

ARK INCLUSIVE EDUCATION

EDUCATION SOLUTIONS Consultancy



Bridging **SEND** Strategy and
Inclusive Practice for Every Child

EXECUTIVE SUMMARY

CORE PRINCIPLE

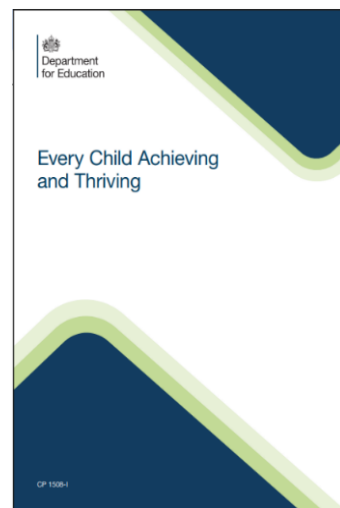
Every child achieving and thriving — the 2026 SEND reform promise

The Government's 2026 Schools White Paper, *Every Child Achieving and Thriving*, sets out an ambitious vision for SEND reform: early intervention, inclusive mainstream practice, and a new tiered system of support from Universal to Specialist. But vision alone does not change lives. ARK Inclusive Education Solutions turns reform ambition into everyday reality — ensuring that National Inclusion Standards, Individual Support Plans, and the Experts at Hand philosophy are not just policy headlines, but the lived experience of every child. *achieving.*

1 Purpose and Rationale

1.1 The Challenge: The Implementation Gap in Inclusive Education

Schools, Multi-Academy Trusts (MATs), and specialist settings across England are navigating one of the most significant periods of change in SEND policy for a generation. The Government's 2026 Schools White Paper, *Every Child Achieving and Thriving*, signals a fundamental shift towards early intervention, mainstream inclusion, evidence-based practice, Individual Support Plans (ISPs), National Inclusion Standards, and the new Experts at Hand model. However, existing statutory duties under the SEND Code of Practice and the Ofsted Education Inspection Framework remain in full force. Leaders must maintain current compliance while proactively preparing for the future.



This creates a formidable challenge: bridging the gap between strategic intent and impactful, everyday practice. Despite good practice occurring daily, leaders and staff struggle to articulate a connected narrative that demonstrates how their policies translate into positive outcomes for children and young people with SEND. Generic provision maps, disconnected intervention records, and no structured feedback mean that settings are often unable to evidence progress when Ofsted inspectors arrive, or when parents, governors, and trustees ask the difficult questions.

Key challenges include:

Challenge	Description
Inconsistent Practice	A lack of coherent, whole-setting inclusive practice, often resulting in reactive support and over-reliance on specialist placements.
Data and Impact Gaps	Difficulty evidencing the Assess–Plan–Do–Review cycle and demonstrating impact to inspectors, governors, and families.
Staff Confidence and Capacity	Limited confidence and skills in mainstream staff to meet complex needs without over-reliance on exclusion or specialist referral.
Governance Gaps	Governors and trustees lacking specialist SEND knowledge and data literacy to hold leaders to account effectively.
Inclusion Strategy and Design	Limited expertise in designing effective inclusion bases, resource provisions, and specialist support spaces.
Administrative Burden	SENCOs and leaders burdened by excessive report writing, data entry, and evidence collation, reducing time for strategic leadership.
Self-Assessment Gaps	Difficulty developing robust, data-rich self-assessments and school development plans that provide honest, evidence-based narratives.

ARK Inclusive Education Solutions directly addresses this *implementation gap*. We provide the expert leadership, practical tools, comprehensive frameworks, and innovative digital solutions to translate SEND strategy into consistent, effective, and measurable practice, ensuring every child can belong, achieve, and thrive.

1.2 Who We Support

Cohort	Description
Local Authority Schools	Strengthening graduated response, ordinarily available provision, and statutory assessment processes.
Multi-Academy Trusts	Establishing consistent SEND approaches, sharing expertise, and creating coherent support models across all schools.
Specialist SEN Schools	Improving quality assurance, curriculum, therapeutic offer, outreach, and inspection readiness.
Local Partnerships	Supporting system-level planning, professional development, and specialist provision.
SENCOs & Inclusion Leaders	Strategic development, coaching, and support to influence whole-school change.
Governors and Trustees	Strengthening oversight, data literacy, and accountability for SEND.

2 Our Approach: Experts at Hand

2.1 The Experts at Hand Model

ARK Inclusive Education Solutions operates on a simple but powerful principle: experts at hand philosophy . We provide schools, trusts, and specialist settings with access to experienced, strategic SEND leadership without the significant cost or long-term commitment of a permanent executive appointment.

Our model is flexible, responsive, and deeply embedded in your setting's unique context. Whether you need a rapid health check, a long-term transformation programme, or ongoing strategic advice, we are an expert resource that can be deployed precisely when and where you need us most. We work alongside your leaders and staff, not as external observers, but as trusted partners committed to your success and sustainability.

2.2 Professional Profile: Darren Singh

ARK Inclusive Education Solutions is led by Darren Singh, a strategic education leader with more than 20 years' experience across mainstream education, specialist SEND provision, and children's residential care. Darren has spent the last 15 years working directly in SEN settings and has recently served as Executive Headteacher and Head of Service for four specialist SEN schools and seven children's care homes across the Midlands and the North of England.



Darren brings an unusual and powerful combination of mainstream, specialist education, residential care, and system leadership experience. His career is defined by practical impact in the most challenging settings, and his expertise is forged in the complex reality of leading improvement across multiple sites and services.

Area	Detail
Leadership Experience	More than 20 years in education and care leadership; more than 15 years working directly in SEN.
Executive Leadership	Executive Headteacher and Head of Service for four specialist SEND schools and seven children's residential care homes.
Regulatory Success	100% Good or Outstanding Ofsted/CQC outcomes across 11 education and care settings.
Proven Impact	88% improvement in attendance for pupils with severe EBSA; 65% reduction in exclusions; 25% year-on-year increase in accredited qualifications; 90% of learners achieving meaningful accreditation despite previously minimal attainment.
School Improvement	Undertaken school improvement work for SEN provisions nationally, supporting settings to strengthen leadership, curriculum, behaviour, safeguarding, and outcomes.
Inspection Frameworks	Extensive experience conducting school reviews following Ofsted and ISI frameworks, with deep understanding of evidence required for each judgement area.
Self-Assessment & Planning	Developed data-rich, visually compelling self-assessment frameworks and school development plans providing honest, evidence-based improvement narratives.

Area	Detail
Governance	Extensive experience supporting governors and trustees to strengthen SEND oversight, data literacy, and accountability.
Digital Innovation	Developed SMART digital applications including SLT Meeting and Action Planner, ISP Report Writer, Progress and Monitoring App, and Automated Report Writers.
Clinical Expertise	Access to expert clinical support from Educational Psychologists, Speech and Language Therapists, and Occupational Therapists.

Darren's experience is not theoretical. It is grounded in the daily reality of leading and improving provision for children with the most complex needs. He understands what works, what doesn't, and how to build the systems, cultures, and staff expertise needed to drive sustained improvement.

3 The Core Offer

ARK provides an integrated framework of support across fifteen interconnected areas. Each area can be delivered individually or as part of a wider programme of improvement.

3.1 Strategic SEND Leadership & Reform Readiness

A strategic review of your current SEND system, followed by a practical improvement plan that prepares you for the developing reforms while ensuring compliance with the SEND Code of Practice.

Our support begins with a thorough review of your current SEND strategy, policies, and governance arrangements, ensuring that your approach is both legally compliant and strategically coherent. We map your existing provision against the SEND Code of Practice and current statutory expectations, while also preparing you for the emerging reforms including **Individual Support Plans**, Inclusion Strategies, and National Inclusion Standards. Central to this work is the development of a clear three-tiered graduated approach to support, ensuring that every child receives the right support at the right time. **Quality First Teaching** forms the foundation, ensuring that inclusive, high-quality classroom practice meets the needs of all learners. Where additional support is required, we help you develop robust **Targeted Support** through evidence-informed interventions, small group work, and in-class support for pupils with emerging needs. For pupils requiring more intensive, time-limited intervention, we establish **Targeted-Plus Support**, ensuring that provision is responsive and proportionate to need. For those with the most complex and persistent needs, we support the commissioning and integration of **Specialist Support**, including access to Educational Psychologists, Speech and Language Therapists, and Occupational Therapists.

At the heart of this graduated approach is a strong **Universal Offer**, ensuring that all pupils have access to high-quality inclusive teaching and a well-sequenced, ambitious curriculum that meets their needs. We identify gaps in ordinarily available provision, ensuring that your universal offer is robust and accessible to all pupils. We establish measurable priorities for attendance, behaviour, progress, and post-16 outcomes, providing clear indicators of success. We support governors and trustees to understand their strategic responsibilities and the importance of a graduated approach to SEND, ensuring that accountability is embedded at the highest level. Finally, we create a clear implementation roadmap with timescales, ownership, and success measures, ensuring that strategy translates into action. The result is a realistic, coherent strategy that can be understood and implemented by leaders, staff, families, and partner agencies, ensuring that every child receives the right support at the right time

3.2 School Improvement & SEND Quality Assurance

A comprehensive review of the quality and impact of SEND provision, drawing on Ofsted and ISI frameworks. Darren has undertaken school improvement work for SEN provisions nationally, bringing deep expertise in identifying strengths, risks, and areas for development.

The review examines: Leadership and governance; identification and assessment of need; the Assess–Plan–Do–Review cycle; quality of teaching and adaptive practice; personalised learning and curriculum pathways; EHCP implementation and annual review processes; attendance, exclusions, and persistent absence; safeguarding and child protection; pupil voice and parental engagement; transition arrangements; destination and accreditation outcomes; staff confidence, workload, and professional development; and evidence available for inspection and external accountability.

The result is a detailed report with strengths, risks, priorities, and recommended actions, structured to provide clear evidence for governance and inspection readiness. This may be followed by coaching and implementation support.

3.3 Data-Rich Self-Assessment & School Development Planning

Support to develop robust, data-rich, and visually compelling self-assessments and school development plans that provide an honest, evidence-based narrative of strengths, areas for development, and impact.

Support includes: Structured self-assessment frameworks; data visualisation and dashboards that make complex SEND data accessible; SMART development plans with clear success measures, ownership, and review points; governance reporting frameworks; Ofsted and ISI preparation; and evidence mapping to ensure self-assessment is underpinned by a robust evidence base including pupil progress data, quality assurance findings, and stakeholder voice.

The result is a credible, evidence-rich self-assessment and development plan that provides a clear narrative of improvement and a roadmap for future progress, enabling governors, trustees, and inspectors to understand the setting's journey and impact.

3.4 Mainstream Inclusion & Ordinarily Available Provision

Building the confidence and capacity of mainstream schools and MATs to meet a wider range of needs without relying unnecessarily on exclusion, repeated escalation, or specialist placement.

Support includes: Developing an ordinarily available provision framework; improving adaptive teaching and classroom practice; creating practical provision maps for common areas of need including autism, SEMH, ADHD, and speech and language needs; strengthening sensory, communication, and regulation approaches; developing graduated intervention pathways; reviewing reasonable adjustments and accessibility; improving the use of teaching assistants; establishing inclusion bases, nurture provision, or targeted support spaces; reducing internal exclusion and managed moves; supporting reintegration following absence, exclusion, or placement breakdown; and developing staff confidence through modelling, coaching, and case consultation.

3.5 Inclusion Base Design & Development

Specialist support for designing, developing, and implementing effective inclusion bases, resource provisions, and specialist support spaces. This goes beyond physical design; it involves creating a coherent pedagogical and therapeutic model that ensures these bases genuinely improve outcomes, reduce exclusions, and support reintegration.

Support includes: Strategic planning and business case development including strategic rationale, target cohorts, and financial modelling; physical design and sensory specification to create an enabling environment; curriculum and pedagogy development balancing therapeutic support with academic progress and accreditation; operational model design including staffing structures, ratios, admissions criteria, and transition pathways; integration and outreach models for the base to support the wider school; and governance and quality assurance frameworks for monitoring impact and evidencing progress.

The result is a sustainable and effective inclusion base that is not just a space, but an integral part of your inclusion strategy.



3.6 Support for SEMH, Autism & Complex Needs

Drawing on Darren's specialist experience in leadership of education for pupils with social, emotional, and mental health needs, autism, and complex behaviour profiles, we help settings understand behaviour as communication and develop trauma-informed, relational practice.

Support includes: Understanding behaviour as communication; developing trauma-informed and relational practice; improving regulation and de-escalation systems; reducing restrictive or reactive responses; developing individual behaviour and support plans; strengthening risk assessment and positive handling arrangements; improving reintegration after incidents; addressing school-based anxiety and Emotional Based School Avoidance (EBSA); building predictable routines and emotionally available environments; improving communication between education, care, health, and families; developing therapeutic education models; and reviewing the impact of interventions through meaningful data.

Impact Example: In Darren's previous leadership, a therapeutic education model contributed to an 88% improvement in attendance for pupils with severe EBSA and a 65% reduction in exclusions.

3.7 Expert Clinical Support

We recognise that high-quality inclusive education requires more than pedagogical expertise; it requires a deep understanding of the clinical and therapeutic needs of children and young people. Through our expert network, ARK can provide or facilitate access to clinical support and specialist services.

Service	Description
Educational Psychologists (EPs)	Expert assessment, consultation, and guidance on learning, behaviour, and development.
Speech and Language Therapists (SaLTs)	Support for communication and interaction needs; creating communication-friendly environments.
Occupational Therapists (OTs)	Input on sensory processing, fine and gross motor skills, and daily living skills, including sensory integration approaches.

This clinical expertise can be embedded within our wider consultancy packages, ensuring a holistic, evidence-informed approach to inclusion. We help you navigate the complexities of commissioning, integrating, and measuring the impact of clinical services within an educational setting.

3.8 Specialist School Development

Specialist schools require a distinctive offer that combines high expectations, specialist teaching, therapeutic support, safeguarding, and preparation for adulthood.

Support includes: Reviewing the school's curriculum intent, implementation, and impact; developing accreditation pathways including GCSEs, BTECs, ASDAN, AQA Awards, Functional Skills, and vocational learning; strengthening preparation for adulthood; improving communication, independence, and employability outcomes; developing off-site and community-based learning; reviewing therapeutic and sensory provision; improving transitions between classes, phases, schools, and post-16 destinations; strengthening outreach to mainstream schools; supporting the development of specialist provision packages; improving multi-agency planning; preparing for Ofsted, ISI, and CQC-related partnership scrutiny; and developing a culture of high expectations for pupils with complex needs.

Impact Example: Darren has led specialist provision in which 90% of learners achieved meaningful accreditation despite previously minimal attainment, alongside a 25% year-on-year increase in accredited qualifications.

3.9 MAT-Wide SEND Improvement

For MATs, we offer a trust-wide approach rather than isolated school reviews, focusing on consistency, capacity, and sustainable improvement.

Support includes: Auditing SEND provision across the trust; establishing a MAT-wide SEND strategy; developing common expectations for inclusion and specialist support; creating a trust-wide SEND quality assurance framework; reviewing the role, deployment, and development of SENCOs; establishing networks for SENCOs, inclusion leads, and specialist practitioners; developing shared training and resources; improving consistency in EHCP implementation; creating specialist outreach services; strengthening transition pathways between trust schools; developing trust-wide data dashboards; improving accountability to executive leaders, boards, and committees; identifying opportunities to share staff expertise, resources, and specialist provision; and supporting new specialist bases, resource provisions, or alternative pathways.

The objective is to create a sustainable trust model in which every school understands its responsibilities and specialist expertise is shared effectively.

3.10 Robust School Governance

Dedicated support to strengthen school governance for SEND, ensuring governors and trustees have the knowledge and confidence to hold leaders to account effectively.

Support includes: Bespoke governance training on strategic responsibilities for SEND, including the SEND Code of Practice, Ofsted expectations, and reform requirements; building governors' data literacy in interpreting SEND data including progress, attendance, exclusion, and destination data; governance reviews to ensure effective oversight of SEND; developing reporting frameworks that provide governors with clear, concise, and meaningful information; supporting SEND link governors to develop knowledge and skills for effective challenge and support; equipping governors with tools for strategic questioning; and ensuring governance arrangements meet statutory requirements.

The result is a governing body that is confident, knowledgeable, and effective in ensuring SEND is a strategic priority at the highest level.

3.11 SENCO & Leadership Development

Leadership development for SENCOs, inclusion leads, headteachers, and executive teams.

Development focuses on: Strategic SEN leadership; leading whole-school change; effective use of SEND data; casework and statutory processes; influencing classroom practice; managing complex conversations with families; working with local authorities and health partners; supporting staff wellbeing and accountability; preparing for inspection; developing evidence-informed intervention; managing conflict and placement concerns; building a culture of shared responsibility for SEND; and working effectively with governors and trustees.

Support is delivered through individual coaching, leadership supervision, facilitated networks, workshops, or longer-term development programmes.

3.12 Staff Training & Professional Development

Tailored training for schools, trusts, or services, delivered as twilight sessions, inset days, leadership programmes, staff conferences, or implementation workshops.

Themes include: SEND reform and implementation readiness; the graduated approach; ordinarily available provision; autism-informed practice; SEMH and trauma-informed education; Emotional Based School Avoidance; positive behaviour support; de-escalation and restorative practice; adaptive teaching; communication-friendly classrooms; sensory processing and regulation; safeguarding children with SEND; attendance and reintegration; exclusion prevention; supporting pupils with complex needs; preparing for adulthood; curriculum and accreditation in specialist settings; working effectively with parents and carers; multi-agency collaboration; evidence-based interventions and impact evaluation; governance and strategic SEND leadership; and data literacy for leaders and governors.



3.13 Attendance, Exclusion & Engagement

Support to understand and address why pupils with SEND disengage from education.

Support includes: Reviewing attendance and exclusion data by need, cohort, class, and pathway; identifying patterns of anxiety, unmet need, and placement breakdown; developing attendance support plans; creating graduated reintegration pathways; improving communication with families; reviewing behaviour policies through a SEND lens; training staff in relational and restorative approaches; establishing early-warning systems; developing provision for pupils at risk of exclusion; supporting reduced timetables to remain exceptional, time-limited, and properly reviewed; and improving participation in learning, enrichment, and the wider community.

Intended outcomes include improved attendance, reduced exclusions, stronger relationships, and greater access to learning.

3.14 Safeguarding & Multi-Agency Practice

Children with SEND face increased vulnerability, communication barriers, and difficulty reporting concerns. Effective safeguarding must be embedded throughout the education and care system.

Support includes: Reviewing safeguarding systems for pupils with SEND; strengthening the role of the Designated Safeguarding Lead; reviewing safeguarding records and chronologies; improving communication with non-verbal or minimally verbal pupils; ensuring reasonable adjustments in safeguarding processes; developing risk management and safer recruitment practice; strengthening links with social care, health, CAMHS, and local authority services; reviewing safeguarding training and staff confidence; improving information sharing and professional challenge; and supporting schools to evidence safeguarding impact.

Darren has extensive safeguarding, care, and multi-agency experience across education and residential settings, including leadership of seven children's care homes.

3.15 SMART Digital Applications & AI Solutions

ARK recognises that effective SEND leadership demands efficient systems that reduce workload, improve data quality, and enable leaders to focus on impact. Darren has developed a suite of time-saving digital applications harnessing AI technology to streamline essential processes, enhance decision-making, and evidence progress with clarity and precision.

Application	Purpose
SLT Meeting and Action Planner	A structured digital tool for planning, recording, and tracking outcomes from Senior Leadership Team meetings, ensuring actions are SMART, owned, and reviewed.
ISP Report Writer	An AI-powered application that generates high-quality Individual Support Plan reports from structured inputs, reducing administrative burden while ensuring consistency and compliance with reform requirements.
Progress and Monitoring App	A comprehensive tracking tool enabling real-time monitoring of pupil progress across key domains, with visual dashboards and trend analysis to support data-informed decision-making.
Automated Report Writers	AI-driven report generation tools that transform raw data and observations into structured, inspection-ready reports, including provision mapping, quality assurance reviews, and SEND strategy updates.

Bespoke Development: Beyond our existing applications, we can develop tailored digital solutions for your specific needs, including custom dashboards for MAT-wide SEND data, workflow tools for EHCP case management, specialised reporting systems for new inclusion bases, automated intervention tracking and evaluation tools, digital systems for recording and evidencing the Assess–Plan–Do–Review cycle, and visual self-assessment and school development planning tools.



Benefits: Reduced staff workload through automated reporting; improved data quality through structured, consistent data capture; inspection-ready evidence structured against statutory requirements and Ofsted criteria; enhanced accountability through clear audit trails and dashboards; and scalable, adaptable solutions designed to grow with your setting.

Our digital solutions are built on deep SEND expertise, ensuring technology supports and enhances your strategic priorities rather than creating additional burden.

4 Assessment, Monitoring and Reporting

4.1 The ARK Impact Framework

Central to ARK is a commitment to measuring and evidencing impact. We work with you to establish clear baselines, track progress, and generate evidence to demonstrate success to inspectors, governors, and families.

4.1.1 Assessment Schedule

Assessment Point	Timing	Purpose
Baseline Assessment	Start of commission	Establish starting points; identify immediate priorities.
Ongoing Monitoring	Throughout commission	Track progress against milestones; identify emerging strengths and risks.
Quarterly Progress Review	Every 3 months	Thematic analysis; identify trends; adjust action plans.
Pre-Inspection Review	Prior to inspection	Generate evidence reports mapped to Ofsted/ISI criteria.
Impact Evaluation	End of commission	Capture overall progress; evidence impact; identify ongoing needs.

4.1.2 Impact Measures

Impact measures are agreed at the start of each commission and may include:

Area	Examples of Measurable Outcomes
Attendance & Engagement	Improved attendance; reduced persistent absence; increased participation.
Behaviour & Inclusion	Reduction in suspensions and exclusions; improved reintegration.
Quality of Provision	Stronger Assess–Plan–Do–Review cycles; improved EHCP outcomes.
Staff & Culture	Increased staff confidence; stronger culture of shared responsibility.
Pupil Outcomes	Increased accreditation; improved progress; stronger preparation for adulthood or secondary transitions
Governance	Increased governor confidence and effectiveness in SEND oversight.
Digital Efficiency	Reduced staff workload through automated reporting; improved data quality.

A concise impact report is provided at the end of each project, setting out progress, evidence, remaining risks, and next steps.



5 Regulatory Compliance and Reform Readiness

Regulatory/Reform Requirement	What Our Support Provides
Ofsted Education Inspection Framework	Evidence mapped to all judgement areas; reviews conducted following Ofsted frameworks.
ISI Inspection Framework	Reviews conducted following ISI frameworks for independent schools.
SEND Code of Practice (2015)	Robust evidence of the Assess–Plan–Do–Review cycle and progression.
2026 SEND Reform: ISPs	Preparedness for Individual Support Plans; frameworks and digital tools.
2026 SEND Reform: Inclusion Strategies	Support to develop, implement, and evidence Inclusion Strategies.
2026 SEND Reform: National Inclusion Standards	Gap analysis and improvement planning against likely standards.
Governance Regulations	Support for governors and trustees to discharge statutory responsibilities.
MAT Accountability	Trust-wide strategies and frameworks demonstrating governance and accountability.

6 Consultancy Packages

Package	Description	Duration
1. SEND Health Check	Focused review with documentation analysis, observations, findings report, and improvement plan.	2-3 Days
2. School Improvement Review (Ofsted/ISI)	Comprehensive review following Ofsted or ISI frameworks with detailed report and inspection readiness.	3-5 Days
3. Strategic SEND Improvement Partnership	Structured programme with audit, strategic planning, coaching, training, and implementation support.	2-3 Terms
4. MAT SEND Transformation Programme	Trust-wide programme focused on consistency, capacity, and sustainable improvement.	6-12 Months
5. Specialist School Excellence Programme	Development programme for special schools covering curriculum, therapeutic models, and inspection readiness.	3-12 Months
6. Inclusion Base Design & Development	Specialist programme for designing and implementing inclusion bases from business case to launch.	3-12 Months
7. Governance Development Programme	Structured programme to strengthen SEND governance, data literacy, and board effectiveness.	1-6 Months
8. Self-Assessment & Development Planning	Programme to develop data-rich, visually compelling self-assessments and school development plans.	1-3 Months
9. Digital Solutions Package	Development, implementation, and embedding of SMART digital applications.	2-6 Months
10. ARK Retainer	Ongoing advisory service with monthly strategic advice, coaching, and rapid response.	Ongoing

7 Delivery Principles

Principle	Description
Practical	Advice translated into actions staff can use immediately.
Evidence-informed	Recommendations based on credible evidence and professional standards.
Child-centred	Starting point is the child's strengths, barriers, and aspirations.
Inclusive	Focus on removing barriers to learning, participation, and belonging.
Collaborative	Leaders, staff, pupils, families, and partner agencies are involved.
Measurable	Impact monitored through clear indicators and review points.
Sustainable	Building internal expertise rather than creating dependency.
Respectful	Honest, proportionate reviews focused on improvement.
Governance-focused	Strengthening oversight and accountability for SEND.
Data-driven	Recommendations underpinned by robust evidence.

8 Conclusion: From Strategy to Practice

ARK Inclusive Education Solutions provides a comprehensive, evidence-based response to the implementation challenges facing schools, trusts, and specialist settings in the evolving SEND landscape. Built on deep sector experience, trauma-informed practice principles, and a robust evidence base, the consultancy delivers:

- Strategic Leadership: Expert guidance on SEND reform and regulatory requirements.
- School Improvement: Comprehensive reviews following Ofsted and ISI frameworks.
- Data-Rich Self-Assessment: Visually compelling self-assessments and development plans.
- Inclusion Base Design: Specialist expertise for effective, sustainable inclusion provision.
- Robust Governance: Dedicated support to strengthen governing body oversight.
- Clinical Integration: Access to Educational Psychologists, SaLTs, and OTs.
- Digital Innovation: SMART applications and AI solutions reducing workload and evidencing impact.
- Measurable Impact: Clear frameworks for assessing, monitoring, and evidencing progress.
- Regulatory Readiness: Evidence structured to meet Ofsted, ISI, and reform expectations.
- Sustainable Capacity: Building internal expertise for lasting change.

ARK Inclusive Education Solutions

STRATEGY · INCLUSION · IMPLEMENTATION · OUTCOMES

Bridging SEND Strategy and Inclusive Practice for Every Child
