**Discussion Response Form**

**15th September 2020 – 31st October 2020**

# **Working together to improve outcomes for children and young people with SEND**

**About this Discussion**
This proforma is designed to record response to the discussion paper ‘Working together to improve outcomes for children and young people with SEND’

The paper focuses discussion in the following key areas:

* Statement of Inclusion
* Inclusion framework
* Mainstream Core Standards
* System Leadership of Inclusion
* SEND Inclusion Dashboard
* Parent Voice
* Characteristics of an Inclusive School

Please submit your completed Discussion Response Form by

* Completing this questionnaire on line – click [here](https://forms.office.com/Pages/ResponsePage.aspx?id=DaJTMjXH_kuotz5qs39fkPDv4-hste1HsSI_XW3Q1a9UMEZIOVVVUDI4WkYzRUo4TjkxTjIxMDdIRy4u) or

* By completing this questionnaire document and emailing back to penny.pemberton@kent.gov.uk by 31st October 2020.

**Thank you**

# Section 1: About You

Are you responding as…?
Select the option from the list below that most closely represents how you will be responding to this consultation (please mark with an ‘x’).

|  |  |
| --- | --- |
|  | A Headteacher of a Kent School |
|  | A SENCO in a Kent School |
|  | A teaching member of staff in a Kent School |
|  | A non- teaching member of staff in a Kent School |
|  | On behalf of a school Governing Body |
|  | As a member of KCC staff |
|  | A KCC Member/Councillor |
|  | Would prefer to remain anonymous |
|  | Other – on behalf of a collective or group of professionals |
|  | Other |

If Other, please specify:

|  |
| --- |
|  |

About your school (if relevant). Please delete as appropriate

|  |  |
| --- | --- |
| Phase of education | Primary/Secondary/Special/PRU |
| Type of school | Selective/ Non-Selective |
|  | Academy/ LA maintained |
| Does your school have an SRP? | Yes / No |
| Designation |  |
| Is your SENCO a member of the Leadership team? | Yes / No |

# Section 3: Statement of Inclusion for the Kent family of schools

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| To what extent do you agree or disagree that: | Strongly Agree | Agree | Disagree | Strongly Disagree | Don’t know |
| 1. The statement reflects our collective understanding of inclusivity.
 |  |  |  |  |  |
| 1. The statement reflects our collective commitment to children.
 |  |  |  |  |  |
| 1. The statement reflects our collective commitment to parents and carers.
 |  |  |  |  |  |
| 1. The statement reflects our collective commitment to schools
 |  |  |  |  |  |
| 1. The statement reflects our collective commitment to staff
 |  |  |  |  |  |
| 1. To what extent do you agree or disagree with the commitment made (‘we will’ section) across the county, in each area and in the schools?
 |  |  |  |  |  |
| Comments: |  |  |  |  |  |

Section 4: Inclusion Framework

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| To what extent do you agree or disagree that: | Strongly Agree | Agree | Disagree | Strongly Disagree | Don’t know | Comments |
| 1. The framework is useful guide in identifying areas on which to focus when reviewing inclusion.
 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 1. Does this framework include all the appropriate areas of focus?
 | Yes | No | Please identify any that need to be included/ excluded: |
| 1. Are there any areas of the framework where you feel there is greater priority for support or where support in not currently available?
 |  |

Section 5: Mainstream Core Standards (MCS)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| To what extent do you agree or disagree that the MSC document: | Strongly Agree | Agree | Disagree | Strongly Disagree | Don’t know | Comments |
| 1. Supports your understanding the legal duties of schools, academies, and Pupil Referral Units in relation to provision for and inclusion of pupils with SEND?
 |  |  |  |  |  |  |
| 1. Supports conversations with parents when discussing their child’s needs?
 |  |  |  |  |  |  |
| 1. Is useful in informing school practice, for example identifying gaps in skills and knowledge and informing training needs?
 |  |  |  |  |  |  |
| 1. Is universally accessible, could it be used by both specialists and non-specialists?
 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 1. Does the document reflect the full scope of core inclusive activity and practices that schools engage in?
 | Yes | No | Please identify any activity that should be included/ excluded: |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| For each of the sections: To what extent you agree or disagree that the MCS outline strategies which support inclusivity in your school? | Strongly Agree | Agree | Disagree | Strongly Disagree | Don’t know | Comments |
| 1. Working with children and young people, their families and carers
 |  |  |  |  |  |  |
| 1. Pastoral- whole school ethos - inclusive behaviour
 |  |  |  |  |  |  |
| 1. Assessment
 |  |  |  |  |  |  |
| 1. Teaching and Learning
 |  |  |  |  |  |  |
| 1. The physical and sensory environment
 |  |  |  |  |  |  |
| 1. Resources
 |  |  |  |  |  |  |
| 1. Staff Skills and Training
 |  |  |  |  |  |  |
| 1. Transition and Transfer
 |  |  |  |  |  |  |
| Additional Needs: |  |  |  |  |  |  |
| 1. Communication and Interaction -ASD
 |  |  |  |  |  |  |
| 1. Speech, Language and Communication Needs
 |  |  |  |  |  |  |
| 1. Cognition and Learning
 |  |  |  |  |  |  |
| 1. Social, Emotional and Mental Health
 |  |  |  |  |  |  |
| 1. Sensory, physical disability and complex medical needs
 |  |  |  |  |  |  |
| 1. Hearing Impairment
 |  |  |  |  |  |  |
| 1. Multi-sensory Impairment
 |  |  |  |  |  |  |
| 1. Visual Impairment
 |  |  |  |  |  |  |

Section 4: SEND Inclusion Dashboard

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| To what extent do you agree or disagree: | Strongly Agree | Agree | Disagree | Strongly Disagree | Don’t know |
| 1. With the sharing of Local SEND Inclusion Dashboards?
 |  |  |  |  |  |
| 1. That the information in the SEND scorecard is the right information to be included in the dashboard?
 |  |  |  |  |  |
| 1. That this information support local collaboration around SEND inclusion?
 |  |  |  |  |  |
| Comments: |
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Section 5: Parent Voice

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| --- |
| 1. Please tell us about the feedback you currently collect about the lived experience of young people with SEND who attend your school? For example, What information do you collect? How do you collect it? Is it specific to this cohort?
 |
| 1. Do you agree that it would be helpful for the Local Authority to share guidance on how to do this? For example, suggested questions to ask?
 | Yes | No |
| 1. How can we share the results of our surveys with you in a way that is useful to you? For example, disaggregate the survey data by area, district, or child’s school?
 |

Section 6: System Leadership of Inclusion

|  |  |  |
| --- | --- | --- |
|  |  | Comments |
| 1. Do you agree that the introduction of an Inclusion Leadership programme will be valuable to the development of school leaders?
 | Yes / No |  |
| 1. Do you agree that the programme should be organised for middle leaders, senior leaders, Headteachers, Executive Leaders to focus on their roles and responsibilities relevant to the level of leadership
 | Yes / No |  |
| 1. Do you agree that SENCOs should be included in a school’s senior leadership?
 | Yes / No |  |
| 1. Should this programme be offered to only those who are interested?
 | Yes / No |  |
| 1. Or should a structured roll out be facilitated?
 | Yes / No |  |
| 1. Do you agree that the introduction of an Inclusion Leader of Education ILE) designation would be a useful addition to the system leadership capacity in Kent?
 | Yes / No |  |
| 1. Do you feel that the outline criteria, process, and evaluation arrangements described in Appendix 4 are sufficient to demonstrate the credibility and expertise of the ILE?
 | Yes / No |  |
| 1. Will a directory of services be useful in informing continuing professional development?
 | Yes / No |  |
| 1. If ILEs already existed how might you want to use them?
 |
| 1. If there was a core offer of training for all schools, what should it include?
 |
| 1. What do you think the barriers would be to a system like this working?
 |

Section 7: Characteristics of an Inclusive School

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| --- |
| 1. What else can we do to enable leaders to share in professional dialogue about what an inclusive school looks like?
 |

Final Comments:

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| --- |
| If you have any other comments to make about any of these proposals, then please make them here. |

**Thank-you for your time and cooperation**