

# A Countywide Approach to Inclusive Education - Feedback Guidance

## 1. Introduction

Work has been ongoing to produce the Countywide Approach to Inclusive Education (CATIE) delivery plan. This plan focuses specifically on strategies to support inclusive practices within our education settings, as part of the wider SEND strategy. Activity within the plan has been developed over several months through co-production, research, pilot activity, discussion and consultation.

The CATIE is intended to be a live document and will be updated and reviewed as development of this work continues to evolve. Areas of activity are at differing stages of development, with some being commissioned and ready for implementation and others still in the design phase.

The paper invites discussion and comment on the CATIE. Many of the individual activities have already had significant feedback through the development stages and additional comments on these are welcome however, we are keen to understand how effective the combination of the activities is in meeting the intended aims. As such, questions refer to the overarching principles, with space for you to comment on any specific issues or recommendations.

Feedback can be given through the online form or by completing the questions below and emailing: [sendstrategy@kent.gov.uk](mailto:sendstrategy@kent.gov.uk)

[CATIE online feedback form](#)

## 2. Proposals for Comment

**Thinking about the overall effectiveness of the CATIE.**

To what extent do you agree or disagree that the activity outlined in the CATIE will support:	Strongly Disagree	Disagree	Don't know	Agree	Strongly Agree
1. improvement in outcomes, attainment and progress made by all children and young people?					
2. improved inclusive practice within Kent mainstream schools?					
3. the closing of achievement gaps for pupils on free school meals, children in care, young offenders, and pupils with SEND?					
4. all children and young people to have equitable access to a					

challenging and wide-ranging curriculum?					
Comments:					

**Funding for inclusion – Section 3.a. - page 5**

Some of the activity within the CATIE is funded by schools for schools. To what extent do you agree or disagree that this activity:	Strongly Disagree	Disagree	Don't know	Agree	Strongly Agree
5. provides value for money.					
6. responds to the agreed vision for inclusion in Kent, as set out in the Kent Inclusion Statement?					
Comments:					

**Priority 1: Supporting a school led system to deliver the highest quality core inclusive education. (Section 5, page 12)**

	Strongly Disagree	Disagree	Don't know	Agree	Strongly Agree
7. To what extent do you agree or disagree that the activity outlined in this section will improve the delivery of school led high quality Inclusive education					
Please outline any other activity that would be helpful to consider:					

**Priority 2: Providing additional intervention and support with engagement. (Section 6, page 17)**

To what extent do you agree or disagree that the activity outlined in this section will:	Strongly Disagree	Disagree	Don't know	Agree	Strongly Agree
8. facilitate access to additional inclusion support for children and young people with SEND					
9. further improve our locality structures and forums,					

engagement, and attendance support					
10. strengthen local resources and pilot opportunities.					
Comments					

**Priority 3: Inclusive Education is part of a broader, holistic, and joined-up offer of support. (Section 7, page 21)**

	Strongly Disagree	Disagree	Don't know	Agree	Strongly Agree
11. To what extent do you agree or disagree that ensuring closely linked working with partners and strengthening joint commissioning arrangements will ensure that there are seamless and accessible pathways of support for children and young people with SEND.					
12. Please give any practical examples of how we can strengthen multi-agency working, particularly at local level, to improve inclusive practice and outcomes for CYP with SEND.					

**Priority 4: Ensuring smooth transition between education phases (Section 8, page 24)**

To what extent do you agree or disagree that the activity outlined will support successful and sustained transitions for:	Strongly Disagree	Disagree	Don't know	Agree	Strongly Agree
13. Early Years to Primary					
14. Primary to Secondary					
15. Post 16					
Comments:					

16. Are there any other activity or areas you would like included in the plan? Please add details:
Comments:

17. Please add any other comments you would like to make
Comments:

### **3. Timetable for discussions**

We would like to encourage debate around these core questions through as many existing forums as possible including Early Years and School network meetings, KAH meetings, IYFA panels and Inclusion Steering Groups. If you would like a KCC Officer to attend to talk through the proposals with your group, please email [sendstrategy@kent.gov.uk](mailto:sendstrategy@kent.gov.uk)

### **4. How to respond to the discussion.**

- Complete the online form: [CATIE online feedback form](#)
- Respond in writing by completing this response and send to [sendstrategy@kent.gov.uk](mailto:sendstrategy@kent.gov.uk)
- Feedback directly to your KAH Area Representative

Please respond by: 30<sup>th</sup> April 2021

The CATIE will be published, following feedback and review, by the end of May 2021.

Thank-you for your input and ongoing support for this agenda.