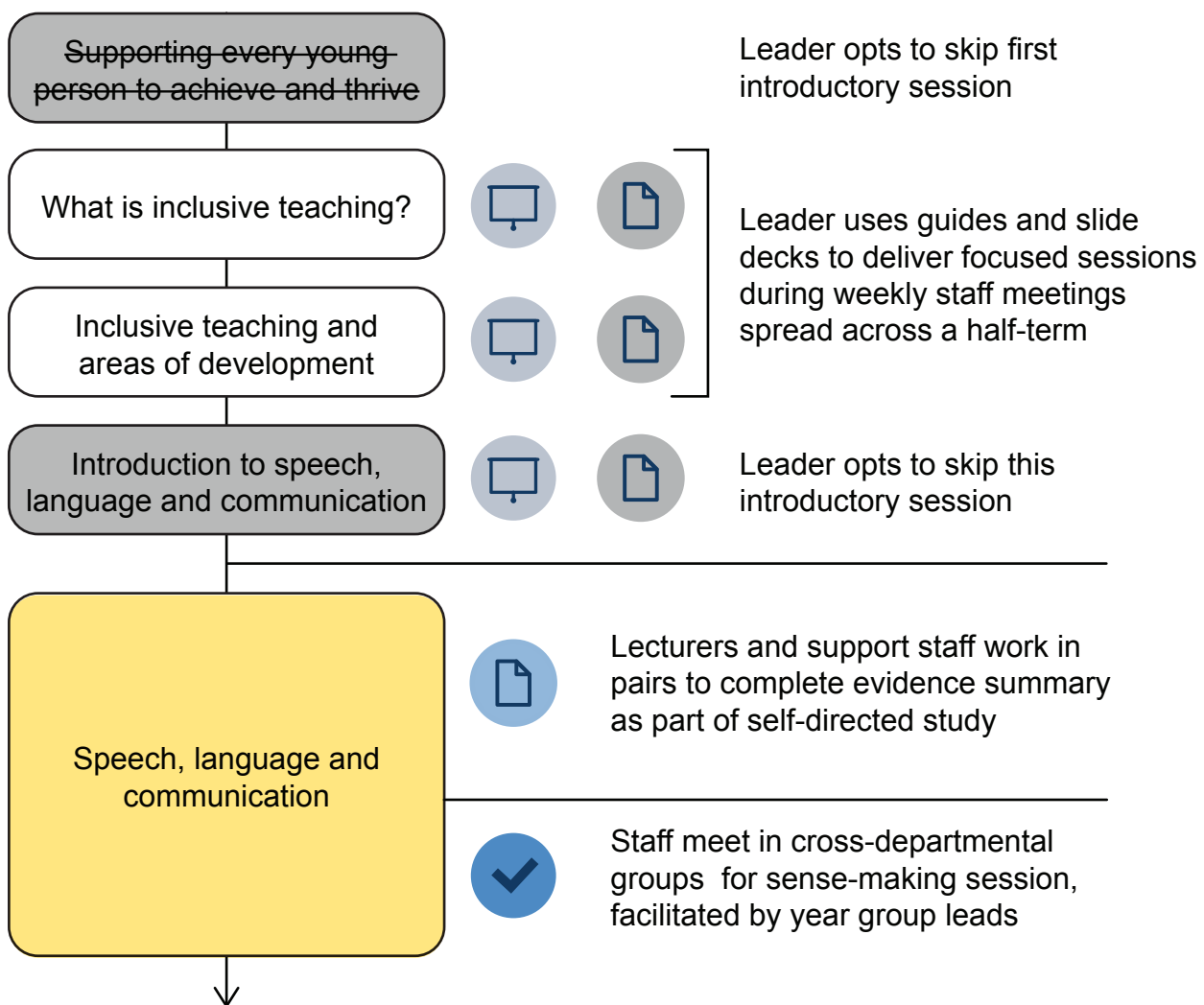
A leader organises a series of twilight sessions to deliver the first four introduction modules. The leader uses the facilitator guides and slide decks to prepare for each session. Each session lasts around one hour and takes place across four half-terms. After the four introductory sessions, teaching and support staff are given protected time during their professional development hours to work through the first evidence summary. In the fifth half-term, the leader brings all staff together for a sense-making session, where they check understanding and share reflections linked to the evidence summary.



Examples of use

Scenario 3

A programme leader, building on a year of professional development focused on inclusion and SEND reforms, decides that the initial introductory module would be repetitive for staff. Instead, the leader uses facilitator guides and slide decks to deliver focused sessions on 'What is inclusive teaching?' and 'Inclusive teaching and areas of development' during regular team meetings over a half-term. Afterwards, lecturers and support staff work in pairs to complete the speech, language and communication evidence summary as self-directed study. The leader chooses this over the introductory session to align with staff starting points. Staff then meet in cross-departmental groups for a sense-making session, using the facilitator guide and slide deck, to discuss how they are applying inclusive strategies and to share examples from their own teaching and support roles. These sessions are facilitated by programme area leads.





Department
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Developed in partnership with



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