

## Funding to support inclusion

### **1. Introduction**

The Local Area Review of SEND provision in 2019 identified several areas of concern around the implementation of the reforms set out in the Children and Families Act 2014 and the accompanying SEND Code of Practice. Many of these related to communication and interactions between the various settings and services that aim to support children and young people with SEND, and the resultant sense of frustration experienced by families. Parents and carers also identified significant concerns about the capacity of mainstream schools to offer a high quality, inclusive education for children and young people with SEND.

In response to these concerns, and as a direct result of continued pressures on the High Needs Budget, both schools and the Schools Funding Forum supported KCC's application to the Secretary of State for a 1% transfer of funds from the Schools Block to the High Needs Block as part of setting of the 2020-21 school budget. In contrast to previous years, where this action has been taken to off-set the deficit in High Needs spending, the aim of the 2020/21 transfer was specifically to **"consider a different approach... to support much greater inclusion in mainstream schools."** (Cabinet Member for Education and Skills, 15.01.20).

At the start of this journey, ISOS were commissioned to undertake further analysis within Kent and held an online survey and scoping conversations with schools around the challenges and opportunities for supporting inclusive practice within schools for children with SEND. They identified the key priorities outlined in Appendix 2.

Since the ISOS Report, the group of Headteachers forming the County Education Reference Group are in place to inform and shape on-going developments and commissioning proposals around the inclusion agenda. Over time, one of these proposals is to designate a number of Inclusion Leaders of Education: senior leaders who have evidenced strong inclusive practice in their own settings, to support in the identification of priorities, commissioning and leadership of this agenda over the longer-term.

Due to internal staffing changes and the onset of the pandemic this programme of work has been slow to get started and has experienced some delays. That said, since schools returned fully in September, there has been a rapid rate of progress and significant activity towards this agenda.

### **2. Key Phases of Implementation**

To develop the most impactful new approaches, it is imperative that we engage in a journey of change, from understanding more fully the current challenges, researching effective methodologies and piloting activity, to co-production and full implementation.

We are progressing on this journey this through 4 overarching key phases, whilst remaining mindful of the need for rapid change. Therefore, activity in each of the phases includes elements of quick fixes, short, medium- and long-term work.

	<b>Overarching Principles</b>	<b>Timeline</b>
<b>Phase 1</b>	Understanding of challenges	April 20 – Oct 20
<b>Phase 2</b>	Research, co – production, development activity	Nov 20 – Mar 21
<b>Phase 3</b>	Implementation of a countywide approach	Apr 21 – Aug 21
<b>Phase 4</b>	Developing sustainability, a whole system model	Sept 21 – Sept 22

During **Phase 1** we embarked upon of the countywide discussion with schools to understand the characteristics of an inclusive system and support can be developed to ensure the necessary improvements in this.

This discussion included the development of:

- a Statement of Inclusion for the Kent family of schools
- the Mainstream Core Standards
- an approach to the System Leadership of Inclusion, including:
  - Inclusion Framework
  - Peer to Peer Networks
  - Inclusion Leadership Programme
  - Inclusion Leaders of Education
  - Core offer and Directory of support
- a quality assurance and impact assessment method including Parent Voice
- a greater understanding of the Characteristics of an Inclusive School

Alongside this work the countywide offer to schools was mapped and gaps identified so that immediate activity could take place to fill them.

**Phase 2** expands on our understanding from phase 1 progressing this into the development of a draft countywide approach to inclusive education. It includes implementation of key aspects of phase one notably:

- The delivery of the mainstream core standards and training
- The approach to system leadership including peer to peer clusters, the development and training of inclusion leaders of education and the Kent Inclusive Leadership training programme
- Commissioning of identified gaps within our current countywide offer to schools.

During this phase, work also includes:

- Development of the network of meetings that support schools in providing inclusive education and catering for the needs of CYP with SEND.

- The development of methodology around the quality assurance and the assessment of impact of inclusive practice such that this can be embedded into localities and across the countywide structure to support collaboration.
- A detailed look at transition and how support is provided at key transition points.
- The development and implementation of a countywide approach to nurture
- A re-brokering of the STLS service is taking place alongside this work to ensure consistent approach and a comprehensive offer (this will continue during phase 3)

This work will lead to the co-production of a draft delivery plan outlining our collective 'Countywide Approach to Inclusive Education' which will be consolidated by all stakeholders between February and March 2021.

**Phase 3** work will commence in April 2021 and will include implementation of this delivery plan.

Underpinning all this work is the need to develop countywide school to school support and improvement structures such that identification of priorities, actions taken to address these and the governance, quality assurance and impact of this work is measured. Work to develop this is being carried out across all the phase, as we learn from the new activity being implemented. **Phase 4** will be the implementation of this whole system approach, which we aim to start delivering from Sept 2021.

As such funding released from the high needs funding block has been planned to support the development and implementation throughout this journey, with spend allocated to the phases as appropriate.

### 3. Framework

Following the assessment of needs and review of best practice (summarised in Appendix 3), consultation with schools and headteachers agreed four themes, or 'enabling factors', through which KCC and schools can collaborate to foster greater inclusivity. These are:

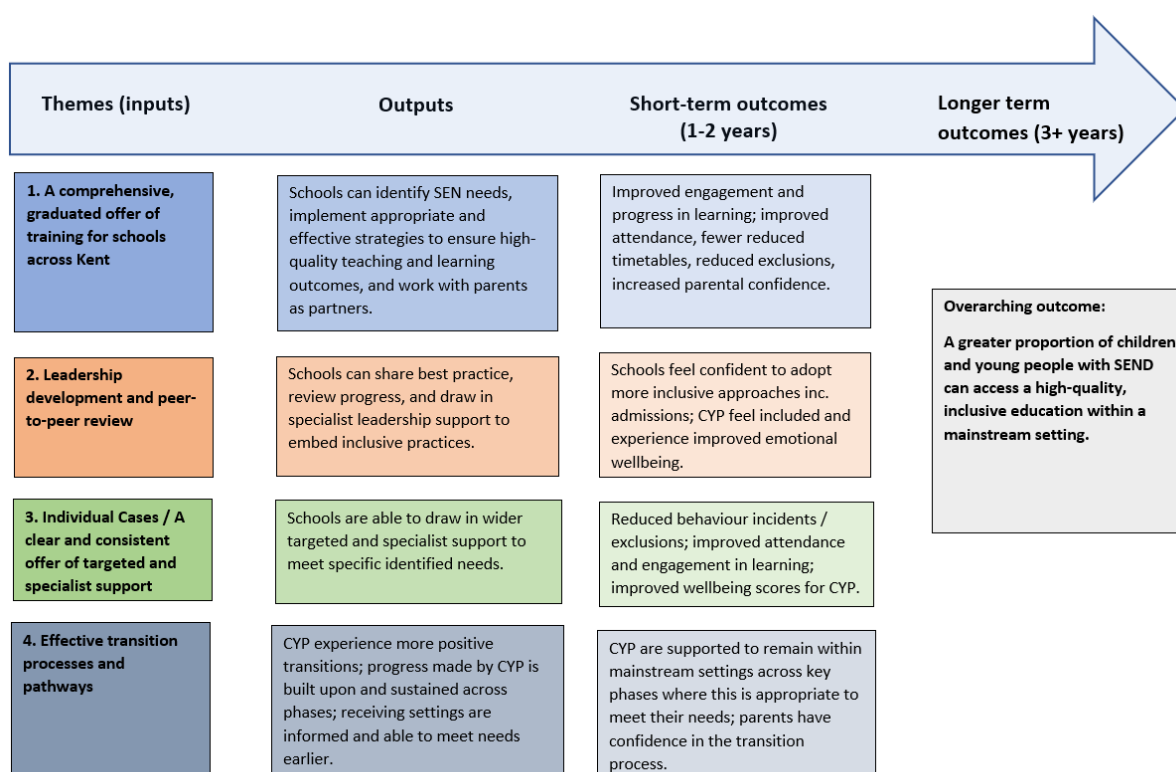
	Themes	
1	A comprehensive, graduated training offer.	A countywide core offer provided at all levels
		Specialist training for specific needs
		Targeted training and support
2	Develop wider school and community practices to promote inclusion	Leadership development Peer to peer support Development of systems and structures supporting inclusion and the sharing of good practice
3	Supporting transition for CYPE with SEND	Early Years to Primary
		Year 2 to Year 3 (where applicable)
		Primary to Secondary
		Post 16 /Post 19

<b>4</b>	Providing individual case support	Individual case support
		Critical case support - providing immediate Crisis support to prevent the escalation of issues and resource.

The aim with each of these themes is to embed capacity, skills, and knowledge within schools wherever possible to ensure the longer-term sustainability of the model, supported by clear pathways to a co-ordinated and consistent offer of targeted and specialist services.

Collectively these themes offer a framework for the Inclusion Funding, with specific priorities within each theme being developed and implemented through the phased approach to ensure alignment with wider related activities across the system.

The diagram below sets out the relationship between the themes, outputs, and short and longer-term outcomes:



#### 4. Governance and Quality Assurance

It has been agreed that the Inclusion Funding will be administered by KCC in consultation with schools through the Education County Reference Group and the Schools' Funding Forum. This will be supplemented by wider engagement with children and young people, parents/carers, and practitioners through the development of KCC's broader Inclusion Strategy. It is the proposal that as we move into phase 4, Structures within the wider system will not only support the commissioning and governance function of this funding but include robust quality assurance and identification of future priorities.

## 5. Overview of Commissioning Priorities - Phase 2 and 3

The table below sets out specific actions across each of the four themes for the next 2 phases. Detail, with costing, for known activity is included in Appendix 1

Inputs	What is needed?	What do we currently have?	Phase 2 priorities:	Phase 3 priorities:	
<b>A comprehensive, graduated training offer</b>	<p><b>3.1</b> <b>3.10</b> <b>3.12</b> <b>3.13</b></p> <p><b>Countywide programme of training, accessible to class teachers, SENCOs and leaders to cover:</b></p> <ul style="list-style-type: none"> <li>• Universal and whole school approaches to inclusion, including Mainstream Core Standards</li> <li>• Identification of needs</li> <li>• Engagement with parents as partners</li> <li>• Assessing progress of CYP with SEND</li> <li>• Effective use of resources (inc. staff)</li> <li>• Targeted and specialist training (evidence based) around specific high needs, ASC and SEMH, as part of broader specialist pathways.</li> </ul>	<p>Analysis has identified a broad but inconsistent range of training programmes across the county, with multiple providers and no single co-ordinated directory.</p> <p>There is no graduated pathway of training to meet specific needs that sets out required competencies at different levels (e.g. awareness / greater depth / targeted work).</p> <p>Examples of competency-based approaches are included at Appendix 2.</p>	<p><b>Universal training: 12 month programme with rolling on-line refresher courses:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Inclusion</li> <li>• Introduction to Inclusion for Governors</li> </ul> <p><b>Universal:</b></p> <ul style="list-style-type: none"> <li>• Mainstream Core Standards Overview</li> <li>• Development of a single on-line directory for schools to identify training and high quality resources.</li> </ul> <p><b>Development approaches:</b></p> <ul style="list-style-type: none"> <li>• Whole school and targeted Nurture provision (SEMH)</li> <li>• Evidence-based wellbeing assessment tools (e.g. Boxall, Leuven)</li> <li>• Evidence-based programmes offered through EEFfective Kent partnership, inc. Nuffield Early Language (SLCN).</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a <b>countywide, evidence-based training</b> model to support schools in identifying and responding to <b>specific high prevalence needs (ASC and SEMH)</b>.</li> <li>• These models would be <b>competency-based</b>, setting out required knowledge and skills at different levels and lead to accreditation for the school.</li> <li>• <b>'Train the Trainer'</b> model would embed capacity within schools and support sustainability, backed up by accreditation and consultancy support from the licence holders.</li> <li>• These would be connected to a <b>broader system pathway of support from external targeted and specialist services</b> as required.</li> </ul>	
<b>Leadership</b>	<b>3.4</b>	<ul style="list-style-type: none"> <li>• <b>Development of peer-to-</b></li> </ul>	Professionals meet within	<ul style="list-style-type: none"> <li>• 10 x initial peer-to-peer</li> </ul>	<ul style="list-style-type: none"> <li>• Roll-out of peer-to-peer clusters,</li> </ul>

<p><b>development and peer-to-peer structures</b></p>		<p><b>peer structures</b> to enable improvement and sharing of best practice.</p> <ul style="list-style-type: none"> <li>• <b>Embedded inclusion leadership qualification</b> within accredited NPQ system</li> <li>• <b>Development and designation of ‘Inclusive Leaders of Education’ (ILE)</b> to embed sustainable, school-led leadership around inclusion.</li> </ul>	<p>district forums such as LIFT, LIFT Exec and District Inclusion Forums to access support and advice in relation to individual cases. Feedback from schools has indicated that these structures are valuable but there is varying consistency of provision and outcome across Kent.</p>	<p>clusters of 6 schools.</p> <ul style="list-style-type: none"> <li>• Lead Professional Training to facilitate cluster groups.</li> <li>• Development of ILE designation with KAH.</li> <li>• Resource identified to co-ordinate clusters and follow-up with School Improvement.</li> </ul> <p><b>Development approaches:</b></p> <ul style="list-style-type: none"> <li>• <b>Inclusive Education module</b> embedded within schools’ National Professional Qualifications (existing cohort) to test impact and inform development of new NPQ frameworks from Sept 2021.</li> </ul>	<ul style="list-style-type: none"> <li>• 10 new clusters per 2 terms.</li> <li>• Appointment of 10 Inclusive Leaders of Education</li> </ul>
<p><b>Individual Case Support</b></p>		<p>A clearly communicated, consistent offer of targeted and specialist support services that wrap-around schools and support them to meet needs. Schools have identified (ISOS survey) that this needs to include:</p> <ul style="list-style-type: none"> <li>• Improved communication of the support that is available</li> <li>• Consistent and equitable access to services across the county</li> <li>• Clear pathways around specific areas of need</li> <li>• A clear access route and consistent eligibility criteria</li> </ul>	<p>A range of services currently offer targeted and specialist support to schools, through advisory and direct-delivery models. Provision and access varies between districts and there is no strategically co-ordinated ‘offer’ around schools.</p>	<p><b>To explore during Phase 2 and 3.</b></p> <p>The wider review of SEN practices through the Written Statement of Action, as well as the STLS Review, HNF review and joint commissioning developments provide an opportunity to scope a consistent and co-ordinated offer that supports schools’ delivery of the Mainstream Core Standards</p>	

<p><b>Effective transition processes and pathways</b></p>	<p><b>3.11</b></p>	<p><b>Schools have identified the need for:</b></p> <ul style="list-style-type: none"> <li>• Agreed, explicit processes around preparing for young people’s transition (including setting out core processes and practice that underpin a consistent approach to transition)</li> <li>• A need to ensure that external services are designed to offer support at transition-points.</li> <li>• More collaborative practice between settings at key points of transition.</li> <li>• Greater focus on preparing CYP with SEND for independence from the earliest stages.</li> </ul>	<p>There are a range of district and setting-led approaches to transition across the county and many examples of good practice and resources. At present though there remain some gaps between services, particularly where they are externally commissioned, and clearer protocols would support more consistent practice in this area.</p>	<p><b>Universal</b></p> <ul style="list-style-type: none"> <li>• <b>Transition guidance / protocols?</b></li> </ul> <p><b>Targeted</b></p> <ul style="list-style-type: none"> <li>• Supported Employment training (Travel Training, Vocational Profiling, Systematic Instruction)</li> </ul> <p><b>Development approaches:</b></p> <ul style="list-style-type: none"> <li>• <b>Observation and Assessment</b> exploring mainstream / special school collaboration to meet individual needs.</li> </ul>	
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## **6. Developing sustainability – Phase 4**

### Moving towards a whole-system approach

During Phase 1 the foundations have been laid for a shared countywide approach to inclusion, identified a set of immediate commissioning priorities that will be implemented from January 2021, and a created framework for the development of Leadership of Inclusion, which will play a key role in this agenda. These measures, collectively, provide a bedrock to strengthen inclusive practice across Kent. We have sought to focus upon sustainability as far as possible within the first phases, by developing capacity, skills and inclusion leadership within schools.

However, responding to the longer-term and more wide-reaching issues that were identified by schools will require a much broader, whole-system approach.

### What would a whole-system approach look like?

In Phase 4, with additional resource, we will look to embed the priorities and principles set out by schools into a sustainable improvement structure which will not only support this agenda but will ensure Kent's Education has the dynamism, the flexibility and the resource to address future priorities with speed and efficiency. Building upon the expertise of district partnerships, providing the consistency and equity of offer and outcomes that the children and young people of Kent deserve.

At the centre of this approach will remain a focus on improving the experience and outcomes for children and families, and ensuring their voices – together with the schools who know them best – are able to lead the next phase of the journey.



## 7. Overview of programme spending.

Expected impact and evidence that informs planning for each item costed below is detailed in Appendix 4

		Nov 20 - Mar 21	Apr 21 - Aug 21	Sept 21 - Aug 22		Financial year totals		
1. Training and Support Offer		Phase 2	Phase 3	Phase 4 estimate on roll out of current projects if successful	Phase 4 undetermined	April 20 - Mar 21	April 21- Mar 22	April 22- Mar 23
	Inclusion Framework	£20,000		£20,000		£20,000	£11,667	£8,333
	Governors	£10,000		£10,000		£10,000	£5,833	£4,167
	MCS	£80,000		£40,000		£80,000	£23,333	£16,667
	Whole School Nurture Approach (all schs)		£225,000	£1,012,500		£0	£815,625	£421,875
	Assessment profiling tool (all schools)		£75,000	£337,500		£0	£271,875	£140,625
	EEF strand 2 delivery (schools contribution)	£300,000				£300,000	£0	£0
	EEF strand 3 - Research schools				£20,000	£0	£11,667	£8,333
	Online resource - create and update, maintain	£20,000		£10,000		£20,000	£5,833	£4,167
	Additional training development re SEMH and ASD and roll out				£1,000,000	£0	£583,333	£416,667
	Development of locality shared resources				£4,800,000	£0	£2,800,000	£2,000,000
		<b>£430,000</b>	<b>£300,000</b>	<b>£1,430,000</b>	<b>£5,820,000</b>	<b>£430,000</b>	<b>£4,529,167</b>	<b>£3,020,833</b>
<b>2. System leaders</b>								
	Peer to peer release time		£690,000	£258,750		£0	£840,938	£107,813
	Administration / management		£20,000	£60,000		£0	£55,000	£25,000
	Inclusion Leaders of Education	£30,000		£30,000		£30,000	£17,500	£12,500
	Kent Inclusive Leadership Development Programme	£125,000		£350,000		£125,000	£204,167	£145,833
		<b>£155,000</b>	<b>£710,000</b>	<b>£698,750</b>	<b>£0</b>	<b>£155,000</b>	<b>£1,117,604</b>	<b>£291,146</b>
<b>3. Individual Case Support</b>								
	ASD pilot		£300,000			£0	£300,000	£0
	Individual case support/ parachute funding etc				£1,000,000	£0	£583,333	£416,667
	Locality single point of contact/ case worker				£1,200,000	£0	£700,000	£500,000
		<b>£0</b>	<b>£300,000</b>	<b>£0</b>	<b>£2,200,000</b>	<b>£0</b>	<b>£1,583,333</b>	<b>£916,667</b>
<b>4. Transition</b>								
	Supported Employment Offer	£230,000				£230,000	£0	£0
	Embedding Supported Employment in Schools	£160,000				£160,000	£0	£0
	Obs + Assessment	£88,500		£1,400,000		£88,500	£816,667	£583,333
	Effective Transitions course		£5,000	£15,000		£0	£13,750	£6,250
	Effective Transitions funding - 400 schools x 10 hours @ (£350)		£40,000	£120,000		£0	£110,000	£50,000
	Support for transition Primary- Secondary				£3,000,000	£0	£1,750,000	£1,250,000
	Pilot activity				£2,400,000	£0	£1,400,000	£1,000,000
		<b>£478,500</b>	<b>£45,000</b>	<b>£1,535,000</b>	<b>£5,400,000</b>	<b>£478,500</b>	<b>£4,090,417</b>	<b>£2,889,583</b>
<b>Totals</b>						<b>£1,063,500</b>	<b>£11,320,521</b>	<b>£7,118,229</b>
<b>2 year total</b>						<b>£19,502,250</b>		

### Appendix 1: Costings for current planned delivery, Phase 2 and 3

Theme	Brief:	Est. volumes / duration	Est. budget	Phase 2 / 3
Comprehensive Training Offer	<ul style="list-style-type: none"> <li><b>'Introduction to Inclusive Education in Kent'</b></li> </ul> <p><b>Objectives:</b> Schools to understand inclusion framework and how to apply, reflect upon inclusive practices and produce school-level action plan. Funded release time to be re-imbursed to schools on receipt of plan?</p>	<p>4 sessions per area (16 sessions total) x 2 hours, with flexibility to deliver remotely or in person. 12-month initial programme (Jan – July, Sept – Jan).</p> <p>Additional online refresher module to be made available on demand.</p>	<p><b>£15 – 20k</b> (depending on whether in-person or remote delivery next year)</p>	Phase 2 – From Jan 21
	<ul style="list-style-type: none"> <li><b>Introduction to Inclusion: Governors</b></li> </ul> <p><b>Objectives:</b> Accompanying module to above course for Governors: understanding inclusive practice, legal requirements on schools, and how to support schools' practice.</p>	<p>12 month initial programme (Jan – July, Sept – Jan) with on demand online refresher.</p> <p>To be scoped with Governor Support (TEP) re. potential delivery routes.</p>	TBC approx. <b>£10k</b>	Phase 2 – From Jan 21
	<ul style="list-style-type: none"> <li><b>Mainstream Core Standards: Overview of Need Types (x4)</b></li> </ul> <p><b>Objectives:</b> Schools understand expectations re. MCS and available strategies and support.</p>	<ul style="list-style-type: none"> <li>12 month programme in 2 waves: Jan – July 20, Sept – Jan 21.</li> <li>12 key areas within MCS x 4 courses in each area x 4 areas = 192 courses</li> </ul>	<b>C. £80k</b> (costs will vary dependent on in-person / online delivery).	Phase 2 – From Jan 21
	<ul style="list-style-type: none"> <li><b>Whole School Approaches to</b></li> </ul>	<ul style="list-style-type: none"> <li>Aiming for broad countywide approach to nurture.</li> </ul>	TBC –approx. <b>£2.25k</b> per school	Phase 3 – Easter 2021

	<p><b>Nurture</b></p> <p><b>Objectives:</b> To offer support and training for implementing an evidence-based whole-school approach to nurture (including support around targeted nurture groups and use of accredited assessment tools to measure wellbeing).</p>	<ul style="list-style-type: none"> <li>Scoping conversations underway re. delivery: train the trainer or direct delivery: could explore running multiple waves if direct delivery or look at district-based train-the-trainer model (needs workforce capacity identifying).</li> <li>Whole School Nurture approaches typically begin with a school-led audit of practice, so that the programme can be tailored to school needs (and fit with any other existing whole-school approaches).</li> </ul>	<p>will depend upon model chosen (train the trainer or direct delivery) and volumes of schools that are interested.</p> <p>To explore funded (or part-funded) release time due to intensive nature of programme.</p>	
	<ul style="list-style-type: none"> <li><b>Accredited Wellbeing Assessment Tool linked to Nurture Programme (e.g. Boxall)</b></li> </ul> <p><b>Objectives:</b> Licence for an accredited wellbeing measure and training to implement (inc. data system) to accompany nurture model above.</p>	<p>May be incorporated within above tender or could commission separately, potentially at district level.</p>	<p>TBC – approx. <b>£.75k</b> exploring as part of informal market engagement with the model above.</p>	<p>Phase 3 – Easter 2021</p>
	<ul style="list-style-type: none"> <li><b>EEF Learning Behaviours Module</b></li> </ul> <p><b>Objective:</b> Opportunity to trial evidence-based practices through EEFective Kent Partnership.</p>	<ul style="list-style-type: none"> <li>Subsidised opportunity (through EEF) for around 60 Kent schools to take part in strand 2 of Learning Behaviours training.</li> </ul>	<p><b>£300k for 60 schools</b> (25% contribution)</p>	<p>Phase 2 – From Jan 21</p>
	<ul style="list-style-type: none"> <li><b>Development of online training and resource directory for SEN (within KELSI?)</b></li> </ul>	<ul style="list-style-type: none"> <li>Build on mapping activity to create a single directory of training offers available across Kent – to host on KELSI?</li> <li>Would require some resource within major training providers (TEP / STLS etc) to</li> </ul>	<p>TBC approx. <b>£20k</b> yr 1 with ongoing maintenance costs– to scope following feedback from</p>	<p>Phase 2 – From Jan 21</p>

		<p>populate over the longer-term.</p> <ul style="list-style-type: none"> <li>• Could also include bank of recommended free resources, collated from across major providers and set out within each area of need (would require additional staff time).</li> </ul>	schools re. platform.	
Leadership Development and Peer to Peer Review	<ul style="list-style-type: none"> <li>• <b>Funded release time for schools to take part in Peer-to-Peer Clusters</b></li> </ul>	<ul style="list-style-type: none"> <li>• Aim to roll out clusters x 10 schools of 6 schools per 2 terms. Aim for total 400 schools. Increasing to all schools</li> <li>• Based on release time per cluster of 6 schools (x 6 days each p.a.) plus facilitation cost = £10,200. Target 400 schools (67 clusters) by end of August 21.</li> <li>• Administration, co-ordination and management: £60k inc on-costs.</li> </ul>	<b>c. £1,000k p.a.</b> (inc management costs)	Phase 2 – From Jan 21
	<ul style="list-style-type: none"> <li>• <b>Inclusion Leaders of Education Development</b></li> </ul> <p><b>Objective:</b> Release time for cluster facilitators to attend facilitation training.</p>	X 10 participants across Kent (Cluster facilitators).	<b>£30k</b>	Phase 2 – From Jan 21
	<p><b>Kent Leadership of Inclusion Programme, aligned with the NPQs</b></p> <p><b>Objective:</b> Additional module around Inclusive Practice within existing National Professional Qualifications series.</p>	<p>Aim for 500 participants across Kent.</p> <p>NPQ licences about to be re-tendered so looking to with existing cohort in Phase 1 (350 participants) and roll out from Sept '21 with new provider.</p>	<p><b>£125k</b> (250 participants in phase 2/3)</p> <p><b>£350k</b></p> <p>(Based on 700 participants @ £500).</p>	in Phase 2 –3 From Jan 21. Further roll out within updated NPQ frameworks from Phase 4 (September 21).
Effective Transitions	<ul style="list-style-type: none"> <li>• <b>Effective Transitions</b></li> </ul> <p><b>Objective:</b> To support schools in collaborating to outline a shared approach to managing transitions for pupils with SEND</p>	<p>Co-production with schools of countywide SEND Transitions Guidance (similar to the Transition Matters Guidance for Early Years?)</p> <p>To support roll- out with a 'transition best practice' online course.</p>		Phase 3 – From Spring 21?

	and develop resources / toolkit, as has been developed with EY settings.			
	<ul style="list-style-type: none"> <li>• <b>Supported Employment Offer: Travel Training, Vocational Profiling, Systematic Instruction</b></li> <li>• <b>Objective:</b> To provide funded offer of training for Tas, to establish a broader offer of support at quadrant level.</li> </ul>	<p>Package of training options (usually aimed at TAs) currently being explored. Initial proposal:</p> <p><b>Travel Training:</b> 4 per area (x4) = 16 sessions 16 x £2400 = £38,400</p> <p><b>Vocational Profiling:</b> 4 x courses per area (x4) = 16 courses @ £960 = £15,360.</p> <p><b>Systematic Instruction:</b> 2 x courses per area (x 4) = 8 courses @ £6000 = £48000</p>	<p><b>Initial estimates: £110k - £230k,</b> dependent on whether funded release time offered.</p>	<p>Phase 3 – From Spring 21</p>
	<ul style="list-style-type: none"> <li>• <b>Proposal: Embedding Supported Employment in Special Schools</b></li> </ul> <p><b>Objective:</b> To explore the potential for a longer-term approach that embeds core skills around Supported Employment among staff.</p>	<p>Supported Employment is a key approach to preparing young people with SEND for independence. The programme has been typically aimed at young people with higher levels of need who are in special schools to prepare them future progression / employment opportunities.</p> <p>We are exploring the potential to look a longer-term delivery model within a small number of settings where there is a large cohort of young people with high levels of need. The aim would be to engage for a longer period to train and embed skills with careers staff.</p>	<p><b>£292,600</b></p>	<p>Phase 2 and 3</p>
	<ul style="list-style-type: none"> <li>• <b>Assessment and Observation</b></li> </ul> <p><b>Objective:</b> To trial approaches for greater collaboration between mainstream and specialist settings in meeting the needs of</p>	<p>began 09/20.</p> <p>£10,000 per pupil plus additional need funding (dual rolled) Set up of £8,500 min. 8 pupils, 1 class £88,500.</p>	<p><b>£1.4m p.a.</b></p>	<p>Underway</p>

	young people who begin schooling in a mainstream setting but may require more specialist input.	Proposal for 1 in each area for 4/5 main need types, pending evidence of impact.		
<b>Individual Case Support</b>	<p>:</p> <ul style="list-style-type: none"> <li>• <b>Specialist ASC training pathway?</b></li> </ul> <p>To offer training and consultancy support to implement an evidence-based programme. Training to follow a competency model to ensure appropriate coverage of skills within settings and lead to an accreditation for school.</p>	<p>Initial informal market engagement has begun to explore the range of evidence-based models available.</p> <p>Delivery could involve direct training to schools, or an embedded train-the-trainer model across Kent.</p> <p>Further scoping is needed to explore dependencies with other models / programmes operating in the county.</p>	TBC – approx. <b>£300k</b> will depend upon delivery model chosen	Phase 3 ( ) for potential roll out in Phase 4.

## Appendix 2

### Feedback from Schools:

Following the Local Area Review, ISOS were commissioned to undertake further analysis within Kent and held an online survey and scoping conversations with schools around the challenges and opportunities for supporting inclusive practice within schools for children with SEND.

This identified the following key priorities:

- Settings / schools argued strongly that there was a **lack of challenge for non-inclusive practice**, which skewed the system so that additional pressure was placed on settings / schools seeking to be inclusive
- A desire for a **stronger, core offer of whole-school inclusion training, available for class teachers, SENCOs, leaders and governors** to build inclusive capacity and equip settings / schools to fulfil expectations of good mainstream inclusion. This should be strategically planned against the current and future needs of the system, as part of a pro-active strategy to build a sustainable, inclusive local system in Kent.
- The need to set out **explicit processes for preparing for young people's transition** (including setting out core processes and practice that underpin a consistent approach to transition) and ensuring that external services are designed to offer support at transition-points.
- The need for a **joined-up, whole system approach to SEND**, with clear pathways of support for children with specific types of needs, consistent messages from professionals, effective information-sharing between services; and consistent eligibility criteria across the county around access to support services.
- The need for a **designated single-point-of-access** who settings / schools could contact for advice and would have responsibility for providing a route to the right form of support
- Improved quality and reach of communications around the available offer of support, resources as well as messages and initiatives to be shared with all schools.
- A **joined-up "team-around-the-family" approach**, particularly for children with "challenging behaviour" and those displaying violence. Schools argued that the lack of an appropriate route for accessing support for these children – whose primary barrier to learning not be SEN-related – was forcing schools to look for support through the EHCP route.
- **Greater clarity around the pathway and offer of support** for CYP with Social Emotional and Mental Health needs, setting out how existing services (health needs, early help, education inclusion services) fit together within a coherent, graduated pathway of SEMH support.
- **The need to re-balance the offer of inclusion support to provide more** pro-active, whole-staff capacity-building and preventative support, rather than just providing referral-based support for individual children, and to set out clearly the range of support options that schools can access through LIFT.

### **Appendix 3**

#### **Review of Best Practice**

*'Developing and sustaining an effective local SEND system: A Practical Guide for Councils and Partners'* (ISOS Partnership and LGA) has identified a number of core recommendations to support system-wide improvements in meeting the needs of CYP with SEND. The most directly relevant to supporting inclusive practice within mainstream schools are summarised below:

- Demonstrate commitment to sharing challenges and solving problems with parents and carers in a spirit of co-production.
- Ensure that schools and settings have access to an explicit offer of targeted inclusion support.
- Ensure that inclusion support provided by education services is part of a broader, holistic and joined-up offer of support for young people's care and health needs.
- Develop a range of "mainstream plus" options. This will include working with local mainstream and specialist providers and developing models for meeting young people's needs in learning environments that match their educational and wider developmental needs, and allow them to remain connected to their local communities
- Be pro-active in gathering feedback from young people about their aspirations and use this intelligence to commission pathways that will enable young people to pursue their goals. In parallel, pro-actively engage local employers, and support them to develop opportunities for young people with SEND to make a successful transition to the world of work.
- Ensure that information about local support is accessible and helps families and professionals to navigate the local system easily.



**Appendix 4: Activity, Expected Impact and Evidence grid**

	Activity	Objectives	Target Audience	Expected Impact	Evidence based practice
<b>1. Training and Support Offer</b>	<b>Inclusion Framework</b>	Schools to understand inclusion framework and how to apply, reflect upon inclusive practices and produce school-level action plan.	Schools, all phases, all types	Schools are reflective of their inclusivity and take appropriate action to ensure their practices are inclusive of all CYP.	Framework development supported by NASEN Whole school SEND as recognised by the DfE as the leading authority on this and their approved provider.
	<b>Governors</b>	Accompanying module to above course for Governors: understanding inclusive practice, legal requirements on schools, and how to support schools' practice.	Governing Bodies of schools, all phases, all types	GB have a clear understanding of inclusive practices and use this to appropriately challenge and support their schools in the delivery of this.	Framework development supported by NASEN Whole school SEND as recognised by the DfE as the leading authority on this and their approved provider.
	<b>MCS</b>	Schools understand expectations re. MCS and available strategies and support.	Schools, all phases, all types	Schools are mindful of the needs of CYP with SEN and take deliberate action to meet their needs through their strategic planning.	Strategies outlined in the document were provided by specialist advisors in their respect field.
	<b>Whole School Nurture Approach</b>	To offer support and training for implementing an evidence-based whole-school approach to nurture (including support around targeted nurture groups and use of accredited assessment tools to measure wellbeing).	Mainstream schools, all phases, all types	Improved attendance rates of CYP who receive SEN Support / have an EHCP. Improved active participation in learning, including attainment and progress, from CYP who receive SEN Support / have an EHCP. Reduced percentage of CYP who receive SEN Support / have an EHCP receiving fixed term and permanent exclusions. Increase in the proportion of parents who agree or strongly agree with parental survey statement that they are confident the educational provider can meet needs / has the knowledge and skills to do so. Improved wellbeing scores of children and young people who receive SEN	Improved behaviour, Cost Effective – (Northern Ireland, QUB study, 2016) Nurture groups to be cost effective and the project to be “highly successful in its primary aim of achieving improvements in the social, emotional and behavioural skills of children from deprived areas exhibiting significant difficulties”. Increased Attainment (Reynolds, MacKay and Kearney, 2009), Reduced Exclusions- 2017 Glasgow Psychology Services report

			Support / have an EHCP (using an accredited measure of wellbeing such as Boxall or Leuven). Decreased number of CYP with SEND on reduced timetables.	
<b>Assessment profiling tool</b>	Licence for an accredited wellbeing measure and accompanying training to implement (inc. data system) to accompany nurture model above.	Mainstream schools, all phases, all types	Assessment of well being informs schools practice in supporting CYP (as identified above)	As above
<b>EEF strand 2 delivery (schools contribution)</b>	Pilot opportunity to trial evidence-based practices through EEFective Kent Partnership.			Each of the training opportunities offered through the EEFective Kent Partnership are rooted in the EEF's Guidance Reports, which summarise the evidence base behind each.
<b>EEF strand 3 - Research schools</b>				
<b>Online resource - create and update, maintain</b>	Development of online training, signposting and resource directory for SEN	All schools, all phases, all types	Resource and support is easily accessible to schools and signposted and targeted appropriately	<i>A Study of the Drivers, Demand and Supply of SEND CPD (NASEN &amp; UCL, 2019) identified one of the major barriers to accessing SEND-related CPD as being a lack of co-ordinated information about available opportunities. This has also been reflected in locally in focus groups with schools as part of the Inclusion Conversation.</i>
<b>Additional training development re ASD</b>	Embed an understanding of Autism and related strategies across the education system such that the educational experiences and outcomes for this cohort are improved.	All schools, all phases, all types		<i>Autism and Education in England (All Party Parliamentary Group on Autism, 2017) found that "6/10 young people with autism (and 7/10 parents) said the main factor that would make school better for them was having a teacher who understood autism." A key recommendation of the report is that "understanding should be embedded in the education system, with autism training for all teachers, including head teachers." This aligns with the competency-based models adopted in evidence-based approaches such as those described in <i>Reducing Exclusions and the use of specialist services for autistic children and young</i></i>

					<i>people</i> (AET & the Institute of Public Care, 2020).
	<b>Additional training development re SEMH</b>	Embed an understanding of SEMH and related strategies across the education system such that the educational experiences and outcomes for this cohort are improved.	All schools, all phases, all types		Surveys and focus groups with schools conducted by the ISOS Partnership in Kent (2019) identified a key priority from schools for a focus on the SEMH (social, emotional and mental health) pathway and offer of support, looking across services and considering how they fit together, and what is needed to ensure a coherent, graduated pathway of SEMH support. This echoes recommendations in <i>Developing and Sustaining an Effective Local SEND System</i> (LGA & ISOS, 2020).
	<b>Development of locality shared resources</b>	To develop a network/ bank of specialist resources within each locality	All schools, all phases, all types	In the majority of cases, the additional support needed by CYP with SEND is provided within their mainstream setting./ in their locality. Parental confidence is improved. Schools inclusive practices are further enhanced by having specialists working with them.	We have seen, through our AP work, that putting resource under the control of the headteachers to work collaboratively to address the needs of the CYP within their areas is highly effective in achieving outcomes. (reduction in PEx secondary phase)

2. System leaders	Activity	Objectives	Target Audience	Expected Impact	Evidence based practice
	<b>Peer to peer release time</b>	Funded release time for schools to take part in Peer-to-Peer Clusters	Mainstream schools, all phases, all types	Schools are reflective of their inclusivity and take appropriate action to ensure their practices are inclusive of all CYP.	Pilot run by Five Acre Wood and primary schools. Peer to Peer process developed in partnership with the Education Development Trust (EDT), Education Endowment Foundation (EEF) and NASEN Whole School SEND
	<b>Administration / management</b>	to facilitate the above	All schools, all phases, all types	as above	as above
	<b>Inclusion Leaders of Education</b>	to develop Kent Inclusive Leaders of Education (ILEs)	All schools, all phases, all types	Senior professionals, recognised as experts in Inclusion, support schools in their self evaluation, review and development and identify future	NLE's are an established DFE lead initiative, sharing expertise across schools.

				priorities.	
	<b>Kent Inclusive Leadership Development Programme</b>	Additional module on inclusion to align with existing National Professional Qualifications series.	All schools, all phases, all types	All leaders, at all levels improve their understanding of leading Inclusive schools as part of their core professional development. Inclusion is embedded as a core principle in school leadership.	NPQ's delivered through accredited National framework. Commissioning of same provider to develop aligning Inclusion module.

<b>3. Individual Case Support</b>	<b>Activity</b>	<b>Objectives</b>	<b>Target Audience</b>	<b>Expected Impact</b>	<b>Evidence based practice</b>
	<b>ASD pilot</b>	To offer training and consultancy support to implement an evidence-based programme. Training to follow a competency model to ensure appropriate coverage of skills within settings and lead to an accreditation for school			<i>Autism and Education in England</i> (All Party Parliamentary Group on Autism, 2017) found that "6/10 young people with autism (and 7/10 parents) said the main factor that would make school better for them was having a teacher who understood autism." A key recommendation of the report is that "understanding should be embedded in the education system, with autism training for all teachers, including head teachers." This aligns with the competency-based models adopted in evidence-based approaches such as those described in <i>Reducing Exclusions and the use of specialist services for autistic children and young people</i> (AET & the Institute of Public Care, 2020).
	<b>Individual case support/ parachute funding etc</b>	To provide immediate support in cases of crisis or unplanned transition which enables response care and support to the CY and the school.	CYP with and EHCP	CYP have their needs met in a timely and appropriate manner when unplanned, critical or crisis situations occur.	Evidence that earlier intervention reduces escalation of need, lost learning and can resolve issues before they escalate more widely. In addition, Kent schools identified through surveys and focus groups in 2019 (ISOS Partnership) a priority to "develop an 'emergency response' mechanism for settings / schools to access immediate, professional advice... for settings / schools who might feel themselves to be at the point of crisis".
	<b>Locality single point of contact/ case worker</b>	To ensure the system champions the CY and operates effectively with all parties to provide a coordinated and consistent approach	CYP with and EHCP	A child centred approach is embedded in the school practices	

4. Transition	Activity	Objectives	Target Audience	Expected Impact	Evidence based practice
	<b>Supported Employment Offer</b>	Travel Training, Vocational Profiling, Systematic Instruction. To provide funded offer of training for TAs to establish a broader offer at quadrant level.		Young people are supported effectively to develop their independence	There is a broad evidence base for Supported Employment: the model is referenced by the Council for Disabled Children ( <i>Supporting Young People with Mental Health Needs into Employment, 2014</i> ) as well by the NDTi through their Preparing for Adulthood Programme (DfE funded). In addition, the <i>Financial Case for Supported Employment</i> (Department of Health, 2011) made specific reference to Kent's model, and since then Kent Supported Employment has been recognised by the British Association for Supported Employment for the strength of its practice and outcomes (Supported Employment Quality Framework).
	<b>Embedding Supported Employment in Schools</b>	Supported Employment is a key approach to preparing young people with SEND for independence. The programme has been typically aimed at young people with higher levels of need to prepare them future progression / employment opportunities.	14-19 year olds	Young people have the knowledge, inspiration and ability to take ownership of their own career action plans and succeed with their career ambitions.	See above.
	<b>Obs + Assessment</b>	To provide resource to enable the observation and a assessment of Yr R pupils	Year R pupils	Year R pupils have an accurate needs assessment that informs placing decisions. They are supported with their integration to school.	Pilot currently being run in South Kent. <i>Developing and Sustaining an Effective Local SEND System</i> (LGA & ISOS Partnership, 2020) recommends the development of more 'mainstream plus' options where mainstream and specialist settings collaborate to meet the needs of individual children and young people with high levels of need.
	<b>Effective Transitions course</b>	Co-production with schools of Transitions Guidance (similar to EY project – Transition Matters?) To support roll-out with a 'Transition best practice' online course.			Feedback from Kent schools through surveys and focus groups conducted in 2019 (ISOS Partnership) identified that "a strong message from this work has been the need to set out explicit processes for preparing for young people's transition and ensuring that external services are designed to offer support at transition-points." There is a broad range of best practice guidance and tools available from national bodies such as

					NASEN, AET, the National Autistic Society and others.
	<b>Effective Transitions funding</b>				
	<b>Support for transition Primary-Secondary</b>	support transition between the primary and secondary phase for CYP	Yr6 and Yr 7 CYP	CYP are supported to transition successfully into the secondary phase. Reduced exclusions in Yr 7, reduced placement changes in Yr7	
	<b>Pilot activity</b>	To enable schools to be innovative and develop solutions to issues identified issues		impact measures identified at application stage	