# How Orli maps to Ofsted and DfE guidance

Orli supports work you're already doing on inclusion, behaviour and wellbeing. It isn't a curriculum or a therapy, and it doesn't replace your SENCO, PSHE scheme, DSL procedures or specialists.

● **Live:** in Orli Schools today

| Area | What the guidance asks | How Orli helps | Today |
|---|---|---|---|
| **Ofsted inspection** · State-funded school inspection toolkit, June 2026 (v2.0), for inspections from 7 September 2026 | | | |
| **Inclusion**<br>Toolkit, page 11 | "a continuous cycle of planning, actions and review in order to reduce barriers to pupils' learning and/or wellbeing" | Short, regular sessions help staff notice early which children find it hard to manage how they feel, and offer simple support before things build up. | ● **Live: sessions** |
| **Attendance and behaviour**<br>Toolkit, page 35 | "a calm, orderly, respectful, supportive and positive environment in which pupils can thrive" | A calm, shared routine for settling the room, and small-group sessions for children who need more help with regulation. | ● **Live** |
| **Personal development and wellbeing**<br>Toolkit, page 47 | "pupils learn how to manage their own emotions and resolve conflict with others" | Story Adventures and short Bites give children words for their feelings and simple ways to settle them. | ● **Live** |
| **Department for Education** · Policy, funding conditions, statutory guidance and advice | | | |
| **Your inclusion strategy**<br>IMF conditions of grant<br>**Due 31 December 2026** | "All individual schools are required to publish an inclusion strategy statement for the academic year 2026 to 2027 and must do so by 31 December 2026." | Orli's sessions fit best under the principle of "a safe and respectful culture fostering belonging, attendance, and participation in learning". Whether they belong in your strategy is your call. | ● **Live: sessions** |
| **Belonging**<br>White paper, page 61 | "Every school should be a safe, calm, and caring place where every child feels they belong and are seen." | Luna's Adventures in The Village are about welcoming others. The pupil check-in we're building includes belonging. | ● **Live: Adventures** |
| **Relationships and health education**<br>RSHE guidance, page 21 | **To cover by the end of primary**<br>"How to recognise feelings and use varied vocabulary to talk about their own and others' feelings." | Each Orli carries a feeling, so the class shares words for feelings. Everyday worry and frustration are treated as normal. | ● **Live** |
| **SEN support**<br>SEND code, paragraph 6.44 | "This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised" | Any activity can run with a small group or one child, as part of the support you plan and review for social, emotional and mental health needs. | ● **Live: sessions** |
| **Mental health and wellbeing**<br>Whole school approach, principle 4 | "curriculum teaching and learning to promote resilience and support social and emotional learning" | A practical tool your senior mental health lead can use across the school. A guide sits beside every session, so there's little to prepare. | ● **Live** |

## What we mean by belonging

**A child feels welcome, valued and respected at school, and knows there's someone they can talk to.**

It follows Ofsted's toolkit: "pupils feel welcome, valued and respected and that they belong within the school community".



## What we haven't shown yet

KCSIE 2026 asks that interventions are "evidenced as safe and effective and appropriate for the need and phase of education" (paragraph 49). We haven't yet shown that Orli raises attainment or attendance; we're investigating that with our partner schools.

Safeguarding stays with your DSL: staff "should follow their child protection policy and speak to their designated safeguarding lead or deputy" (paragraph 50).

**Sources** · all on GOV.UK. Quotes are word for word; the summaries are ours.

Ofsted, State-funded school inspection toolkit, June 2026 (v2.0)
DfE, Every child achieving and thriving, white paper, February 2026
DfE, Inclusive mainstream fund: conditions of grant 2026 to 2027
DfE, Inclusive mainstream fund: support for school leaders, August 2026
DfE, RSE and health education, statutory guidance, from 1 September 2026
DfE and DHSC, SEND code of practice: 0 to 25 years, 2015
DfE, Promoting and supporting mental health and wellbeing in schools and colleges, April 2026
DfE, Keeping children safe in education 2026, statutory guidance