

The Whole School SEMH and Inclusion Audit

An outline for headteachers, chairs of governors, business managers and trusts

The audit is a one-day, fixed-fee review of social and emotional wellbeing and inclusion in a school. Reviewing the school's suspensions, SEND, attendance and pastoral data together before the visit, then spends a day in school testing what the paperwork suggests aligned to the day to day running of the schools and whole school culture. Leaders will gain feedback on the day and a written report follows with priorities and suggestions.

How it works

- 1 • Thirty minutes with Anna.** An informal conversation about the school: what you are seeing, what you have already tried and what you want to be different. If the audit is not the right next step, Anna will say so and point you towards something better.
- 2 • The analysis, done before we arrive.** The school shares key data so the day is spent in the school talking to staff, children and leaders rather than on spreadsheets.
- 3 • One day on site.** At the school gate in the morning, time with senior leaders, the pastoral team and pupils, case records for the pupils suspended most often and internal provision as it runs.
- 4 • An feedback conversation before we leave.** The feedback and approach is done with, with psychological at the core of conversations. It means there are no surprises in the report and conversations have been productive between professionals.
- 5 • A short report within five working days.** Strengths, what the evidence shows and priorities with dates and the relevant inspection area against each. The report belongs to the school and the school decides who else reads it.

The school's total leadership time: one 30-minute call, one day hosting the visit, and one conversation about the report.

What the audit examines

Who is being suspended or accessing internal inclusion regularly and often. The complete picture by SEND, disadvantage, ethnicity and year group, including pupils suspended more than once.

The pupils who keep coming back. Internal exclusion, part-time timetables, off-site direction and alternative provision reviewed and counted alongside.

Whole school culture. What does the culture of the school look like and feel like for disadvantaged and SEND pupils as well as all.

How early need is spotted. Identification and interventions – what does the schools graduated response look like and does it meet the needs, what's the impact.

Reintegration and transitions. What a reintegration and return from suspension, internal inclusion or long term pastoral absence looks like.

The report

It sets out the school's strengths, priorities aligned to reasons behind audit, each tagged to the inspection evaluation area and the latest government guidance and research.

If you choose to further consultancy and training can be delivered on an agreed schedule/by arrangement.

Inspection

Since November 2025, inspectors have graded inclusion as an evaluation area in its own right and it threads through achievement, attendance and behaviour as well. Inspectors want to see need identified early and accurately, records that show suspensions applied fairly and consistently and genuine support for pupils whose mental health affects their attendance, behaviour and learning.

What the audit examines	Evaluation area
How early and accurately SEMH and SEND need is identified and whether assessment feeds a cycle of planning and review	Inclusion
Suspensions analysed by SEND, free school meal eligibility, ethnicity, year group and repeat pupils and whether the logs show fair, consistent escalation internally and externally	Attendance and behaviour · Inclusion
Internal exclusion, part-time timetables, off-site direction and alternative provision, counted alongside the headline figure	Attendance and behaviour
Support for pupils whose mental health or medical needs are affecting attendance	Attendance and behaviour · Personal development and wellbeing
The pastoral offer and the gap between written policy and lived experience	Personal development and wellbeing
How the school works with parents and carers of pupils with SEND, particularly when things are difficult	Inclusion
Staff capability and confidence with distressed behaviour and staff wellbeing	Leadership and governance

We will not predict a grade or promise one. What it gives the school is the evidence informed research backed improvements and a plan.

Who delivers it

Anna Bateman, Founder and Director of Halcyon Education. Anna founded Halcyon Education after a career that includes teaching, senior leadership, multi-academy trust directorship, Department for Education adviser and Lead Mental Health Expert at The National College. She co-authored a chapter of the Handbook of Prosocial Education with Dr Mark Greenberg and the Big Book of Wellbeing.

Commissioning the audit

The audit is a fixed fee, confirmed in a 30-minute conversation with Anna to ensure this is the right approach for your school. Book the conversation at www.halcyon.education or email office@halcyon.education.

National figures referenced in Halcyon's materials are drawn from Department for Education statistics, NHS England's Mental Health of Children and Young People survey, and Ofsted's school inspection toolkit.