

A Countywide Approach to Inclusive Education (CAIE)

1. Introduction:

As the champion of families, children, and young people our collective priorities are to ensure all young people receive a good or better education. In doing so we aim to achieve continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and supported progress for every CYP such they are successful in their adult life.

In order to provide a fully Inclusive Education, the systems and support developed need to ensure:

Equitable access for all. To ensure sufficient, appropriate, quality provision for all children and young people in Kent such that they receive the highest quality education.

Ensure no child is left behind. Supporting all CYP to be engaged fully in their education.

Working together. Work collaboratively to build a self-improving, sustainable system which supports the education of all CYP.

Our collective values and aims are captured in our revised inclusion statement

Co-production not only enables the breadth of expertise from across the county to inform the design of the system, but also recognises the need for full integration across the range of services and providers, such that the implementation is effective. The next phase of the development of this plan involves key conversations and engagement with stakeholders.

How we will do this is outlined in the following sections. If you are interested in being involved further or have feedback of good practice and pilot activity, please complete the form on the link below:

Note: this is a short form expected to take 10-20 mins maximum to complete

https://forms.office.com/Pages/ResponsePage.aspx?id=DaJTMjXH_kuotz5qs39fkPDv4-hste1HsSI_XW3Q1a9UNVnk1WfJEN0s3Tk9PWE1aVzJYSDJMWFmXMi4u

2. A school to school support system

Supporting every school and setting to be inclusive and to take a whole school approach to inclusion and SEND we will continue with the work already completed on the school to school support system which includes:

- The model for Inclusion Peer Review
- Leadership of Inclusion development programme for school leaders
- Designation, training, and deployment of Inclusion System Leaders
- Core Offer and Directory of Support and the use of the 9.8m funding

The next step for this suite of activity is to clarify the role of Inclusion Leaders of Education (ILE) and continue to develop the countywide offer to schools and settings. The role of ILEs

Appendix 3

is being finalised through discussions with KAH. It is expected that once finalised, the role of the ILE may include some strategic oversight and governance of the priorities and commissioning of resources from the 9.8m, that has been ringfenced from the HNF block to support inclusion in schools.

In addition, we are seeking initial expressions of interest from schools interested in joining the peer to peer clusters.

3. Review how our current network meetings support schools in working with CYP

The current landscape consists of a range of locality, area and county wide meetings and networks, including LIFT, Inclusion Forums, Alternative Provision meetings, Health Need referral panels, SENCO forums, STLS etc. In many areas, these have evolved such that there is a wealth of good practice locally, but inconsistent methodologies and understanding of how the system operates across the county. In addition, developing themes around inclusion and SEND require us to reflect on these systems to ensure they are effective in supporting schools and settings with their children and young people.

We are proposing that a representative group carry out a focused piece of work on this and present options for wider consideration in January 2021. The commitment is approximately 4 hours of online sessions and idea sharing this term. It is proposed that the representative group consists of a member from:

- A School leader from each Primary, Secondary, Special and PRU (If not duplicated above a rep from KAH and KSENT)
- An Early Years setting leader
- A SENCO or Inclusion lead from each of the above
- STLS representative
- Lift Exec representative
- KCC SEND
- KCC Alternative Provision Lead
- KCC Education

4. Develop methodology for measuring the impact and quality of inclusive practices

Following discussions with KCC, KAH will be convening a working group to develop proposals for this with a representative group of schools.

5. Develop a countywide approach to Nurture

There is a strong evidence based supporting the positive impact of a Nurture approach within schools. Its positive effect on young people was also recognised by the schools piloting this approach, particularly in Thanet. We will work with those pilot schools to develop a countywide approach.

Part of the nurture approach is to incorporate methods of assessing the progress of cognitive development and behavioural traits in children and young people. We know that there are several platforms and methodologies available on the market to do this. It is not the intention to prescribe this for schools, however we are keen to hear which of these you have found

most effective and if there are significant numbers on using any particular products, any cost savings that can be made with bulk purchasing.

6. Ensure CYP experience smooth transition between education phases and into post 16 provision such that progression provides a route to skilled employment and higher learning.

Smooth coordinated transition between school phases and into appropriate post 16 provision is essential to support a young person's progress and wellbeing. We are keen to understand more where these arrangements are working effectively, particularly where there is collaboration around clear curriculum pathways and progression routes. Where there are examples which have evidence of positive impact, we will work to share these and support the resourcing of these more widely.

Please identify where there are examples of effective transition work through the online form. These will be reviewed, and proposals made in the draft CAIE.

7. Build on the existing partnership working to further develop and embed a fully integrated and effective school to school support system based on collaboration and shared effort, to ensure the delivery of high-quality provision for all CYP such that they receive the highest quality of education and there is improvement in outcomes, attainment and progress

A fundamental part of school and system improvement is to ensure effective school to school support through collaboration and partnerships. We rely on and support the deployment of highly effective Headteachers and Leaders of Education to work with schools to aid their improvement and build leadership capacity. These System Leaders build greater resilience into the system through the broader exchange of knowledge, skills, expertise and capacity. As such, we are keen to work with schools to establish a more systematic school to school support model, which complements the school improvement function. The KAH Area Boards have taken this work forward with the systematic development of school to school support in each local area and the mechanisms to allocate resource to support improvement through collaboration.

In addition to the collaborations, KAH, KsENT, Teaching Schools, Academy Trusts and other partner organisations such Leadership Learning South East form a secure partnership network for school improvement across Kent. We see this as one of the best ways to support teacher development and spread the influences of the best practice in improving teaching and raising standards, including narrowing achievement gaps.

Whilst the review and design of this system is not expected to be completed before the publication of the CAIE, it is expected that in the longer term, a countywide system integrating the efforts of all partners will serve to support schools more effectively in resolving the key priorities above, identifying future priorities and realising the impact of this work. We will continue to work with KAH and KSENT on developing this system with a view to implementation in the next academic year.

