

# Kent Inclusion Leadership Programme

The Malling School

# Why we engaged in the programme

- ILP well designed, resourced, time managed and provides ongoing support.
- To continue to develop the inclusive model at TMS especially with SRP and high numbers of pupils with EHCP/SEND across the school.
- Opportunity to collaborate with other schools.
- Identify areas for improvement through audit.
- Share experiences and act as a critical supportive friend.
- Professional development for middle leaders – improvement champions
- Training modules delivered by experts and practitioners with accompanying resources support the continued development of inclusion at TMS.

# Inclusion Leadership Workshops

Inclusive Leadership

Effective Use of  
Resources for Inclusion

Monitoring, Tracking  
and Evaluation for  
Inclusion

Inclusive working with  
stakeholders

Assessment and  
Identification of Needs

Developing Inclusive  
Teaching and Learning

Inclusive Outcomes

Developing inclusive  
Expertise and Provision

# What learning has come from it?

- Audit enabled SLT to identify strengths and areas for development.
- Confirmed the need for inclusion to be evident in SIP.
- Continued CPD for all staff and support staff to ensure high quality inclusive teaching for all pupils.
- Need for the graduated approach which the programme enables over the 18 months.
- Open professional dialogue between Headteachers, senior leaders and middle leaders.

## The positive impact of collaborative working

- Resources provided through the modules has informed CPD.
- Sharing excellent practice, resources and information has led to the development of greater collaboration across the district and county.
- Cross phase partnerships has supported transition Key Stage 2 – 3 and greater understanding between primary and secondary .
- SENCOs support networks created.
- Built working partnerships with other school in the same cohort but different partnerships due to face-to-face and online sessions.
- Sustainable programme.

How has the programme and collaborative working contributed to school improvement?

- Whole school approach.
- Subject staff CPD.
- Increased support staff training.
- Sharing resources and expertise.
- Greater parent engagement.
- The audit can be revisited annually.
- Ofsted March 2023 'Pupils flourish in this exceptionally inclusive and ambitious community'
- IQM February 2023 – 'it is clear that the school puts inclusive education at the heart of its vision and priorities' – is now a Centre of Excellence.