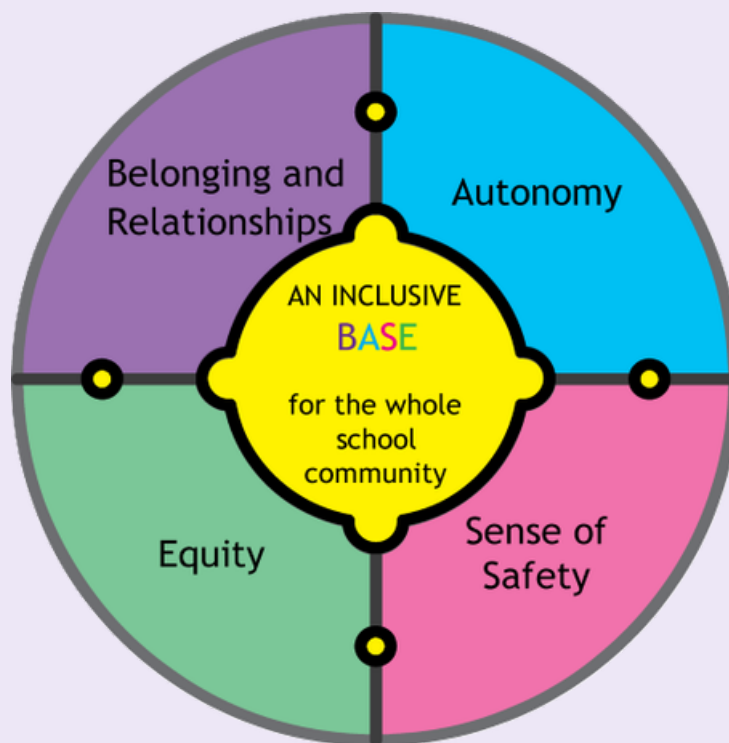


A **BASE**® Model of Inclusion Reflection Tool

Simple, time-efficient reflective prompts for
SENCOs, senior leaders and inclusion leads



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Introducing the **BASE** Reflection Tool

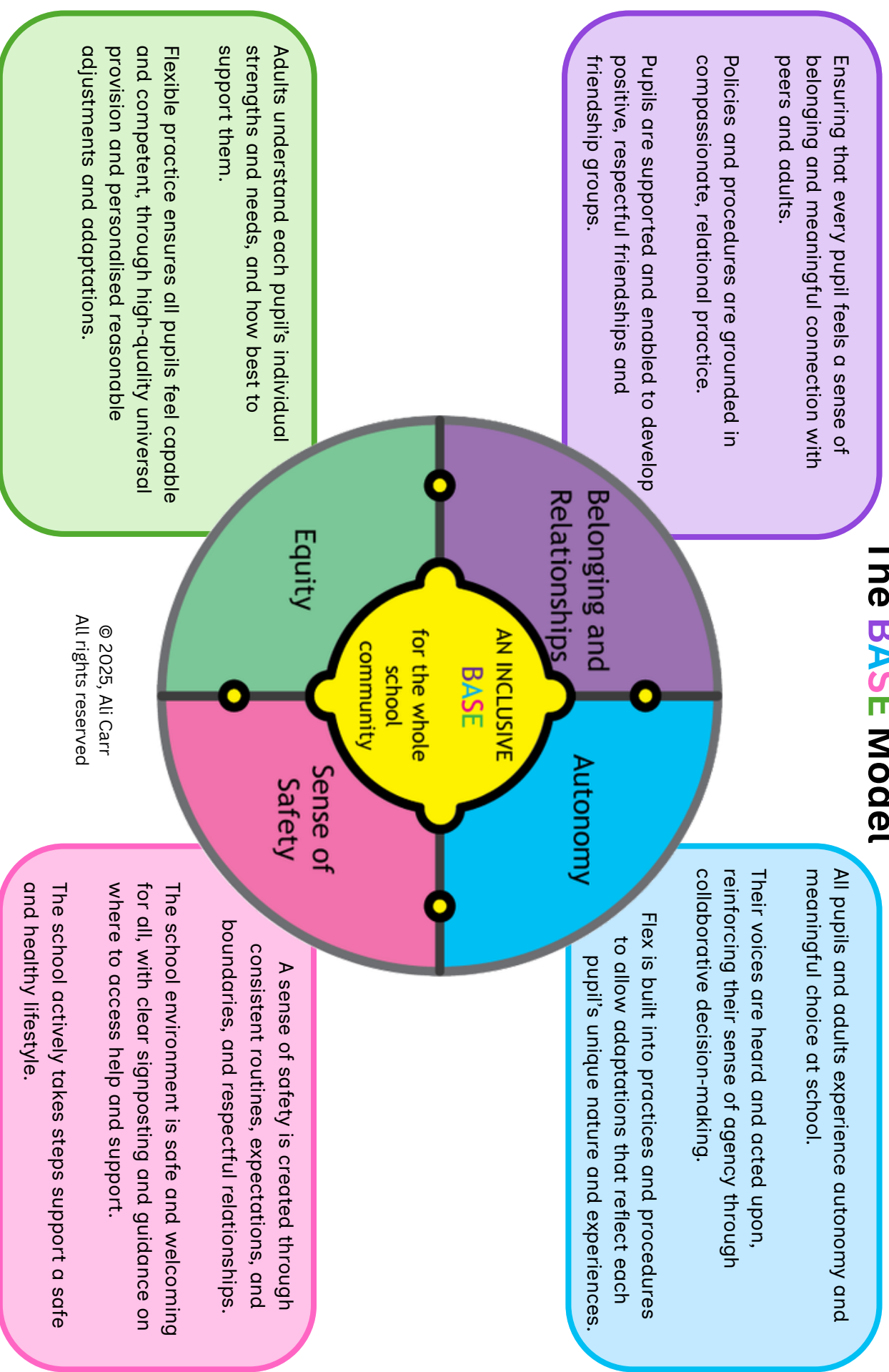
This short reflection tool is designed to help SENCos, senior leaders and inclusion leads take a quick, meaningful look at how inclusive their school ecosystem feels in day-to-day practice. It brings together the four elements of the BASE Model - Belonging, Autonomy, Sense of Safety and Equity - and aligns them with both the expectations of the Ofsted inspection framework of November 2025 and the Department for Education's 2026 white paper 'Every Child Achieving and Thriving'.

The BASE Model offers an evidence-based, straightforward and holistic way of thinking about inclusion. Before you begin the reflective prompts, the visual below provides an overview of the model and how its four interconnected elements work together as part of a whole-school ecosystem.

To learn more about the BASE Model and explore additional [free resources](#), visit the [Flourishing Futures Educational Psychology Services website](#) or read the full blog. You can also scan the QR code below to go straight to the BASE Model page.



The BASE Model



The Whole is Greater Than the Sum of Its Parts

The BASE Model is grounded in an ecosystemic view of schools, where all the different parts of the community are interconnected and influence one another. This includes pupils, staff, leaders, families, supporting professionals and the wider community. Much like a biological ecosystem, what happens in one area of school life influences and impacts the others. When these different parts are in balance and working together, the whole school community is more likely to thrive. When one area becomes over-stretched or under-supported, the effects can ripple across the entire ecosystem.

Although each element of the BASE Model can be reflected on separately, the most meaningful and sustainable progress comes from taking a holistic view. This means considering how the different elements interact, and thinking about how any policy, routine, strategy, adaptation or change may affect the wider school community.

By attending to balance across the school ecosystem, schools create the conditions in which all pupils and adults can flourish.

How to Use This Reflection Tool

This tool can be used individually or as part of a team discussion. For each BASE element, choose the option that best reflects how this area currently feels in your setting, either by ticking the box or using simple colour coding to create a quick RAG-style rating.

The tool can be completed in around ten minutes using the tick-box prompts. If brief notes are added, allow a little longer. It is designed to support quick, meaningful reflection rather than detailed auditing. The notes column can be used to record strategies you may want to try, approaches already in place, or reflections on what is or isn't working – and therefore what might need to change.

There are no scores or right answers; the aim is simply to notice patterns, highlight strengths and identify small, meaningful next steps.

If you are unsure which option to choose, select the one that feels closest. This is intended to be a quick reflection, not a detailed audit.

Belonging & Relationships

Reflective Prompt	Strength	Developing	Needs attention	Notes
All pupils and staff feel known, noticed, and valued				
Positive relationships are intentionally nurtured across the school community				
Families and other visitors feel welcome at the school				
Policies and procedures are developed around relational approaches				

Autonomy

Reflective Prompt	Strength	Developing	Needs attention	Notes
Pupils have regular opportunities to make choices and shape their experiences, fostering a strong sense of autonomy.				
There are clear ways of showing how feedback from pupils, families, and staff shapes practice, such as 'you said, we did' or other shared communications				
Staff are trusted to use their professional judgement and adapt their practice in response to the strengths and needs of the class or group at that time				
The school fosters shared decision-making, where pupils, families, and all staff are active partners rather than passive recipients.				

Sense of Safety

Reflective Prompt	Strength	Developing	Needs attention	Notes
Pupils, staff and visitors feel physically safe in school, supported by clear, relational and evidence-informed policies and procedures that are followed consistently and promptly.				
All pupils and staff feel seen, valued and welcome, enabling a strong sense of emotional safety and confidence to be their authentic selves.				
The school promotes healthy, active lifestyles for pupils and staff, supporting both physical and emotional wellbeing.				
Adult responses are predictable, calm and relational, supported by appropriate CPD in relational and restorative approaches.				

Equity

Reflective Prompt	Strength	Developing	Needs attention	Notes
The curriculum is broad and ambitious, with adaptive teaching approaches used to ensure all pupils can access and succeed within it.				
Systems are in place to identify needs early, and to notice when needs change, so that targeted support can be provided swiftly and proactively.				
Adults know their pupils well and understand their strengths and needs, enabling effective adaptive teaching and targeted support where required.				
All pupils are supported to thrive through high-quality teaching, calm and predictable environments, and access to rich enrichment opportunities.				

Ecosystemic Balance

Reflective Prompt	Strength	Developing	Needs attention	Notes
Changes in one BASE area (Belonging, Autonomy, Safety or Equity) are recognised as having an impact on the others.				
Leaders, staff and pupils experience a generally consistent, coherent approach across the school (e.g., behaviour, relationships, communication).				
Decision-making takes account of the needs of the whole school community, not just isolated issues or individuals.				
The overall school environment feels balanced, with no one BASE element being unintentionally neglected.				

Bringing It All Together

Looking across all BASE elements, what patterns stand out for your school's inclusive ecosystem?

What one small, achievable change could strengthen inclusion over the next few weeks?

Next steps

This reflection is a snapshot of your school's ecosystem. Revisit it when helpful. Even small changes in one BASE area can create positive ripple effects across the whole community.

If you have 1–2 minutes, we'd really value your feedback on this reflection tool. Your responses will help shape future BASE resources and ensure they remain useful and practical for school staff.

<https://forms.cloud.microsoft/e/7eZqp1Eik9>



If you'd like more support with inclusive practice, you can explore additional BASE-aligned tools on the [Flourishing Futures Educational Psychology Services](#) website, where new blogs on practical, high-impact approaches will be published over the coming weeks.