THE SIBT FRAMEWORK MASTER SUITE

SEND Inclusion, Belonging & Thriving — Unified Implementation Manual

The **SIBT Framework** proposes that children and young people with Special Educational Needs and Disabilities (SEND) are most likely to achieve positive outcomes when they can access support, participate meaningfully, experience genuine inclusion, develop a strong sense of belonging, and ultimately thrive. **Belonging** is recognized as a measurable outcome and a critical bridge between inclusion, participation, attendance, and long-term success. This master suite serves as an operational tool supporting **Ofsted & CQC area SEND inspection themes** and local co-production by translating these concepts into verifiable local indicators.

The Core SIBT Matrix

Domain	Core Focus	Key Evaluation Metric	Core Strategic Question
1. Access	The Foundation: Systems & Infrastructure	Timely delivery of support, reasonable adjustments, expert services, and systematic removal of exclusion or attendance barriers.	*Are children able to access the support and opportunities they need?*
2. Participation	Meaningful Local Engagement	Active peer relationships, presence of student voice, full entry into extracurricular modules, and inclusive social interactions.	*Are children actively participating in learning, relationships and opportunities?*
3. Inclusion	Adaptive Dynamic Environments	Comprehensive staff understanding of neurodiversity, proactive family co-production, and structural environmental adaptations.	*Do settings and services adapt effectively to meet children's needs?*
4. Belonging	The Critical Bridge	Psychological and emotional safety, clear peer acceptance, feeling valued for identity, and complete absence of social stigma.	*Do children feel that they belong?*
5. Thriving	The Ultimate Structural Outcome	Measurable progress in emotional wellbeing, steps toward functional independence, and student-led preparation for adulthood.	*Are children flourishing and progressing towards positive futures?*

Section 1: The SEND Experience Index Data Architecture

The SEND Experience Index establishes a non-punitive, reflective mechanism across local areas. It integrates parent, carer, and child voices alongside hard administrative datasets to map structural performance without generating artificial league tables.

Methodological Triangulation

- **Quantitative Sentiment Trackers:** Capturing rapid, scaled responses via digital parent networks and settings portals using standard 5-point Likert measures.
- **Qualitative Lived-Experience Streams:** Systematic logging of focus groups, casework logs, and thematic evidence curated via Parent Carer Forums (PCFs).
- **Hard Operational Metrics:** Contextualizing perception data against local metrics like EHCP statutory timeframes, persistent absenteeism, suspension disparities, and NEET rates.

Strategic Utility & Predictive Analytics

The Index shifts system interaction from retroactive complaint handling to proactive intervention. A decline in metrics within the *Inclusion* or *Belonging* domains serves as an early indicator for subsequent drops in school attendance, allowing partnerships to execute adjustments prior to crisis escalation.

Section 2: Local Authority Implementation & Strategic Toolkit

This guide translates conceptual domains into an operational cross-agency platform for Local Authorities, Integrated Care Boards (ICBs), and local education settings.

Three-Phase Strategic Roadmap

Phase 1: Multi-Agency Alignment & Governance (Months 1–3)
Form a dedicated SIBT implementation panel alongside the local PCF. Define data handling boundaries, ensuring strict area-level anonymity to maintain absolute safety for participating families.

Phase 2: Localized Toolkit Dissemination (Months 4–6)
Embed standard survey portals across school distribution channels, local authority informational links, and grassroots parent support networks. Implement accessible alternative formats for children.

Phase 3: Synthesis, Review & Commissioning (Quarterly)
Merge qualitative sentiment tracking with local data dashboards. Use insights to adjust local arrangements, direct targeted SENCO support, and supply robust evidence for area inspection prep.

System Data Integration Matrix

Domain	Qualitative Indicators (Surveys / PCF)	LA Hard Data Contextual Layer
1. Access	Perceived speed of adjustments; transparency of specialized referrals; barrier navigation.	Median weeks to finalize EHCPs; professional therapy waiting list backlogs.
2. Participation	Involvement in school groups/trips; active student feedback channels; peer safety.	Extracurricular SEN involvement rates; Alternative Provision entry rates.
3. Inclusion	Staff neurodiversity awareness; collaborative family-setting communication.	Persistent absence frequencies; suspension/exclusion data matching SEN filters.
4. Belonging	Felt social safety; freedom from identity stigma; positive teacher interactions.	Elective Home Education (EHE) movement shifts; mid-year school change rates.
5. Thriving	Development of life independence; clarity of future adult planning.	Post-16 NEET profiles; successful transition metrics across education milestones.

Section 3: Parent Carer Forum (PCF) Implementation Packet

PCFs are the vital operational conduit for the SIBT Framework. This packet offers direct tools to engage families and introduce the framework to local providers.

The Educational Provider Elevator Pitch

When presenting to Headteachers, Governors, or SENCOs, focus on three key value assertions:

1. **Evidence of Compliance:** SIBT directly captures evidence of the setting's inclusive culture, aligning cleanly with updated Ofsted & CQC Area SEND evaluation themes.
2. **Early Warning Mechanics:** It flags drops in peer belonging or class inclusion before they manifest as critical attendance issues or school refusal patterns.
3. **Collaborative Co-Production:** It provides an objective, area-wide data language that bridges communication between settings and local families, removing hostile finger-pointing.

Coffee Morning Conversation Starter Toolkit

For relaxed community spaces, avoid structured questionnaires. Use these warm prompts to spark natural discussion while recording anonymous systemic feedback:

- **Access Catalyst:** "When your child clearly needed a change or specialized help at school, how long did it take to actually happen? What was the primary hurdle?"
- **Participation Catalyst:** "Does your child feel truly part of the wider school community? Are they able to access after-school activities or field trips alongside their peers?"
- **Inclusion Catalyst:** "Do you feel the adults working directly with your child understand how their mind works? Do you feel treated as an equal partner in planning adjustments?"
- **Belonging Catalyst:** "Does your child feel safe and happy walking through the school gates? Do they feel celebrated for who they are, or do they feel isolated?"
- **Thriving Catalyst:** "Looking past daily school tasks, do you see your child gaining confidence for the future? Are they being prepared well for their next major milestone?"

Section 4: The SIBT Parent & Carer Experience Questionnaire

Survey Guidance: Please select the indicator that best represents your child's current lived experience within their educational setting. All returns are strictly anonymous and are processed at area level by *The SEND Accountability Project Ltd* to guide strategic improvement.

SIBT Evaluative Statement	SD	D	N	A	SA
1. My child receives the specialized support and adjustments they require without unnecessary delays. *Domain Focus: Access*	[ ]	[ ]	[ ]	[ ]	[ ]
2. Explicit operational barriers to my child's daily school attendance are proactively addressed and resolved. *Domain Focus: Access*	[ ]	[ ]	[ ]	[ ]	[ ]
3. My child is actively and consistently involved in classroom learning activities alongside their peers. *Domain Focus: Participation*	[ ]	[ ]	[ ]	[ ]	[ ]
4. My child faces no structural exclusions from extra-curricular opportunities, clubs, or educational visits. *Domain Focus: Participation*	[ ]	[ ]	[ ]	[ ]	[ ]
5. The staff members interacting with my child show a deep, empathetic understanding of their SEND needs. *Domain Focus: Inclusion*	[ ]	[ ]	[ ]	[ ]	[ ]
6. Our family is treated as an equal, valued partner in all decisions regarding our child's educational journey. *Domain Focus: Inclusion*	[ ]	[ ]	[ ]	[ ]	[ ]
7. My child feels safe, genuinely welcomed, and accepted for who they are at their current setting. *Domain Focus: Belonging*	[ ]	[ ]	[ ]	[ ]	[ ]
8. My child has meaningful peer friendships and is free from social isolation or negative stigma. *Domain Focus: Belonging*	[ ]	[ ]	[ ]	[ ]	[ ]
9. The setting actively improves my child's emotional wellbeing, confidence, and personal self-esteem. *Domain Focus: Thriving*	[ ]	[ ]	[ ]	[ ]	[ ]
10. My child is developing real independence and is being effectively prepared for future transitions. *Domain Focus: Thriving*	[ ]	[ ]	[ ]	[ ]	[ ]

Key: SD = Strongly Disagree | D = Disagree | N = Neutral | A = Agree | SA = Strongly Agree