Inclusion Toolkit

Part 1
Introduction and Overview
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<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>CEIAG</td>
<td>Careers Education Information and Guidance</td>
</tr>
<tr>
<td>CIC</td>
<td>Child in Care</td>
</tr>
<tr>
<td>CIN</td>
<td>Child in Need</td>
</tr>
<tr>
<td>CME</td>
<td>Child Missing Education</td>
</tr>
<tr>
<td>CYP</td>
<td>Child / Young Person</td>
</tr>
<tr>
<td>EAL</td>
<td>English as Additional Language</td>
</tr>
<tr>
<td>EH</td>
<td>Early Help</td>
</tr>
<tr>
<td>EHE</td>
<td>Elective Home Education</td>
</tr>
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<td>EHN</td>
<td>Early Help Notification</td>
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<tr>
<td>FLO</td>
<td>Family Liaison Officer</td>
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<tr>
<td>FSM</td>
<td>Free School Meals</td>
</tr>
<tr>
<td>GRT BME</td>
<td>Gypsy Roma Traveller/Black Minority Ethnic</td>
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<tr>
<td>IYFA</td>
<td>In Year Fair Access</td>
</tr>
<tr>
<td>LIFT</td>
<td>Local Inclusion Forum Team</td>
</tr>
<tr>
<td>MAT</td>
<td>Multi Academy Trust</td>
</tr>
<tr>
<td>NEET</td>
<td>Not in Education, Employment or Training</td>
</tr>
<tr>
<td>PSHE</td>
<td>Personal, Social, Health and Education</td>
</tr>
<tr>
<td>PIAS</td>
<td>PRU Inclusion and Attendance Service</td>
</tr>
<tr>
<td>SEF</td>
<td>Self Evaluation Framework</td>
</tr>
<tr>
<td>SEND</td>
<td>Special Educational Need and Disabilities</td>
</tr>
<tr>
<td>SENCO</td>
<td>Special Educational Needs Co-Ordinator</td>
</tr>
<tr>
<td>SLO</td>
<td>School Liaison Officer</td>
</tr>
<tr>
<td>SLT</td>
<td>Senior Leadership Team</td>
</tr>
<tr>
<td>STLS</td>
<td>Specialist Teaching &amp; Learning Services</td>
</tr>
<tr>
<td>Vulnerable groups</td>
<td>This may include (but is not exhaustive) the following pupils: SEND, FSM, EAL, CIC, CIN, young carers, pupils persistently absence from school or at risk of exclusion, pupils at risk of NEET, pupils at risk of sexual exploitation, pupils with mental health issues.</td>
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Foreword by Stuart Collins, Director of Integrated Children’s Services (West Kent and Early Help and Preventative Services Lead)

As Director of Integrated Children’s Services, I recognise how important it is for all schools to demonstrate outstanding inclusive practice and to ensure that all pupils can access quality education, feel welcome and valued and get the right support to help them develop their talents and interests and achieve their goals. Inclusion and inclusion in education helps pupils to shape the values of society, developing cohesion for the next generation. Inclusion also supports pupils to develop empathy, create safety nets and value diversity, all of which are important qualities for the communities of tomorrow.

KCC’s Inclusion Toolkit is drawn from national research and best practice in schools across Kent and it aims to improve outcomes for our most vulnerable learners. The Toolkit provides opportunities for the local authority to work together with schools on improving their inclusive practice. It is designed to be a one-stop reference point for great inclusive practice guidance in Kent.

At its heart, the Inclusion Toolkit is a self-evaluation tool which can be used by individual schools or collaborations, either in part or in its entirety. It can be used independently by schools or initiated and supported by a range of colleagues in the role of critical friend. It is intended to support schools or collaborations who want to:

- Demonstrate in a cohesive way the range of things they do to promote inclusion
- Develop and agree a benchmark for different areas of shared good practice and to facilitate peer-to-peer support
- Support collaborative processes such as In Year Fair Access
- Build confidence between schools regarding inclusive practice to facilitate peer-to-peer support
- Demonstrate inclusive practice to Ofsted using references to the current framework and planning for proposed developments
- Evidence examples of good practice and highlight resources and services to improve outcomes for vulnerable learners.

Feedback has been very positive, with schools reporting that the Inclusion Toolkit is easy to use, has enabled a holistic view of inclusion in the widest sense, and is a good way of providing evidence for Ofsted.

Stuart Collins
Introduction

Vision for the future

The Local Authority’s vision for the future is for every child and young person to achieve their potential in life, whatever their background. Within the Local Authority every child and young person will be safe; their education, social and emotional needs will be met and their outcomes will be good. Children and young people will be able to contribute positively to their communities, now and in the future, including actively engaging in learning and employment.

To support this vision, KCC’s Vulnerable Learners Strategy brings together all the actions the Local Authority is taking in partnership with schools to improve outcomes for vulnerable and disadvantaged children and young people. It sets out examples of good practice in schools, and strategies that are having some impact in narrowing achievement gaps and promoting greater social mobility.

Inclusion in Schools

Inclusion is an approach to education that recognises the diversity of students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment.

A school that is fully committed to inclusion will ensure that the ethos, culture, policies and practices within the school reflect and respond to all the students within its community. The school acknowledges that all pupils may at some point experience barriers to learning and participation, not just those pupils with a recognised SEN, and it will actively seek to engage and support these pupils and their families.

Individual schools strive to deliver excellent inclusion, and work effectively within collaborations to ensure that the educational needs of all children and young people are met. This will ensure equity of access to the most appropriate education provision for all children, regardless of their background and personal circumstances. Furthermore there is no need to spend additional public money on supporting pupils excluded from the education system.

“We are a caring school, this will help us join up our approaches”

“The Children in Ashford belong to all of us”

- Ashford Secondary School Headteacher

“This will help us rethink our definition of inclusion in our school”

“Inclusion isn’t a tick list, it’s an attitudinal approach to education” – STLS

“Our SEND practice is good but inclusion is so much more”

Maidstone Inclusion Lead
Inclusion Toolkit
KCC aims to promote inclusion both within individual schools and collaborations through the use of an Inclusion Toolkit, which comprises best practice criteria, a self-evaluation tool, an action plan and support resources.

The best practice criteria considers seven Areas of Focus that cross-sect every school and includes schools' use of LIFT, High Needs Funding, Pupil Premium and requests for EHCPs. It also considers statutory frameworks around broad attendance issues and off-rolling including Children Missing Education and processes for Elective Home Education. Throughout, there is emphasis on how to improve outcomes for young people and avoid exclusion.

Aims
The aims of the Inclusion Toolkit are to help schools:

- Evaluate their current context, both within school and the wider community, with regard to their inclusion
- Identify opportunities for improvement in their approach to inclusion
- Develop an action plan to deliver improved inclusion
- Provide access to a variety of best practice resources to support delivery of their action plan
- Embed a cycle of Continuous Improvement for inclusion, that sits within the wider context of School Improvement and the school SEF framework

By producing a framework that enables an improvement in inclusion within schools and collaborations, the following outcomes will be achieved;

- Local forums and groups provide improved equity of access to education that meets the needs of individual pupils
- There are clear district education pathways between schools
- Inappropriate education is challenged effectively, and pupils are supported to return to appropriate education
- Fewer exclusions
- Improved attendance
- Improved attainment and reduction in attainment gaps
- Less delay in accessing provision for those out of school or not accessing full-time education
- More schools work collaboratively with a shared responsibility for pupils in their district

Longer term, the impact of promoting and developing inclusion in schools is:

- More young people in Kent are engaged in education that best meets their individual needs
- Less demand for reactive responses for services such as Fair Access and PIAS, with a greater focus on early intervention and appropriate support
- More young people finish education with better attainment, more confidence and improved opportunities
• More young people are able to contribute positively to their communities and society as a whole

The Inclusion Toolkit comprises three sections:

Part 1 - Introduction and Overview  
Part 2 - Workbook (Best Practice Criteria, Self Assessment Tool, Action Plan)  
Part 3 - Resources and Completed Examples

Continuous Improvement
The Toolkit supports an on-going cycle of self-appraisal that sits within the wider context of Continuous Improvement. It is expected that the Action Plan developed from the Self Evaluation Tool is reviewed and updated regularly in line with schools’ strategic improvement plans.

Getting Started
The flow chart on the following page aims to support schools with preparing to use the Toolkit.
Identification of a designated School Inclusion Lead (if not in place already) is strongly recommended. The School Inclusion Lead will co-ordinate the School Inclusion Team in implementing the Toolkit.

It is recognised that every school is different in how it organises its staff structure, so consideration needs to be given to who will be best placed within the school to be part of the School Inclusion Team. For example, it may or may not include members of the Senior Leadership Team, however their commitment to improving inclusion is vital and they will need to agree the Assessment and subsequent Action Plan. The School Inclusion Team needs to have members who can affect change and carry out the actions identified in the Action Plan.
Getting Started Flow Chart

School committed to improving inclusion

Discuss and liaise with relevant CYPE representative. Agree support for each stage of Toolkit implementation

Inform and engage Governors

Identify designated School Inclusion Lead and assemble School Inclusion Working Group

Plan to initiate use of Toolkit and schedule for:
- Assessment
- Action Plan
- Delivery
- Review
- Communication to school community
- Feedback to Senior Leadership Team and Governors

Raise awareness in school via staff training, assemblies, tutor time, PSHE etc

Communication with parents/wider community

Implement Toolkit

Initial general communication to school informing of formation of School Inclusion Team and introduce Toolkit concept

Involving and engage Senior Leadership Team
Using the Inclusion Toolkit Flow Chart

The flow chart below aims to support schools with using the Toolkit.

1. **Read the Assessment Criteria.** (Section 2)

2. **Complete the Assessment Tool to determine whether the school is Emerging, Established or Advanced against each of the themes by considering the current context and the available evidence.**

3. **Consider the evidence:**
   - **Quantitative evidence e.g.** hard data, school policies, website pages, training, meetings, sanctions, assemblies, minutes, lesson plans, rewards
   - **Qualitative evidence e.g.** staff surveys, pupil surveys, community views

4. **Use the completed Assessment Tool to inform the development of the Action Plan.** (Section 2)

5. **Use the list of Toolkit Resources as appropriate to support delivery of the Action Plan.** (Section 3)

6. **Deliver against Action Plan.**

Inclusion – Best Practice Guidance

Seven Areas of Focus have been identified for Inclusion, as indicated below. By considering a school’s position against each Area of Focus, a school is able to identify what is working well and opportunities for improvement. These opportunities can be used to populate an action plan for improvement.

Each Area of Focus has been cross-referenced against the Ofsted Framework to highlight specific relevance; click on the embedded documents for more detail.

**Themes**

1. **Leadership, Governance, Structure, and Resources**
   (See Appendix 1)

2. **Data Analysis and Performance**
   (See Appendix 2)

3. **Curriculum**
   (See Appendix 2)

4. **Safeguarding, Health and Wellbeing**
   (See Appendix 3)

5. **Pupils**
   (See Appendix 4)

6. **Parents / Carers**
   (See Appendix 5)

7. **Wider Community (including collaborative work)**
   (See Appendix 6)
Criteria Overview
The Inclusion Toolkit identifies three possible levels at which a school may be operating: Emerging, Established and Advanced. It recognises that a school may be assessed to be in different categories for different themes. These will ultimately contribute to the overall assessment decision. The table below provides a criteria overview, including the data which will indicate the level at which a school is operating.

<table>
<thead>
<tr>
<th>Criteria Overview</th>
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<tbody>
<tr>
<td><strong>Emerging School?</strong></td>
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<tr>
<td><strong>Established school?</strong></td>
</tr>
<tr>
<td><strong>Advanced school?</strong></td>
</tr>
<tr>
<td><strong>Developing Practice</strong></td>
</tr>
<tr>
<td>Schools in this category demonstrate a commitment to continuing improvements in inclusion but systems and structures are not yet fully embedded to show impact on inclusivity for all groups.</td>
</tr>
<tr>
<td>Policies and systems are in place but further development is required to deliver sustained impact over time.</td>
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The detailed Inclusion Assessment Criteria for each Area of Focus can be found in Section 2 of the Toolkit.
Current Context – Consider the Evidence

The table below lists some suggested evidence which the School Inclusion Team may wish to consider and refer to when assessing their current position regarding inclusion performance. The list is not exhaustive and schools may have additional sources and examples that they wish to record. Considering the available evidence ensures that assessment is robust and can be reviewed confidently with the wider school team or a critical friend/external partner.

Suggested evidence and examples for schools to consider and collate:

- School Improvement Plan and School SEF
- Hard data from information management system regarding inclusion by vulnerable groups, year groups, etc.
- School policies and guidance
- SEN register
- Safeguarding referrals
- Staff training and induction
- Transition and pupil induction
- Home school agreement
- Meeting agendas and minutes (in relation to pupils, parents, Governors, stakeholders)
- PSHE curriculum and lesson plans
- Pupil survey
- Staff survey
- Stakeholder survey (including parents)
- Assemblies
- Rewards and sanctions, celebrations of achievement, improvement and successes
- Engagement in any projects or initiatives and captured learning from these
- Records of participation
- School audits
- Working in school collaborations
- Engagement with Local Authority and Early Help Pathways
- Working to latest policy and guidance
- Accessing KELSI website to obtain updates and associated links

Inclusion Assessment Tool

Section 2 contains a blank version of the Inclusion Assessment Tool. This should be completed collaboratively by the School Inclusion Team after consideration of the school’s current position against each of the Assessment Criteria.
It provides an opportunity to record the evidence used to determine the current school position and identify actions for improvement.

**Action Plan**

Completion of the Assessment Tool will enable the School Inclusion Team to identify actions in order to improve inclusion and meet the criteria to be an Advanced school. These actions can be transferred to the Inclusion Action Plan.

**Section 2 contains a blank Action Plan**

**Review and Continuous Improvement**

The Inclusion Toolkit is designed to support a cycle of continuous improvement. The action plan should be regularly reviewed by the School Inclusion Team, and updated and amended as appropriate.

Questions to consider when reviewing the Inclusion Action Plan;

- Which actions have been completed?
- What improvements have been made so far?
- What does the data tell you?
- How can improvements be built on to provide even better outcomes in future?
- Have outcomes been achieved?

Following its use in initial assessment, the Toolkit should be employed to review and improve the school position with regard to inclusion, see diagram overleaf. As such it should sit within the wider school improvement plan. It is strongly recommended that the Inclusion Assessment Criteria are revisited periodically and the Assessment Tool updated. This will highlight the school’s progress towards meeting desired outcomes, and evidence that the school is on a journey from Emerging to Advanced against all Inclusion Criteria for all Areas of Focus.
A practical and flexible Toolkit supporting an on-going cycle of self-assessment to improve school Inclusion

**Plan**

1. **Initial Inclusion Assessment**
   Use the Assessment Criteria and Tool to determine whether the current school position is Emerging, Established or Advanced and identify activities to improve Inclusion.

2. **Action Plan**
   Develop an initial Action Plan based on the activities from step 1 OR revise Action Plan based on the output of the Review from step 4. Action Plans to include resource, timescales, costs, responsibilities, targets, expected outcomes, success criteria and measurement. Refer to the resources listed within the Toolkit to support delivery.

3. **Delivery**
   Implement the activities according to the Action Plan.

4. **Review**
   Use the Assessment Criteria and Tool to review the progress against the expected outcomes and measurements as defined by the Action Plan. Review whether the new school position is Emerging, Established or Advanced and identify activities to continue to improve Inclusion.

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**KCC Inclusion Toolkit – An Introduction and Overview**
Information and Intelligence, Children, Young People and Education, Kent County Council
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Case Study - Orchards Academy, Swanley

‘The Inclusion Toolkit is really useful as a planning tool, and for reflecting on how your school embeds and evidences inclusive practice’, Sharon Dudley, Deputy Headteacher.

Orchards Academy is a secondary academy in Swanley, Kent. Sharon Dudley, Deputy Headteacher, with responsibility for Safeguarding, Inclusion and SEN, trialled the Inclusion Toolkit during the spring term. Initially Sharon used the Toolkit individually as a tool to support her with planning for the various line management meetings she has across the school. The Toolkit helped her to identify questions to ask other leads within the school with regard to their responsibilities and inclusion. By using the Toolkit, Sharon was able to affirm current good inclusive practice, and identify areas for development. These were predominantly small ‘tweaks’ to what the school was already doing such as evidencing the practice that does happen in a consistent way, and in an easily accessible format.

Sharon reported that the Toolkit enabled her to evidence in one place all the different strands of inclusive practice taking place across the school. It served as a helpful checklist to consider inclusion in the broadest sense, and promoted improved communication and awareness for all staff as to their roles and responsibilities with regard to inclusion.

Sharon shared the draft assessment and action plan with the rest of the Senior Leadership Team (SLT). Other senior leaders then added their contributions by using the Toolkit to review the sections relevant to them. This facilitated further information sharing, with all SLT agreeing that the resulting final assessment and action plan were useful tools for the school in terms of continuous improvement, and as a mechanism for providing evidence for Ofsted.

Specifically, by completing the Toolkit, Orchards Academy has identified ways that they could further enhance the identification of and support for pupils with multiple vulnerabilities. This in turn has informed staff training and development opportunities. Using the Toolkit also helped the academy to recognise that they could work more closely with parents in the development of school policies and in identifying support/training opportunities for parents.
Inclusion Toolkit Feedback from Pilot Schools

This was a non-threatening tool with good practical suggestions

A great way of considering vulnerable pupils when reviewing policies and practice

Our identification of young people with multiple vulnerabilities has been enhanced and is monitored specifically

The process has raised awareness with SLT and we have used it to support and challenge middle leaders

A really thought provoking tool that usefully goes beyond SEN practice

A great way of considering vulnerable pupils when reviewing policies and practice

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