

This statement reflects partnership working between education leaders and Kent County Council in developing a county-wide approach to inclusive education. We strive to ensure that all schools, academies, and early years and childcare settings are able to provide inclusive education, and to follow both the spirit and the letter of the law with inclusive values. The statements below reflect a joint commitment of all the partners across the Kent education system including settings, schools, colleges and Local Authority.

## Our commitment:

| to children...  | to parents and carers...  | to schools and settings...  | to our staff...   |
|---|---|---|---|
| <p>Making sure that every child and young person in our schools and settings, whatever their circumstance or ability, has a sense of belonging, feels respected, and is valued for who they are.</p>  | <p>Understanding that there are different types of provision that a child may need at different points in their lives, and that movement between provisions must have a specific purpose which will lead to better outcomes for them as they prepare for adulthood.</p>   | <p>Having a responsibility to provide for Kent children whatever their background and current circumstances and ensuring that they receive accurate AND EARLY identification of their needs so that high quality learning and teaching leads to positive experiences and outcomes.</p>  | <p>Inclusion being positioned at the heart of education leadership and not viewed as the exclusive preserve of the SENCO. Encouraging every school and setting to be inclusive and to take a whole school approach to inclusion and SEND.</p>   |
| <ul style="list-style-type: none"> <li>• Timely and equitable access to high-quality and appropriate education in a range of settings (mainstream, SRBP, special, early years and Portage).</li> <li>• a broad and varied curriculum differentiated to meet the individual needs of each student's ability whatever that may be.</li> <li>• Appropriate levels of support to enable each child to develop, flourish and build independence.</li> <li>• The skills, knowledge, and confidence to move to the next stage of learning with success.</li> <li>• Be part of the whole process.</li> <li>• The right to achieve full potential</li> </ul> | <ul style="list-style-type: none"> <li>• Timely support and advice in making decisions about your child's education through open and transparent communication.</li> <li>• Clear and up-to-date information about the offer across the county for children with SEN.</li> <li>• Opportunities to regularly review the efficacy of provision for your child.</li> <li>• Processes that meet all statutory and any other essential requirements and timescales.</li> <li>• To work with you to assess needs in a co-productive way.</li> <li>• A graduated response offers a pathway to suit all needs. SEND can be met without an EHCP.</li> <li>• Ensure advice and support is consistent and joined up across agencies.</li> </ul> | <ul style="list-style-type: none"> <li>• Timely support in providing high-quality provision for children with SEN, both practical and financial.</li> <li>• A clear and transparent process for allocation of High Needs Funding and SENIF.</li> <li>• Advice and support from officers in the fulfilment of statutory duties, including placements, transition between phases and EHCP &amp; Annual Review processes.</li> <li>• Publication of mainstream core standards as a source of advice for schools, and Best Practice Guidance for Early Years settings.</li> <li>• Appropriate access, liaison, and clear communication across external agencies to ensure the right solutions.</li> </ul> | <ul style="list-style-type: none"> <li>• Recruitment and retention of high-quality staff in the local area.</li> <li>• Appropriate and regular support from line managers.</li> <li>• Regular, high-quality CPD, training opportunities and updates to share experience and knowledge.</li> <li>• Greater integration between SEND service and SENCOs.</li> <li>• An opportunity to share views on how to maintain and improve systems.</li> <li>• A clear and fair process for appraising and recognising performance.</li> <li>• To seek and accept any learning, training, and development for inclusion for our staff, engage with research and to share our own good practice generously.</li> <li>• An openness to being challenged and to challenge as appropriate and necessary.</li> </ul> |

## We will:

| across the count...   | in each area...  | in our education and childcare settings...  |
|---|--|---|
| <p>Making sure that every child and young person in our schools and settings, whatever their circumstance or ability, has a sense of belonging, feels respected, and is valued for who they are.</p>  | <p>Understanding that there are different types of provision that a child may need at different points in their lives, and that movement between provisions must have a specific purpose which will lead to better outcomes for them as they prepare for adulthood.</p>  | <p>Having a responsibility to provide for Kent children whatever their background and current circumstances and ensuring that they receive accurate AND EARLY identification of their needs so that high quality learning and teaching leads to positive experiences and outcomes.</p>  |
| <ul style="list-style-type: none"> <li>• Provide a clear and up-to-date local offer on our website and on request to parents/carers and other stakeholders.</li> <li>• Publish and adhere to clear procedures for children with SEN starting school and at key points of transition (EY, post-11, post-14, post-16).</li> <li>• Maintain a forum for collecting the views of stakeholders, especially children and parents/carers, as part of our ongoing evaluation of provision.</li> <li>• Work collaboratively across the Council, schools, settings, academies, health, and social care in the interests of SEND students.</li> <li>• Improve communication across the SEND and KCC services.</li> </ul> | <ul style="list-style-type: none"> <li>• Establish a consistent process for tracking and monitoring provision for SEN pupils, to be shared with and scrutinised by KAH Area Boards and PRU Management Committees, and Early Years and Childcare Provider Association.</li> <li>• Establish a supportive and improvement-focused peer-to-peer SEN review process between schools and settings, and with the support of the Local Authority including a commitment to research-based evidence learning.</li> <li>• Provide regular learning / training opportunities for parents/ carers, schools, settings, and other interested parties.</li> <li>• Provide a range of mainstream and SRBP places for children and access to specialist interventions at special school nurseries.</li> <li>• Establish a system for ensuring that the procedures for primary to secondary transition are timely and fair, using local panels of SENCOs and KCC Officers.</li> <li>• Ensure that there are mechanisms in place to support parents/ carers in finding out about local schools and settings, and what they can offer to their children.</li> <li>• Commitment to transparency of data across the area/ district.</li> <li>• Challenge and be open to challenge and make evidence-based decisions.</li> <li>• Commit that all professionals will be honest and open.</li> </ul> | <ul style="list-style-type: none"> <li>• Have an inclusive approach, including admission, with an appreciation of diversity, individuality, and ambition for all to achieve their optimum potential is essential in raising attainment for all.</li> <li>• Be confident that before a decision is made, all possible options available have been exhausted and that this will lead to improved practice and provision available to meet all needs in the future.</li> <li>• Examine the way we do things in our own settings to become even more inclusive through systematically reviewing our practice and through working in partnership to review practice in other settings.</li> <li>• Carefully and accurately assess HOW a child's needs can be met and respond accordingly.</li> </ul> |

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