

## Appendix 4 – School to School support for Inclusion System.

### Inclusion Peer Review Outline

The proposed Peer Review process and approach builds on elements of the methodologies used by a range of established models already used by Kent schools (including Schools Partnership programme, Challenge Partners, Mulberry Bush).

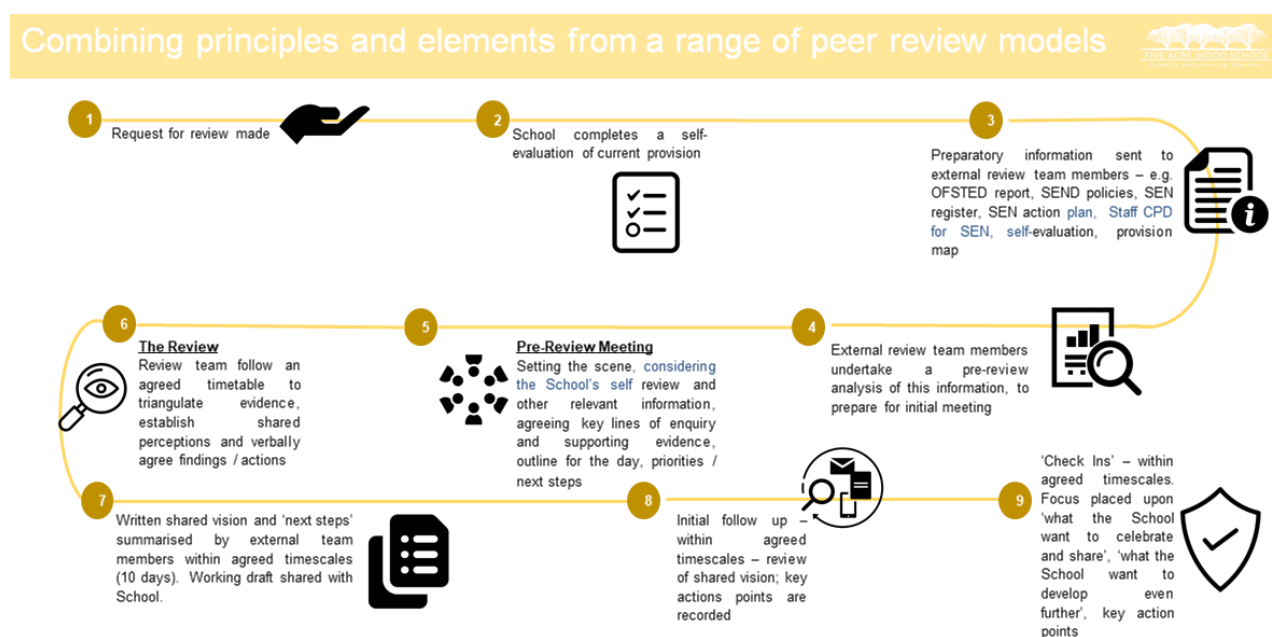
The model outlined below intends to:

- build deep and open professional relationships between school leaders,
- focus on honest evaluations of inclusive practices and outcomes for pupils,
- support school leaders in identifying priorities for development,
- facilitate on-going support between schools to support the implementation of improvement priorities and evaluate impact over time.

The peer review activity is not stand-alone but operates as part of a wider set of strategies to develop system leadership of inclusion in that:

- the Inclusion Framework provides a basis for self-evaluation,
- the Inclusion Dashboard provides outcomes data,
- Peer Review visits are supported by Inclusion Leaders of Education, and
- improvement planning draws on support mapped in the Inclusion Directory.

The peer review process begins with each school conducting a self-evaluation, which in turn provides the basis for discussion with peers. The diagram below outlines the overall peer review process.



Organisationally it is proposed that:

- Schools form small groups (ideally 6 schools) and work together over a 2-year period to carry out a peer review visit to each school.
- Groups can either be cross-phase or single phase.
- Groups can be made up of schools in an area or existing collaboration or can bring together schools with similar profiles and contexts but from different areas.
- Peer Reviews are undertaken by Headteacher / Senior Leaders, who form a team to carry out the preparation, review and follow-up for each visit.
- Each Peer Review team is supported by an Inclusion Leader of Education whose role is to provide expert challenge and support relating to inclusion (not to 'lead' the review).
- Ownership and leadership by the Headteacher is vital to ensure whole system change. Headteachers may choose to involve and delegate to other senior leaders, parts of the process.
- Engagement in the peer review cycle will develop staff expertise of inclusion and review processes, such that this becomes a self-sustaining model.
- Each visit takes 1 day and requires approximately half day preparation and half day follow up from each team member
- The school being visited prepares a self-evaluation (using the Inclusion Framework) and shares this and any accompanying data and information with other members of the review team in advance of the visit.
- Pre-Review Meeting - The Review team analyse the self-evaluation and provided information and meet to agree areas of focus and agree the programme for the review visit.
- The Review – A visit to the school, following the agreed plan and including, for example, speaking to key staff, pupils and other stakeholders as required.
- Post-review - The team discuss their visit and prepare a written summary and agree next steps.
- Follow-up visit is scheduled within an agreed timescale, approximately 6 weeks following the review, to maintain focus and identify support where needed.
- Check-ins are arranged after 10-12 weeks in order to celebrate achievements and identify what the school wants to further develop.

### **Peer Review Training**

For the peer review to be effective, all those taking part will need to be confident in their roles and their understanding of the process. While much of this development will take place through engagement with the peer review itself, it will be supported by the following range of training tailored to different audiences:

- i) For those already experienced in peer to peer methodology, training which focuses on a vision for inclusion, the use of the Inclusion Framework within peer review and understanding the Inclusion Support Directory, will be made available. 1-day session (or equivalent virtual learning)

- ii) Schools who are not already an established peer review group will be able to access the above training that additionally supports them in establishing their group, understanding and implementing their roles within the group and carrying out peer review visits. This support will run concurrently with the first few cycles of peer review and include shadowing opportunities. Approximately 3 days of training over 12-month period (or equivalent virtual learning)
- iii) Inclusion Leaders of Education will access training to define their role in supporting Peer Reviews. This will be as part of wider training for ILEs

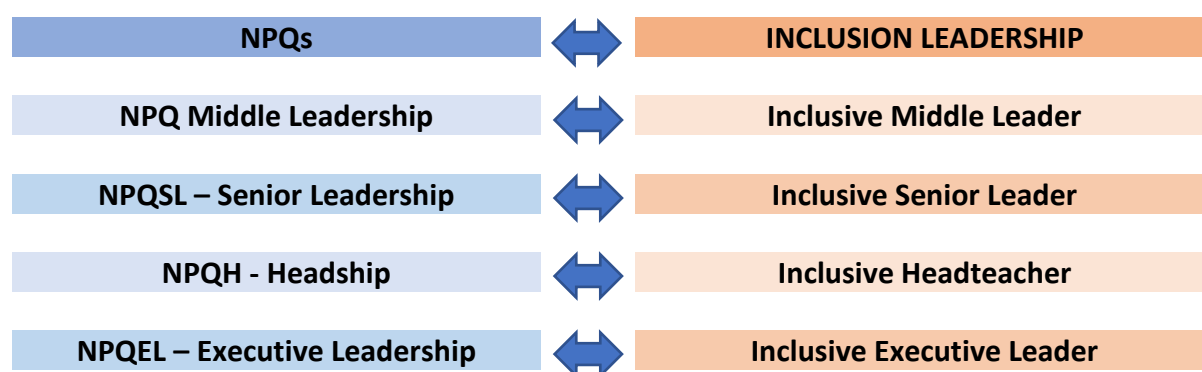
The plan is to connect this work with the EEFfective Kent Project by making SEND training available from EEF/Research Schools.

### **Inclusion Leadership Programme Outline**

Effective and knowledgeable leadership is key to achieving and sustaining inclusive practices in schools. Leaders face many complex challenges in achieving their ambitions for inclusion, arising from both in-school and ‘external’ factors over which they sometimes have direct control and others where they can exert influence. Many aspects of achieving inclusion require high levels of collaboration, among in-school staff and with external agencies and professionals from other specialist domains.

The responsibility for inclusion is shared by all leaders in schools, not the solitary role of SENCOs or Inclusion Leads.

We propose to develop a new suite of leadership development modules, focused on leadership of inclusion. They will be complementary to the suite of National Professional Qualifications for School Leadership in that they will be offered at 4 levels - middle leader, senior leader, Headteacher (including options for Aspiring Headteachers and for New Headteachers), Executive Headteacher.



Following the model established locally for NPQs, the core curriculum will:

- be designed by a group of Headteachers with relevant experience with additional support from a small number of SEND experts

- offer the opportunity for leaders to 'learn about' SEND and inclusion and to 'learn how to' apply that knowledge in the practice of their current and next stage role in school
- be built around the Inclusion Framework
- enable leaders to reflect on and audit their inclusive practices and develop actions for development
- be directly applicable to the role held by the leader and include tasks aligned with in-school responsibilities
- create opportunities for leaders to build professional networks of colleagues in other Kent schools and share practice
- have input from Kent school leaders who will share their experiences of the challenges and successes of effective leadership of inclusion
- prepare participants to play a valuable role within Inclusion Peer Reviews

### **Time allocation**

Subject to the work of the curriculum design group it is expected that the programme will offer between 3 and 5 half day sessions with inter-sessional tasks based in school.

### **Who is the programme for?**

Our ambition is that over time the programme will be seen as an essential feature of all leadership development, with a focus on inclusion being core to the development of an effective school leader whatever their role.

The programme is for all leaders in all school leadership roles.

The programme will be offered to current and future NPQ participants as an optional addition to their core programme but will operate as a stand-alone programme in that NPQ participation is not a pre-requisite.

Once established the programme will offer a pathway to designation as an Inclusion Leader of Education and applicants for this role will demonstrate that they have participated in the programme at the relevant level.

### **Who will facilitate the programme?**

Following the NPQ model, the programme will be facilitated by serving school leaders who have expertise in inclusion and in the facilitation of adult learning. Training in the latter will be offered and will include familiarisation with the core curriculum but facilitators will need to demonstrate pre-existing expertise in inclusion.

In the early stages we expect that facilitators will be drawn from the group of Inclusion Leaders of Education and over time we hope that past participants will go on to become the next facilitators.

### **Assessment**

The programme will not, in the first instance, carry a formal accreditation. As the programme is developed however it is possible that we will explore an accreditation

option if the sector deems that to be valuable. Participants will be expected to attend and engage and to complete defined tasks and will receive certification of completion.

### **Resourcing**

Participating leaders will need to commit 3 to 5 half days to attend sessions plus time to carry out a review of practice in an area of their responsibility and to develop an improvement plan for that area. Inclusion Leaders of Education may provide coaching to small groups of participants as part of the programme.

The plan is that cost of the course will be subsidised.

### **Inclusion Leaders of Education Outline**

Inclusion Leaders of Education are leaders of Kent schools with expertise in leading the development and improvement of inclusive practice in schools. They will have the commitment and capacity to support colleagues in other schools to review their practice and to develop strategies for improvement.

ILEs will be Headteachers and other senior leaders with experience of leading whole school inclusion in mainstream or Special Schools and/or alternative provision settings. We will work overtime to build a cohort of ILEs drawn from schools of all types and phases.

### **Draft criteria for designation**

Applicants for Inclusion Leader of Education will be required to provide evidence of:

- A track record of improving outcomes for SEND pupils in a whole school leadership role
- Prior experience of supporting colleagues within and/ or beyond their own school to lead improvement in inclusion
- The effectiveness of strategies that they have employed to lead improvements in inclusion practice (either at a whole school level or when working with teams of colleagues)

### **Designation Process**

Applicants will be required to:

- Complete an application form presenting their evidence (similar to the model for Kent Leaders of Education), including examples of their practice both in their own school and externally if applicable.
- Secure a reference from their Headteacher or Chair of Governors confirming their commitment and facility to give time to the work

### **Time Allocation**

All Inclusion Leaders of Education will commit a minimum of 6 days per academic year to engage in peer to peer support, including Peer Reviews.

## **Training**

A core training offer will be provided for ILEs which will support them to:

- define their role and range of possible activities,
- be confident about the role in supporting Inclusion Peer Reviews
- clarify the commitment to evaluation and on-going review

## **Review and Evaluation**

In line with the new arrangements for KLEs, all ILEs will be required to provide an annual review which details the work they have undertaken, provides evidence of impact and confirms their continued commitment to the role. A lack of evidence of activity and impact will trigger a review of the designation.

## **System Leader Directory**

Information about ILEs will be added to the KAH System Leader Directory so that their information is available.

## **Remuneration**

The minimum 6 days per year will be fully funded at £500 per day for Headteachers and £400 per day for senior leaders (inclusive of travel and all other incidental expenses). Funding for additional days will be subject to commissioned activity.