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Introduction:

The reports in this booklet are the culmination of twelve months of intensive Action Research work by early years settings, school, colleges and work based training providers on the Kent SEND (Special Educational Needs and Disabilities) Pilot Project. The project saw a range of settings undertaking collaborative Action Research with the support of Canterbury Christ Church University.

The SEND Pilot Project was set up as part of the Kent's Strategy for Children and Young People with Special Educational Needs and Disabilities and has seen representatives from Education (early years through to adult education including mainstream and special education), Health, Social Care, training providers and the voluntary sector working together towards the common goal of being better placed to support young people. An integral part of the project was the use of two Quality Marks (the Inclusion Quality Mark and the Continuing Professional Learning Development Quality Mark) to evaluate the settings and focus on building capacity to meet the needs of children and young people with SEND. The Action Enquiry projects completed with Canterbury Christ Church University then helped each setting to take forward elements of practice that they had identified through their individual engagement with the Quality Mark processes.

It is hoped that the research summarised in this booklet will be used by settings (0-25) across the county to achieve the overarching aim of Kent's strategy to improve educational, health and emotional wellbeing outcomes for children and young people with special educational needs and who are disabled. The schools and settings within the Kent SEND Pilot Study are eager to share best practice and hope that the action research work will encourage others to learn from their experiences and successes.

Carl Roberts

Chair of the Kent SEND Project Steering Group

Are we developing the social and emotional well-being of our pupils effectively?

Cliftonville Primary School

Context/ rationale for research focus

Cliftonville Primary School (CPS) is situated in an area of high deprivation where there is an increasing level of social and emotional support needed. The impact of high levels of deprivation on education is well documented. Feinstein et al. (2004) describes how low income creates economic hardship for families, which in turn has a negative effect on parents' well-being, being less likely to interact with, socialise with and teach their children. This consequently leads to problems with children's emotional development, self-esteem and educational achievement. Further research shows how this can lead to problems with children's emotional development, self-esteem and educational achievement (Deprivation and Education, Department for Children, Schools and Families, March 2009).

As we become aware of these changes in our community, the social and emotional support that we are able to offer also needs to evolve. As deputy head, with responsibility for Inclusion, I lead a team that is working tirelessly with meeting our children's (and families) social and emotional needs.

The attainment gap at (CPS) was widening between 2011 and 2013 in reading, writing and maths at KS1 and KS2; however we believe strongly at CPS that the first stage of closing any gap in standards is done by affecting change in a child's (and parent) social and emotional development .

In a changing context, it is vital that we analyse the effectiveness of our work to ensure that able to meet the needs of all of community. This piece of action research is linked closely with element 1 in the IQM quality mark- The Inclusion Values of the School.

Methodology:

I undertook a piece of Action Enquiry at CPS that involved (8) teachers; (2) TA's; (8) parents; (11) pupils. The action research was conducted over two terms and included observations; Interviews and questionnaires. Data was taken from the following sources- teacher feedback from the SEAL programme; Boxall profile data; Emotional and behavioural development scale' assessment tracking data; Progress data for pupils.

Findings:

Previous method of meeting the social and emotional needs of our children Teachers with concerns about a child social and emotional development would inform our pastoral care team (PCT containing three behaviour mentors and the pastoral care manager, a trained counsellor) who would then observe the children and with the teacher complete an 'Emotional and behavioural development scale' assessment. This would act as a baseline and any subsequent indications of positive or negative trends in key behaviours would be highlighted. The outcome would lead to the child being taken out of class for 'pro-active' group work or 1:1.

Due to the large numbers involved, these sessions would focus on 'controlling' behaviours rather than dealing with them.

SEAL was used across the school, implemented in the classroom in circle time; PSHE and assemblies. The PCT would reinforce this work with small group work using SEAL in specific areas such as anger management, anxiety, depending on need.
The Social and emotional 'package' also included counselling, offered by the pastoral care manager.

Rationale for change:
The schools context and levels of need were changing. There were fewer behavioural problems but an increasing social and emotional need. It was decided that a more focused approach would be more effective and have a deeper impact.

New method of meeting the social and emotional needs of our children:
The PCT was streamlined becoming more efficient with support being given in the classroom rather than taking children out. The role of the 'behaviour mentor' was changed to that of a 'mentor', focusing on learning behaviours and social and emotional development rather than 'poor' behaviour.
In order to support this shift, it was felt that the development of a 'nurture group' would be the most effective way of supporting the social and emotional needs of our children. The nurture group would consist of a small group of children bought together following an assessment of their social and emotional needs through the Boxall Profile.
All the PCT had the relevant training about setting up a Nurture group and using the Boxall profile. Staff complete an SDQ assessment following initial concerns and if needed a subsequent assessment using the Boxall profile, in order to provide a clearer picture of areas of need, securing a more targeted intervention in combination with the existing SEAL programme that get to the 'route of the problem'.
The introduction of the nurture group coincided with the move to a new purposefully refurbished house which housed SEN and the pastoral care team. This has provided more space and rooms which is away from the school providing a quieter, calmer and more private space. It has been able to emulate a more private home environment which is ideal for a nurture environment.

Impact-
1. Boxall profile tracking shows the positive impact of the nurture group with an average of 2.6 scaled points improvement
2. Parental feedback indicates that 88% felt that the nurture group was beneficial; their child was happier and there had been an improvement in behaviour.
3. 2.84% improved attendance across the school between 2012-13 and 2013-14.
4. Standards: Gap closing between disadvantaged and all pupils at end of key stage 1 across reading, writing and maths and at the end of key stage 2 in reading and maths. The gap has closed with disadvantaged pupils making more expected progress than all pupils.

Implications for the future:

As a result of this piece of action research:
1. We have developed further parental involvement, working with the families of those children in the nurture group
2. Clearer lines of communication with all staff and parents through focused meetings and support networks
3. Nurture group time balanced against time out of the classroom to lessen impact on learning.

An analysis of the impact of quantitative assessment tool for identifying students learning support needs, analysing the efficacy of support and developing reflective practitioners.

East Kent College
Context/ rationale for research focus: The premise for developing a quantitative tool to track students support needs, whether these be related to attitude and behaviour or learning support, was in order to allow staff an efficient, evidentially based, consistent way of developing their practice and analysing student's needs. Previous qualitative recording methods used, it could be argued, did not allow staff to analyse the needs of the students effectively or reflect on the efficacy of the strategies they adopted. The development of this assessment tool links into the CPLD framework because it ensures that staff reflect on their particular area of practice. This demonstrates differentiated continuing professional development, where staff are asked to reflect on the worth of the strategies they use to support students behaviour and learning. This study also fits with the context of the IQM audit by reviewing the work of the college especially in respect to young people with SEN, disabilities and additional needs. This study has relevance to the Lead Learning Support Practitioner (LSP) role in supporting the professional development of the LSP team. It also links to the LSP job description in analysing the needs of the students. This project fits within the context of the college's strategic plan for teaching and learning which seeks to "ensure assessment of learner's performance is fair, consistent, reliable and enables improvements". One of East Kent College's recent strategic objectives is to be "relentless" in the pursuit of this kind of assessment. Nicky Morgan's recent Conservative party speech (Morgan, 2014), the SEN code of practice (2014) and OFSTED's Common Assessment Framework (2014) all outline the requirement for colleges to have a clear formalised, and consistent evidence-based structure, for assessing students' needs. Furthermore these documents outline the requirement to analyse the efficiency of support for named and unnamed conditions in a continuing cyclical assessment process. A further goal for the project was to reduce the bureaucratic nature of record-keeping for LSP's and increase the efficiency of the recording process. The current policy landscape for further education is one that seeks to reduce bureaucracy (BIS, 2011; BIS, 2012) in order to minimise the amount of time consuming processes carried out by staff. It is hoped that reducing bureaucracy will create additional time for staff during their working day (BIS, 2011) in order to reflect which, it is argued, will allow staff to respond more effectively to the needs of the students (BIS, 2011; DfEE, 2001). Literature supports this notion that reflection-on-action (after the event) should be built into the working day (Harrison, et al., 2005; Schön, 1991; Kozoll, 1988). Mindful of the notion that simply allocating time does not necessarily facilitate reflection (Boud, et al., 1985) this tool was produced to turn reflection and assessment into an intentional process. Brockbank & McGill (2006) suggest that reflection should be formalised into an intentional and evidentially based process. There are many frameworks which enable reflection to be structured such as those developed by Schön (1991) and Gibbs (1988). Parsloe & Wray (2000) report that self-managed learning systems such as these have been welcomed because they enable ownership of learning. There are critics of these approach for example, although Boud, et al. (1993) found it useful to use a framework for reflection in their study, they concede that 'learning from experience is far more indirect than we often pretend it to be' (Boud, et al., 1993, p. 85).

Hixon & Swann (1993) further criticise reflection frameworks suggesting that making conscious processes that are ordinarily non-conscious interferes with learning. However, it could be argued that this suggestion by Hixon & Swann (1993) assumes that reflection becomes an unconsciously competent rather than an unconsciously incompetent activity (Whitmore, 2009). It is our conviction, however, that as professionals we do need to analyse the way we reflect and challenge our thoughts in order to develop rather than simply trusting our judgements. The use of frameworks may be a way to develop this objective analysis of our thoughts.

It is the purpose of this study to analyse whether the development of a quantitative assessment tool has a positive impact in identifying students learning support needs, analysing the efficacy of support and developing reflective practitioners.

Methodology:

East Kent College undertook a piece of Action Enquiry which involved 16 learning support practitioners. The pilot project is currently running and is built around a three phase process. The first phase was to implement a consistent recording strategy between the 16 learning support practitioners. The second phase was feedback from the learning support practitioners on any areas of their recording which highlighted patterns to analyse and collaborative strategies were suggested in order to develop progression within the students. The third phase will be implemented in early March 2015 which will seek to analyse the value of the strategies adopted by LSP is based on their recorded data.
The behaviour and support need analysis tool below was used for LSPs to record incidences of requirements for support within lessons:

	Attitude / Behaviour												Learning Support				Group: Catering
	Worked well with others	Engaged with activities	Listened to instructions	Stayed on task	Demonstrated exemplary attitude	Inappropriate language	Failed to follow instructions	Provoked other students	Disrupted the flow of the lesson	Severe negative attitude	Late to lessons	Phones	Break down tasks	Reiterate instructions	Literacy	Numeracy	Notes / Actions
X						2	3										Prompted to remain on task, give 2 choices
X						1	1					4			1		Pink overlay, help to read long words, constantly on phone.. Need to focus her on task rather than draw attention to her behaviour in front of others .
X													1	1	1		Needs support to break down instructions - needs a dyslexia assessment - follow up with Michelle
X						5	2	1			1						Swore directly at support, Late for first lesson missed train, do not draw attention to when prompting - he wants this? May need time out opportunities
X		1															
X	1																
X						1											Prompted to remain on task
X						1											Swore at other students, responds to direct challenge.

Findings:

Developing reflective practice.

Giving LSP's a method to record incidences of behaviour and support, as well as tasking them to analyse these records, significantly increased their ability to objectively reflect upon their practice. This was evident in one LSP's reflection after four weeks of assessing student needs mentioning that he "*saw a pattern emerging which made clear to [him] that a strategy [he] was adopting was not having a positive outcome with this particular student*". This reflection led the LSP to change his practice and adopt new strategies in order to support this student. Noticing that the pattern of behaviour was not improving indicated to this LSP that the strategy he was adopting to approach supporting the student was not effective. The LSP mentioned that he looked again at the students' needs and how this was at odds with the strategy he put in place. It could be argued therefore that the behaviour and needs assessment tool prompted this particular LSP to revisit the students' needs in order to develop a new strategy for approaching support with this student. It could be further argued that without this objective assessment tool this LSP may not have thought about his practice in such depth.

Collaborative evidential based reflection on practice.

Steering groups were set up to ensure that collaborative reflection on action occurred. This proved effective in opening the options phase of the GROW method of coaching (Whitmore, 2009) in analysing performance. LSP's were willing to accept alternative approaches especially from their peers with regards to how to support students. Analysing the findings collaboratively from data allowed LSPs to treat the analysis in an objective and impersonal way which allowed them to reflect on their practice without feeling a sense of lack of ability. One LSP commenting that "*I hadn't thought of that, I'm really looking forward to trying out now*". It is our contention that if this LSP had been formally observed and fed back to she would not be as willing to adapt her practice.

Building ownership, awareness and differentiated goals for students.

The analysis of data was also used collaboratively with some students who mentioned "*is that really me*" and "*I haven't done the last four weeks have I*". These comments draw attention to the lack of awareness that students have of their own behaviour. The tool again offers a level of detachment from a personal assertion from an LSP that students' behaviour has been inappropriate in the same way that it allows LSP's to reflect on an evidential basis. We would argue that if this LSP had approached this student to challenge them on their negative behaviour without this evidence the student would be unlikely to accept that they behaved in this way. We would further comment that this particular student's behaviour would not have been effectively challenged without this assessment tool. We feel it is important to address the interpersonal skills and attitude that students present with in order to support their progression. Interpersonal skills and positive attitude are now written into the attainment category of the 2014 FE OFSTED inspection framework which further suggests the importance of building student ownership and awareness in order to support differentiated goals for students.

Implications for the future:

The research and our arguments as well as how this fits into the broader national agenda will prompt us to roll out the assessment tool to more LSP's in the next academic year. As a college we will be looking at how this can be developed into a resource that can be shared electronically with tutors, progression mentors and other support staff. Further

development of support for young people with challenging behaviour will be undertaken in partnership with Hartsdown School.

Would bringing together classes from the two different schools have a positive impact on their attitudes towards the new joint school?

Foxwood & Highview

Context/ rationale for research focus:

Foxwood and Highview Schools are currently federated with one governing body, one Executive Headteacher and two separate leadership teams that come together as a federation leadership team. Both schools currently have different designations from MLD/ASD to PSCN.

From September 2016 the two schools will close and come together as one new school in a new build school.

Completing the IQM and CPLD Audit has been a collaborative process allowing middle leadership staff across the two schools to work together to identify common strengths and how we can bring together the strengths of both schools when we are one school.

Both schools were judged outstanding by Ofsted in July 2014 and in January 2015 both schools along with 8 other Kent Special Schools came together to create Kent SEN Trust as a legal foundation.

The Federation has also recently made a bid on behalf of Kent Association of Special Schools for Teaching School Status.

We have also been designated as a National Support School, meaning we can be called upon to support schools in terms of practise provision and leadership.

These two areas are key parts of our Federation Improvement plan along with the work over the next 18 months to join together two individual school identities in terms of children, staff and working practises.

The IQM audits were completed separately for both schools and the CPLD audit was completed as a federation. A team of new middle leaders were involved in populating the audits. As the new middle leaders are all embarking on NPQML they will individually be completing action research projects that fit in with their own roles. These projects will all link in with the audits.

Overall we will be focussing on how the middle leaders can use their specialisms to benefit all pupils and not just those in their current base schools. Developing a middle leadership team that is effective at a strategic and operational level and sharing excellent practice that will benefit teaching and learning as we move together into one school.

As this will be a longer term project and to complement this for the purposes of the SEND Pilot we chose to focus on starting to bring together the two groups of pupils.

The pupils from the two schools have very different needs and although we are federated currently they have very few interactions in any with each other. The new school is viewed as a positive move and a fantastic opportunity to design a new learning environment, however inevitability change brings about worries and we are working with a very vulnerable group of young people.

Concerns have been raised by some staff and pupils about how the pupils will interact with each other, are the differences too big? Is there any commonality? If the impact of the move worries the pupils this would inevitably impact on their learning and progress.

The research is very relevant to the Kent SEND Agenda as our organisation is effectively going through the same process whilst supporting the agenda countywide.

Building the Workforce for Integrated Services 0-25

These slides from the Kent SEND Pilot also illustrate much of what our organisation is currently working on.

Principles
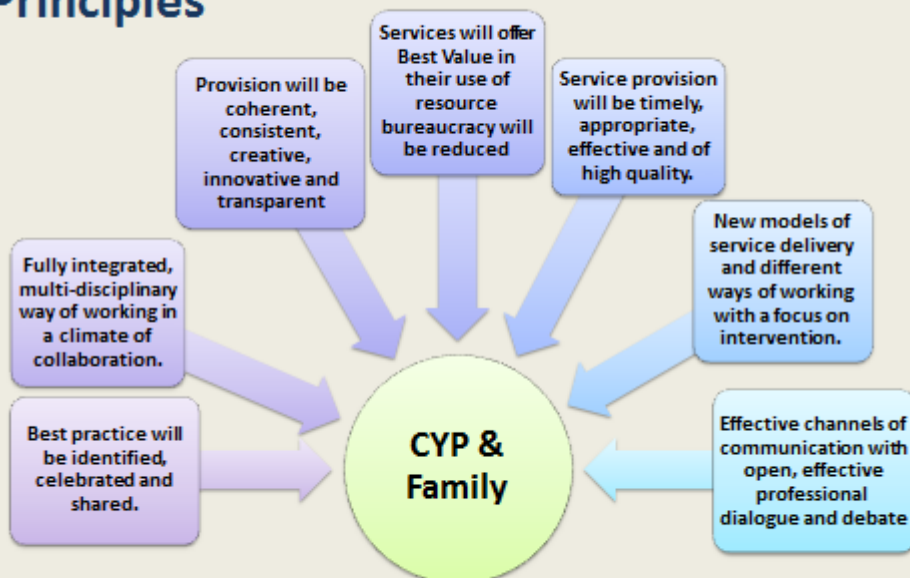
The research was entitled 'Extending the hand of Friendship'

Methodology:

This piece of action research was undertaken in Highview Special School.
It involved 10 pupils and 4 members of staff, 1 teacher and 3 TAs.

The research lasted for one term, in terms of the initial interviews and questionnaires, arranging the visit, the follow up presentation and the follow up interviews and questionnaires.

All of the pupils have moderate learning difficulties and some additionally have been diagnosed with ASC. It was important to present the questions in a way they were able to understand and that they were comfortable in giving their answers.
In order to obtain the opinions of the pupil's the class teacher carried out semi-structured interviews with a class of KS4 pupils at Highview, exploring what they already knew about the other school and views about joining together as one new school. To ensure the interviews were accessible to all we included the use of symbols, PECs and Makaton.
The staff all completed a simple questionnaire about their views and feeling towards working together in a new school.

It was agreed that pupils and staff from a KS4 class at Foxwood would be invited over to share an afternoon together. They did some getting to know you circle games, took them on a tour of the school, had a tea party, and watched a film the Highview pupils had made about their hopes and expectations for the new school.
They then played some parachute games and planned the next meeting.
The pupils will meet at Foxwood for the next visit.

The Highview class then presented a whole school assembly to explain what they had done and invited all the other classes to do the same with a parallel class from Foxwood.

Interviews were conducted again following the visit and compared with those taken before.
In all instances the pupils were able to say more about the pupils in the other school and were more positive about making new friends and doing things together.
They were able to recognise commonalities about the things they liked doing and say they were looking forward to being together in the new school.
Staff questionnaire also showed a reduction in concerns.

Findings:

Paired Class Groups
Planning is now underway for more classes to be paired up and they will be have some designated swap days throughout the summer term. Following the presentation by the Highview pupils to the whole school other classes were asked by their tutors if they would like to meet their peers from Foxwood and their teachers. The pupils and staff were very positive about this, "*it will be fun*", "*I want to make new friends*"

Staff
Staffs were encouraged by the positivity of the two pupil groups and how well they were able to come together despite their very different needs. Their questionnaires highlighted a shift in attitudes on a number scale of 1-5.
Examples of questions;
On a scale of 1-5 , 1 being worried, 5 being not worried at all how do you feel about the following;
 1. Working with pupils with a range of different needs
 2. Working in a new staff team
 3. Pupils being able to work together in more diverse groups

There will be some joint trips onto neutral territory. This will encourage pupils and staff to mix on a variety of levels and situations, and hopefully help to dispel any mystery that surround either school or their working practices.
The KS5 TAs have since spent several weeks' of Mondays swapping with each other to experience life in each other's schools, working styles, pupils' difficulties, etc.

The middle leaders responsible for PE have begun to work together to bring the pupils together for clubs, the after-school disability swim sessions at Folkestone Sports Centre are to be run as joint-school sessions from this term onwards, rather than have the two schools taking turns each term.

There are also plans for a similar ski session at the Sports Centre

We are also in the process of setting up a cross-Federation cycle training programme, using a TA at Foxwood who is just completing his Bikeability Trainer training. It is hoped to start later this academic year.

Middle Leaders Involvement in Collaborative Work
The two PE Coordinators were involved in the project and have also discussed at length the potential for enrichment sessions, either after school, or as a permanent end of school day session once we move to the new school. This could potentially enable staff to be freed up for regular training.

Although our two schools are having sports day on different days, the coordinators have arranged that the Foxwood one could be 'manned' by Highview's Sports Leaders students, as could our Race for Life for Schools event that same week.

Middle leaders have been pursuing the tying up of the staff training records with the class staff: pupil lists, to ensure that staff with relevant training are being utilised to their optimum potential, and that pupil needs are best met.

Middle Leaders are involved in conducting a manual handling audit, following successful training to be Manual Handling Trainers, and the recognition that there are some areas of concern (across both schools). Following this, we shall need to make some recommendations, and have already begun to remedy some urgent matters as they progress through the audit.

Highview provides play therapy and one middle leader is working with the therapist to offer this intervention for pupils at Foxwood. Referrals have been made, and the therapist will be visiting Foxwood to do some observations to confirm which pupils she will take on.

One middle leader recently made a presentation to the Governors about her Personalisation role, which was received very well, and has been asked to deliver this to Highview's staff in the near future, to develop their understanding of what happens within Foxwood.

Implications for the future:

The Audit Team consisted of the new middle leaders who are all currently undertaking the NPQML Qualification.
Completing the audits as a team has allowed the team to share good practise in both schools and look at developing ways of working together as one school.

As a federation of special schools the Core Standards are intrinsic to our work and as an organisation we are now moving forward with supporting colleagues in other settings using our existing good practise as a model and our staff specialisms to support each other.
The CPLD Quality Mark and the IQM for our organisation have highlighted the importance of not resting on the laurels of an 'outstanding' Ofsted but how we can further develop and share our experiences with others.
Achieving the Quality Marks 6 months following Ofsted has been a very useful evaluative process supporting our organisation towards a truly inclusive learning community. Inclusion is at the core of our values and aims and undertaking these assessments has validated the work we do and has inspired the staff involved to further develop their practise and illustrate out commitment to all the stakeholders in our schools.

This small piece of action research for the purposes of this project has given the impetus for a much larger piece of work that will follow over the 18 months before we become one school. It has shown that the young people we work with can inspire inclusivity and that their voice should be the starting point of what we do.

Can behaviour be improved by increasing focus on emotional resilience?

Hartsdown Academy

Context/ rationale for research focus:

In 2012/13 Hartsdown Academy fixed term excluded 29% of its 965 student population. Fixed term exclusions ranged from serious disruptive behaviour to smoking on site. 42% of those fixed term exclusions were students registered as free school meals. Attendance was effected with 914 school days lost as result of exclusion. From a recent Ofsted report the inspectors found that while the teaching quality was good the learning resilience of students was low. This related directly to a lack of learning independence, a hesitation towards taking on challenge and a low attitude to learning by some.

The schools inclusive approach and ethos was at serious risk and the reoffending rates of poor behaviour with particular students presenting with challenging behaviour was high. The Quality mark audit allowed the opportunity to review the exclusion practices and the whole school behaviour management policy. Key questions were raised;

- The provision for those with the most challenging behaviour without a registered Special educational need
- Exploration of an alternative sanction to exclusion that acts as a deterrent but also supports to prevent reoffending
- The management of behaviour across the school in policy and practice
- The ethos of the school in how challenging behaviour can be addressed without confrontation and to build staff to student and student to student relationships
- Our students emotional resilience and the link to learning resilience

As a newly appointed Assistant Principal with a responsibility for behaviour the Quality Mark provided the opportunity to approach behaviour management with a blank sheet of paper. Utilising a successful BID for a lottery grant that focused around strengthening Emotional Resilience investigation of a variety of practices with funding for resource was implemented. The targets established for the first year are based on the staff survey, they are as follows;

- Exclusion rates to be reduced
- Increases in attendance
- Increased Emotional resilience (staff and student)
- Improved perceptions of behaviour management by staff
- Decrease in reported behavioural incidences: physical and verbal conflict.

Methodology:

The first piece of action enquiry was to baseline the perceptions of behaviour in the Academy of staff and students through a survey and the student council. The results led to a literature investigation of student and teacher relationships in reducing conflict. Restorative Approaches featured heavily as it provided an underpinning ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability. However there were many challenges in implementing Restorative Approaches as an institutional-wide approach since the restorative way challenges deeply-held notions about power and control and the urge to make things unpleasant for someone when they have done something wrong or

'misbehaved'. This led to discussions with the Head teacher on a tiered approach and to introduce a behavioural plan consisting of phases over 4 years.

The first tier was a targeted approach for those students with the most challenging behaviour. Visits across the County to schools with a similar context to Hartsdown Academy and behavioural units gave an insight into the creation of a purpose built onsite facility for students staffed by those trained in restorative approaches, solution based therapy and cognitive behavioural therapy. This took the form of a document for initial endorsement at a Senior Leadership Team meeting entitled Establishing an Inclusion Unit. This then led to a new document entitled Unit Guidance New Leaf Programme.

The second tier was to create an alternative to exclusion where students are secluded as a sanction but have a well-managed check out following a Restorative Approach methodology. This required a complete change to the way behaviour was reported in school to slow down reactionary sanctions and have consistent and fair approach to sanction and repair.

The third tier is to train teaching and support staff in restorative approaches over an academic year and to embed the approach. When faced with challenges or if negative events/behaviour takes place staff will understand how to support the recognition of the impact by a student's actions on others and to accept the consequences. This in turn builds a more resilient and aware community.

The fourth tier is to train students in Restorative Approaches to build a self-regulatory community. This approach was tied into a cabinet office funded project running across the country entitled Restorative Approach Practitioners training delivered by Project Salus. This a full 3 day certified course on the dynamics of conflict and building resilience to make a difference in their school and community. Key skills to be trained in are active listening, restorative conferencing and supporting younger people in the community and school. This project has been extended utilising the Lottery funding to focus on year 9 students and to not only train but to ensure the approach is supported and carried out with care.

The fifth tier is to put in place a curriculum that supports emotional resilience and learning resilience. From the reading of a recently published book by Les Duggan and Mark Solomons entitled Building Resilience (2014) contact was made with Mark Solomons. This led to the purchase of a success curriculum that underpins both emotional and learning resilience and a working relationship to pilot and enhance the curriculum.

The methodology using the tiered approach would create both a targeted and universal approach that is fully integrated across a range of traditional school systems so that Hartsdown can be fully immersed in a Restorative Approach and to promote sustainability.

Findings:
Targets being met so far;
- Exclusion rates to be reduced
- Increases in attendance
- Improved perceptions of behaviour management by staff
- Decrease in reported behavioural incidences: physical and verbal conflict.

Data comparison

Fixed Term Exclusions

	Term 1/2	Term 3/4	Term 5/6
2013/14	89	83	105
2014/15	47	19	

Fixed Term Exclusion Days

|	Term 1/2	Term 3/4	Term 5/6
2013-14	299	277	338
2014 -15	127	68	
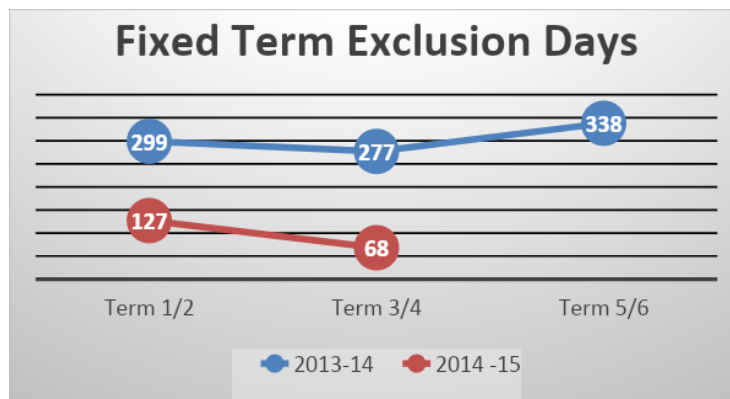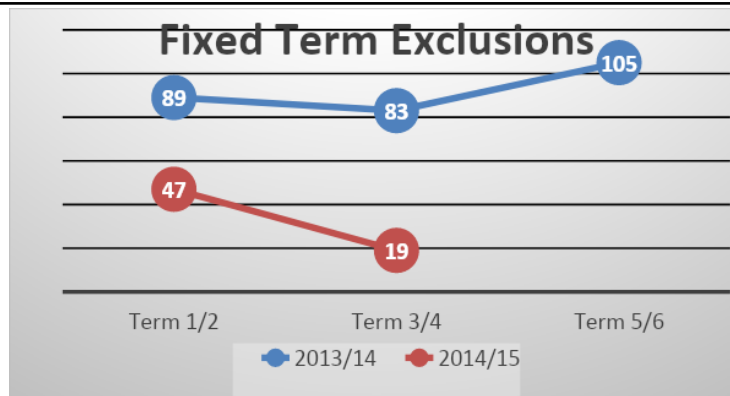
Serious Behaviour Incidents	
2013 -14	2014 - 15
836	194

Below are the strategies set out in relation to the key questions set out in relation to the Quality Mark audit;

- **The provision for those with the most challenging behaviour without a registered Special educational need**

The creation of the New Leaf Program has seen nine students, to date, move through the program. Eight of those students have integrated back into mainstream school with 2 exclusions and a significant reduction in negative behaviour. The main identified New Leaf program successes are as follows;

- A behavioural curriculum blended with Maths, Science, English and Community ASDAN. This blend allows students to receive the learning for behaviour whilst also receiving 2:1 student/teacher ratio of support on core subjects with the opportunity for certification. This means that students enrolled on the program do not fall behind too much on their attainment allowing for a smoother reintegration into lessons.
- The New Leaf program lasts for X time for each student with the flexibility of increasing and decreasing mainstream lessons throughout. The environment of New Leaf is hard work following the mainstream classroom rules so that students *want* to go to lessons. From observing other school behavioural provisions it was apparent in some cases that students did not want to return to mainstream lessons as they

became reliant on the nurturing aspect which was detrimental to their resilience. This means that despite the program being x time we have not had any students stay in the program for than two terms. This allows for new students to join the program.

- New Leaf students in full time lessons are still on New Leaf report and continue to check-in until the student decides to be independent of the provision. This has provided light touch support for some of our students; in particular those that have traumatic and inconsistent family backgrounds.

- The New Leaf program has seen a decrease in the need for alternative educational offsite referral. Two students have been brought back from offsite provisions and one of them has now successfully integrated into mainstream. This has seen a reduction in cost for purchasing offsite provision and also a well-managed integration of those students back into mainstream. What became clear is that students felt the school still cared and supported them when kept onsite which has helped with their self-esteem and positive attitude toward the school.

- Those class groups were the most challenging students have been enrolled into the New Leaf program have seen an improvement in attainment as disruption has decreased.

- **Exploration of an alternative sanction to exclusion that acts as a deterrent but also supports to prevent reoffending**

Seclusion as an alternative to exclusion where deemed appropriate has made a significant impact on fixed term exclusion figures and attendance as predicted. However the pattern of decreasing re-offending and the decreasing number of referrals to seclusion was not predicted. The seclusion is a podded classroom whereby differentiated work is given to students to complete in silence with short 5 minute breaks every forty minutes. The environment is clean, strict and supportive, with two members of support staff working one to one with students. Secluded students are escorted to the onsite toilets and have no contact with the rest of the school until their seclusion finishes at lunch. The balance is to have a seclusion unit that acts as a sanction but where meaningful work can be completed and students observed for any referrals that may be appropriate for example extra literacy intervention. The students do not like seclusion but through a restorative approach accept it as a fair and reasonable sanction. The length of a seclusion is dependent on the behavioural incident. Serious incidents rates are on course to halve this academic year with swearing at staff seeing the biggest drop in reports. Seclusion is more supportive for families and the students providing an expedient sanction that keeps the young person on site and safe. The check out at the end of the seclusion provides a meaningful conversation that has helped reduced re-offending and provides information for the student's file that is helpful when providing evidence for Special Educational Need provision.
Seclusion data is only recently now being monitored with 'disruptive behaviour' broken down into precise reasons so in future comparable termly trends can be identified allowing for preventive work to be planned such as assemblies or targeted group work around a specific issue.

- **The management of behaviour across the school in policy and practice**

The profile of behaviour management for teachers and support workers has heightened with the introduction of behaviour clinics; whole Staff Insets reflecting on the methodologies of Bill Rogers Managing the Challenging class (2014) and restorative approach training. The policy on behaviour was rewritten to simplify rules and expectations and the reporting structure. Overall staff perceptions as seen in appendix 1 have moved in a positive direction

and this is supported by the decrease in reported serious incidents. The data in appendix 7 is new and has allowed for positive discussion in the behaviour clinics, departmental meetings and one to one support with teachers. At first this data was seen was a concern by teaching staff that their performance management would be linked to the findings but through reassurance and practice staff understand that it is only used to support and no judgements are formed. As a consequence of this data and the positive discussions on behaviour management, some teaching staff are now finding new ways to promote positive behaviour reinforcement through classroom practices and all staff are now ensuring consistency in rules and expectations.

- **The ethos of the school in how challenging behaviour can be addressed without confrontation and to build staff to student and student to student relationships**

Staff Restorative Approach training has been given for all pastoral managers and the New Leaf behavioural team over a 3 day training session and some of the approaches are being used regularly in practice. Thirteen teaching staff have been trained in a one day session and some of the restorative techniques have been evidenced through observation in teaching practice. The detention system has seen some initial efforts of a restorative approach where staff give time using the restorative questions on students and there is some good evidence that teacher and student relationships have improved. The challenges to the approach remain embedding it into everyday school practice. Some teaching staff have commented that due to time constraints they cannot dedicate themselves fully to the approach.
Student restorative approach training has been less successful in demonstrating impact so far. While eleven year 9 students are trained in the approach they have been unable to practice their skills to support conflict in an evidenced environment. The model for restorative approach young people needs to be reviewed in how best to utilise their training and who should oversee and support them. Another twenty five students are to be trained over the next 3 months. Where there has been some evidence of initial impact is on those who have been trained. Three of the Year 9s elected had high confrontational behaviours with staff and peers and this behaviour has seen a dramatic incline as recorded on their student profiles.
Restorative approaches is a 4 year plan. New resources are to be distributed across the school and more training is to be offered. It is hoped this approach will be slowly become embedded and practiced in its entirety over time provided it remains a priority.

- **Our students emotional resilience and the link to learning resilience**

Measuring resilience and learning resilience is in its infancy. In discussion with Kent County Council early help team a survey has been used to measure emotional resilience for a baseline. A further two measurements will support the validity of data to a degree. Measuring resilience is extremely difficult as there so many factors that can affect a young person's life at any particular time which can lead to changes in resilience for the short or long term. For example resilience arguably decreases during exam seasons. It's important to triangulate the data and for this attitude to learning scores are important as well case studies on specific student or groups. This is yet to be done as we progress throughout the academic year.
The success curriculum has only just started to be delivered with three lessons for all year 9 students. Students undertake the Emotional wellbeing survey before, during and after completion of the curriculum.

Implications for the future:

The success of the New Leaf Program has led to a new Program at Key Stage 4 called Aspire 2. This program will be based in the same building as New leaf and be part of the same team. The extension into KS4 will see that support continues for some of our most challenging students so they do not go off the precipice at Yr10. Under the new progress eight measures we will ensure those student's enrolled on the program attain a range of qualifications and prevent the need for expensive offsite provision. The savings to the school are predicted to be in the region of £90,000 and the students will remain with Hartsdown undertaking a bespoke curriculum that will allow them to successfully enter into post 16 education and apprenticeship.

Development of the whole school reporting system is to be undertaken once a review has taken place to provide more accountability with Directors of Learning and to promote an ethos where low learning resilience is tackled and subject teachers are more involved in ways to promote confidence, self-esteem and engagement from those they teach.

Restorative Approaches will continue to be rolled out with training and resources such as questioning cards and posters to be created and delivered. A new system is to be devised for those students trained as restorative practitioners to utilise their skills under the House system.

The Success Curriculum is to be reviewed throughout delivery and if successful based on student engagement and improved resilience data from the survey; delivery can expand to both year 8 and year 7. The emotional resilience and learning resilience is to be monitored and further research and investigation on learning resilience is to be undertaken.

Which interventions can increase a schools capacity to build emotional resilience and build mental health/well- being?

Hartsdown Academy

Context/ rationale for research focus:

This aspect of our research sits in the context of the changes to the SEN and Disability Code of Practice (DfE/ DoH, 2014) and the evident increase, in school, of students presenting mental health and well -being needs. It is an area we are aware we need to develop capacity to address. The context of national cuts to services is also a factor, the number of referrals to CAMHS and CAMHS capacity to respond is also an issue in our area. The link to developing our Inclusive practice and staff/student training relates directly to the framework of both the IQM and CPLD. The relevance to us as a school is that by building capacity in the knowledge and awareness of staff and in finding out what impacts on student well-being in our school we can ensure any forward referrals to external agencies are timely and appropriate. We also will develop our range of intervention work to link to our therapeutic work undertaken by our counsellor.
 In the context of my role as SENCO and CIC designated teacher it will support our capacity and the quality of service for our students against the legal framework for SEND.
 We have a high number of students/ families who are CHiN and CP and currently 19 students who are in care. Our catchment area is one of high deprivation and we support students to make good progress (Ofsted 2014) We are focused on developing practice and support is judged Outstanding (Ofsted 2014 – referred to it as 'exceptional'). The ethos of our school is Inclusive as we believe that a nurturing environment is a factor in informing our students and their progress.
  In relation to national agendas the growth of mental illness and its impact on the working population and on the government benefits system for those unable to work, also the impact on services to address needs is widely recognised. The distress to those whose lives and families are affected by negative well- being and mental illness is well documented.

Methodology:

I undertook a piece of Action Enquiry in my secondary school, the focus being on piloting a new intervention 'drawing and talking' – two staff trained who have delivered to four students. The students scaled their 'feelings' before intervention and after eight weeks. Staff delivering the work also fed back their views on how effective they felt the intervention was with our most complex/high needs students.
 We also evaluated the impact of smaller group work (literacy) on students' emotional well-being – four staff involved with six small groups. The students completed questionnaires before they started small group work and after ten weeks of targeted literacy work. Staff also contributed their views on working with smaller group sizes.

Findings:

Emotional well- being perceptions(student voice)
 The targeted therapeutic work was well received by students and those involved scaled themselves with improvement at
1. being happier to come to school
2.thinking that people care about them and
3.feeling calm

at the end of eight weeks 1:1 intervention work. This intervention is on-going with these students.
The well -being of those involved in small group literacy work did not increase to any large degree, small increases but mainly remaining the same. However more of them enjoyed reading as a result of the small group focus and much targeted work.

Small group/ 1:1 benefits
Both intervention and small group working had a positive impact on how students felt – positive improvements in scaling scores. Work that is specifically generated to address needs here has had a positive impact on how students feel. Students asked '*when do we have this again?*', '*can we work in groups?*' For students at our school small group working enables greater levels of concentration and our smaller rooms also create a more nurturing environment which students respond well to.

Capacity building
Once students and staff became aware of the new intervention there were lots of referrals – some students in our Inclusion unit asked if they could do it, even though they didn't really know what it was – a link to 1:1 support being seen as a positive by students. The number of student names put forward, without any information being formally sent out to staff, for this intervention indicates a substantive need in our school (8 students identified). Staff feedback is very positive – all students engaged and were keen to start sessions. Training of more staff is required.
As part of dialogue around these issues at SENCO network we are now liaising with Poppy Harris (CAMHS) and Jane Smith (STLS) to look at developing a training programme to link into schools for awareness raising and links to quality first teaching in relation to Social Emotional Mental Health in classrooms./classroom practice. We are discussing linking this training to Kent mainstream core standards framework.

Implications for the future:

1. We will be developing the drawing and talking therapy work in school and extending our counselling availability for students. The area of developing therapeutic work in school will be an on-going debate. The need for supervision and costs at present are inhibitive.
2. We will continue our small group literacy work. Liaison to explore smaller group literacy work across school. The drawing and talking training is available and staff need no formal qualifications in relation to therapy, so we will pursue this.
3. Student scaling work – student voice is an area we will now focus more on and we are looking to start asking students to scale their well- being (we currently scale for levels of difficulty and effort)
4. We have also started to explore 'mindfulness' with an initial training session for TA's delivered by our Educational Psychologist.
5. We will be working with CAMHS (Poppy Harris) to explore the development of a training programme for schools which links directly to Kent core standards (SEND) and quality first teaching.

How can we best support students with ASD and ADHD in order that they can function with confidence both academically and socially?

Invicta Grammar School

Context/ rationale for research focus:

We chose this area of study because we wanted to find out how to identify the specific needs of students who have a diagnosis of ADHD and or ASD, in order to be able to give advice to staff about how they can support these students effectively in the classroom.

We want to ensure that all staff are aware of the efficacy of being proactive as a way of supporting students with special and additional needs rather than being reactive.

This linked with the Quality Mark Audits for many reasons. The main one being that a review of CPD with an emphasis on providing support and guidance for teachers on how to support students with specific needs, meant that we could provide ongoing and tailored support for staff to ensure that some of our most vulnerable students receive this support to enable them to achieve.

My role in school has changed slightly since the beginning of this project, I have been responsible for Inclusion for many years and I now work with a colleague who has taken over responsibility for the management of SEND and in particular our students with special educational needs. However, I continue to work closely with all of our staff who have responsibility for the day to day pastoral care and wellbeing of our students, along with the line management of a number of subjects.

We are aware that we have relatively small numbers of students with special or additional needs, but we are also very aware that their needs must still be met in a fair and appropriate way. Indeed with such small numbers meeting their needs could be considered to be very straightforward, but we are mindful that attention to these students should not highlight their differences and we have emphasised that "Every Teacher is a Teacher of Every Student" so that supportive and differentiated practices are a daily part of every students learning experience and every teachers, teaching experience.

We monitor and track our student's progress very carefully at every level. All teachers are aware of the targets for each student in each subject, and students themselves are encouraged to know their own targets. Data is analysed approximately every six weeks and underperformance is identified and suitable and appropriate interventions are agreed and put in place

Raiseonline currently shows that our subgroups are on the whole performing in line with or above the performance of their peers.

> "The learning and progress of groups of students, particularly those who are disabled, those who have special educational needs and those for whom the pupil premium provides support, is similarly outstanding. This demonstrates the school's success in promoting equality of opportunity for all students." (Ofsted 2012)

> "Evidence relating to inclusion and teaching and learning was verified on the day of my visit. Elements observed included an understanding of different learning and

communication styles; also differentiation in terms of teaching style, grouping etc; planning; and appropriate levels of staffing.
The curriculum offers variety to encourage motivation and is personalised to ensure that learning opportunities and learning activities are matched to the needs of students and their learning styles so all have opportunities to achieve and make progress."   (Dave Stott IQM assessor comment February 2015)

The following gives an idea of the progress of our three targeted students

Student 1 – year 7 ADHD/ASD	October	December
Value Added	-1.5	-4.00
Average Points Score	52	49.6
Other students Value Added	-3.42	-3.43
Other Students Average Points Score	48.94	48.99

Student 2 – year 10 ASD	October	February
Value Added	-3.3	-2
Average Points Score	54.7	56
Other students Value Added	-3.9	-3.6
Other Students Average Points Score	49.0	49.3

Student 3 – year 11 ADHD	October	February
Value Added	-3.4	-1.4
Average Points Score	48.6	50.3
Other students Value Added	-4.7	-4.3
Other Students Average Points Score	47	47.2

These three students are all achieving above the average of their peers.

Methodology:

The Action Enquiry took place in our school, (a grammar school). All staff (86 teachers and 35 support staff) have been made aware of the research and those that teach the targeted group have all participated.
The research was initially over a half term (October - December) but the findings and action are ongoing.

The research was initially questionnaires but has also involved interviews with parents of the three key students and discussion groups with the staff.

Findings:

What we have found is that we have good systems in place that give staff information that enables them to know about students that they teach.
Staff tell us that they feel well informed but they also tell us that while they know the student and they know the theory there are times that the two aspects are not compatible and they

need to consider what they can do that helps the targeted student without disadvantaging the rest of the students.

The mantra "Every Teacher is a Teacher of Every Child" has raised the need to be inclusive but staff want to continue to be able to differentiate. This has been a key area for our school and we continue to strive to get the balance right. Both OfSted and our IQM assessor tells us we are, but we are not complacent.

The social integration of some of the students with ASD and/or ADHD (and other related conditions) continues to be a challenge for us, but we are pleased that we are promoting an environment where these issues are being raised and discussed. It is particularly pleasing that staff are willing to share and go the "extra mile" to support all of our students.

> "*The school is not afraid to try new approaches and to offer unique opportunities to staff and students, but in everything the school undertakes, there is a clear and consistent message from senior leadership that systems, routines and activities need to be carefully planned before being implemented consistently, with regular rigorous evaluation, and above all, activities should have direct links to the school's core values of "Individuality, Enterprise, Internationalism, Confidence, Creativity and Excellence."*
>
> *Everyone associated with Invicta Grammar School is willing to go "the extra mile" and all have clearly bought into the ethos and practice*".
>
> (Dave Stott IQM assessor comment February 2015)

Theme 1.
CPD programme
It is paramount that staff are not only given general advice about students with ADHD and or ASD but they also have time to work with other staff to share strategies and offer each other support.
Feedback from staff:

> "*I would like to observe her in other lessons & discuss strategies that have been effective for other colleagues*".

Little and often and updating strategies is the way forward.
This is clearly true of other potentially vulnerable groups of students that we wish to address, i.e. the support of EAL students

Theme 2
Student Strategies
It has been very helpful including students in the dialogue and to be part of the discussion. Where this has happened it has been very effective, our strategy is to make this part of our normal practice. This is part of managed support and will be encouraged as part of a support programme.

Theme 3
Differentiation and Intervention Strategies
As identified in section 5 of the IQM we….

> "intend to continue to focus our attention on differentiation, personalisation, effective feedback and ensuring all students make outstanding progress."

This supports theme two but is an area that can be improved for all students. Quality Feedback is essential for students to make appropriate and sustained progress.
We are very rich in data and use data regularly at senior level to show what progress is being made by student. We plan to develop the way that staff can use data to help them to identify where progress is inhibited and review the effectiveness of intervention strategies so that they have an effective impact on students.

Implications for the future:

1. We have started to set up regular discussion opportunities * for the sharing of strategies and evaluation of strategies. Staff will also be able to arrange for appropriate observations of each other – this can be done during CPD and in PPA and /or gained time. (* - staff are invited to take lunch together in a designated room, this enables them to share ideas and question each other about effective strategies).
2. We will broaden our approach to include all of the students who we believe to be on the ASD spectrum or who have a diagnosis or show significant signs of ADHD or similar conditions.
3. We will use our data to review the impact of strategies
4. We will review our current intervention strategies and promote best practice across the school
5. We will develop targeted support for other groups including EAL and Ethnic Minority Groups

What is the impact of the GASP screening and how can it be used effectively to aid the non-specialist deliver strategies to support Speech and Language?

Joy Lane Primary School

Context/ rationale for research focus:

Speech and Language has become a prominent area of need and this need has increased considerable over recent years. As a school we are fortunate enough to have a private nursery on site along with the Children's Centre. This was a starting block for building partnerships with other nurseries.

How did it link to the Quality Mark Audits?
Allowed time for reflection regarding the resources and support/interventions currently being carried out in line with Speech and language. It also highlighted the increasing level of need and 'gaps' that needed to be considered.

Relevance for you/ your role?
New to the SENCO role and having taught for 7 years, I had noticed the significant difference in Speech and Language over recent years. This has been something that has interested me. It is an area which I would like to develop further as I continue the SENCO accreditation course.

Relevance to school? Any data to support this? OFSTED judgements/ progress data? Relevance to broad national agendas?
Increased concerns regarding the speech and language development of young children appears to be shared across Kent.

Methodology:

Following a discussion with SMT it was agreed that as a school we wanted as many people involved in the process as possible. Caroline Baber support the school by delivering a whole school training session. Our schools SAL support staff then ensured all LSA's were able to support the screening process.
All teachers, support staff and Governors were involved in this process.
The research lasted approximately 6 months. Initial assessment carried out at start of year. Re-assessed following a period of 6 months.
We completed screening at start and end of project.
SAL specialised staff along with inclusion team analysed the results and identified gaps to develop. Devised group support interventions and planned 1:1 interventions.
Language rich environments have been monitored across the school. This includes the Talk Treasure Chest concept introducing new vocabulary.
Introduction of conversation stations around school to promote language.

Findings:

Foundation stage v's Nursery
Looking at our data, there is a clear difference between the progress made between the two phases. The children assessed in reception made significant progress compared to the children assessed in the nursery. This may be age related, see below.

<u>Age</u>
It was apparent that the age of children impacted upon the progress the children made. Some children were not included in interventions due to their age as it may have been a developmental area which would come naturally.

Implications for the future:

Children from the nursery have been identified as needing a review this April where they will be able to access interventions if appropriate.
The programme will continue in reception to support children as they enter year 1.

How Inclusive is our Provision?

Maidstone Skills and Community Centre

Context/ rationale for research focus:

Maidstone Skills Centre supports a number of local schools delivering vocational qualifications and skills. Engagement and progression for our students has always been a primary focus; however it would be interesting to find out how inclusive we are as a staff team in ensuring that we are including all learners enabling them to maximise their true potential.

The sampling for this research topic includes students ranging between the ages of 13 -24 of mixed gender, the majority of these students can be described as having disadvantaged backgrounds.

This research topic will enable us to reflect on our practice and improve our provision, it will also enable us to gain accreditation by directly linking in to the IQM and CPLD, the CPLD being the main vehicle to ensure that staff are equipped to deliver fully inclusive provision. The Kent Core Standards and SEND pilot project supports our mission of improving life chances for young people regardless of their back ground.

Methodology:

I undertook a piece of Action Enquiry in my work based learning setting involving 6 staff members and approximately 100 students. Individuals involved in the process included parents, teachers, school improvement partners, stake holders and the local community. The research project took about a year in total with the final assessments for the quality assurance marks being undertaken in January of this year. A number of research methods were employed including observations, written feedback, interviews, satisfaction surveys and by reviewing data and information prepared by staff(data).

Findings:

A number of key themes were highlighted as a result of the research, these included:

Differences in specific groups
When analysing data and information regarding some PRU groups there was a correlation between the satisfaction of the student and the level of inclusion employed, e.g. in some cases where the students attendance was sporadic there was a slight reduction in the relationship with the staff member as a result of less time being spent together. Whilst satisfaction was still high it was not as high as more motivated learners who were attending more regularly and therefore building stronger relations with their tutors who in turn could understand their needs more.

Speech and language difficulties
Another key theme from the research was the link between speech and language difficulties to the level of inclusion off the lesson, however it was shown that tutors were working hard to address this need, it was recognised that further CPLD should be put in place for staff who were working with learners with specific needs in this area, however again feedback received from students was positive.

Relationships

Without doubt the strongest contributory factory in including students turned out to be the strength of the relationship between the learner and their tutor. Whilst understanding the data and specific strategies was indeed important it was evident that without strong relationships built on trust and understanding, inclusion of students would be more difficult. Learners admitted "*they were happy to ask for advice and support when needed*", one individual commented that "*they felt they trusted their tutor and they were safe in their environment*" and finally another learner commented " *he understands me and knows how to get the best out of me*".

All these findings have proven to be both useful and interesting, they could form a basis for further areas of study in this topic

Implications for the future:

As a result of this research we will be in a position to improve our provision even further. It has enabled us to celebrate the practices that we are doing well and reflect on our areas of development in order that we can introduce new interventions and strategies to improve our provision further. On a personal level I would like to look at Inclusion even further and in particularly the differences between group performances. The quality assurance marks will help us as an organisation to validate our practice and secure future contracts.

Name of School: Nisai Virtual Academy Ltd.

Context/ rationale for research focus:

As a provider of on-line blended learning, we wanted to see how our performance stacked up against traditional offers.

Both Inclusion and CPLD Quality Marks are important in validating this delivery channel, and encouraging future development.

As Programme Delivery Director, this area is important to our quality assurance processes and feedback can drive this improvement.

Ofsted is interested because it has little experience of inspecting on-line delivery of academic subjects, and this is the first time that they have been able to comment from an actual inspection point of view

Relevance to broad national agendas? With FE being told that 50% of their course delivery should be on-line by 2018, it is useful for Colleges to understand differences of delivery modes, and the different pedagogy involved in this blended learning option

Methodology:

"I undertook a piece of Action Enquiry in my organisation."

How many people were involved?   5

Who were they? (teachers)

For how long did your research last? A period of three months, culminating in an Ofsted Inspection (November 2014)

What did you do? The teachers researched mainstream teaching and then compared it to the processes involved in on-line teaching, using virtual classrooms.

Findings: All quotes from Ofsted Report November 2014

Independent Learners

'*Students make good progress with their learning, mostly starting from low levels of previous attainment. They develop skills in English and mathematics which prepare them well to move on to further education and employment.*'

'*Students develop good reading skills which enable them to access and benefit from the on-line courses. Their reading and writing skills show good improvement and evidence of the high expectations set by the school*'

High quality on-line teaching

'*The academic curriculum, including English, mathematics, science and ICT, is taught effectively through on-line tuition. '*

'*The quality of teaching is good in both on-line academic subjects and in the range of suitable vocational courses provided.*'

'Most students quickly develop positive attitudes to their learning. They enjoy the on-line teaching of English, mathematics, science and ICT.'

Personalised Learning and Core skills

'Students develop good reading skills which enable them to access and benefit from the on-line courses. Their reading and writing skills show good improvement and evidence of the high expectations set by the school'

Implications for the future:

The Key message is that quality of teaching has the most impact on the outcomes for the students, and that on-line teaching has a distinct pedagogy that teachers need to understand. As far as Ofsted is concerned, the quality and effectiveness of the on-line delivery is at least as good as, and for certain cohorts of students, possibly better (due to anonymity) than some face to face teaching.

Do the staff and parents associated with Paddock Wood Primary think there is the need for a FLO?

Paddock Wood Primary School

Context/rationale for research focus:

The Send Pilot asked us to look at capacity building within our settings in order to meet the requirements of the revised SEN COP 2014. Through the process of using the quality mark audits we have become more aware of areas of the necessity to build capacity in specific areas, in order to provide the best and most appropriate level of service to our stakeholders. As the SEN COP 2014 emphasises the importance of parental involvement we decided to focus on whether we should have a FLO (Family Liaison Officer).

Paddock Wood Primary School is a three form primary with 580 pupils (around 200 families) with a mixed socio-economic catchment area. In 2004 we appointed a FLO who worked in partnership with the Inclusion Manager to support parents and pupils, the school had a FLO until September 2012, when the post was removed.

When this happened much of the workload passed to the Inclusion Leader/DCPC, who continued to support vulnerable families. CAF was being used to access support for families where appropriate, the work involved in this along with DCPC and SENCo responsibilities made the role extensive, even for a very experienced and capable member of staff. Within the academic year 2013-14 the school opened and managed twenty-two CAFs, with Lead Professional roles shared between the outgoing Inclusion Manager and the newly qualified SENCo (succession plan). Each TAF required an average of 8 meetings; this required a high level of co-ordinating as it also involved associated multi- agency liaison.

Capacity building and parental involvement are high on the agenda for schools as such the question of the role of a FLO became a clear choice as the area of focus for this Action Enquiry.

Methodology:

I undertook a piece of Action Enquiry in my primary school. Through interview and survey information data was collected, this was done over a 3 week period. I gathered data and views from parents and staff.

Findings:

Parental opinion: A significant number of parents felt that a FLO was a helpful addition to the school staff. Some commented on the FLO being more accessible and easier to speak with than teaching staff.

Staff capacity: Members of staff commented on how they had felt that a FLO would be able to help some families in ways that they as class teachers could not.

Transition and enrichment: Parents and staff were of the opinion that a FLO would be able to enhance transition arrangements and possibly help with providing enrichment in the form of family days (such as the ones previously arranged).

Implications for the future:

The findings provided good evidence in order to reinstate the role, although possibly on a part time basis initially with a view to extending the role to a full time position in the future - if monitoring, feedback and finance support doing so.

How do we support other settings effectively, initially concentrating on those children on dual placement?

Ridge View District Special School Early Years Department (Oakridge Observation & Assessment Nursery & Acorns Reception Class)

Context/ rationale for research focus:

We chose this area to gain information and data on a service we now provide, to see how effective the new Early Years LIFT meetings are in our area and consider in what way we could improve /adapt our support.

We chose to concentrate on the CPLD Quality Mark, feeling that if we were supporting other settings we needed firstly make sure our staff training & development program worked effectively. The QM Audit Tool made us look and review this area and highlighted areas we could improve and implement further.

One of my roles is to mentor new members of staff in our department. I am also beginning to do some work alongside the school's training and development manager in presenting training packages.

School is looking at how it works alongside the specialist teaching service in supporting the local mainstream settings as that is one of its key roles. It has a direct link to Ofsted and the areas that they will look at (Quality of Teaching and Leadership & Management). Working on the principle if our teaching is highly rated & the children make good progress, then we are in a better position to help other settings achieve as well.

The Best Practice Guidance for the Early Years states that 'All children have an entitlement to high quality Early Years educational provision' 'including those with SEND, to achieve their potential' This works alongside KCC's Working Together Improving Outcomes & Shaping Futures. Our role is supporting other settings with our 'specialist knowledge' and considering if the Early Years LIFT process is working and are we effectively making a difference.

Methodology:

I undertook a piece of Action Enquiry in my special school early years department.
There are a range of people involved, my particular job is to collate the evidence & then discuss with EY Department managers.
 Initially it started with the Head of Early Years & Phase Leader, but it also involves the EY Specialist Teacher alongside the District Coordinator who chairs the Early Years LIFT meetings. In time it involved teachers from other settings and parents
It is still ongoing at present. The initial phase has finished but we are tracking a cohort of students through the process. So settings had specialist teacher support and 'took' children to the LIFT. O & A placement agreed and been taken up. Initial outreach support given to dual placement nurseries. We are now tracking child's progress and getting feedback on support given.

We started initially with LIFT meeting minutes and then we have followed the process of placement at our nursery. Looking at the children's initial reviews, this would include parent's views and those of the dual setting. Looking at Progress Tracking with us and collected the records of initial outreach visits. We have yet to get any progress tracking from dual setting and have a support questionnaire for them to complete to assess how useful they found the support given.

Findings:

CAPACITY:
We know there are capacity issues from two aspects:
1. The number of places we have at our nursery and
2. The time available to us to offer outreach.

ADDITIONAL PROVISION :
What of those nurseries that aren't a dual setting partner? Yes- the Specialist Teachers are there, and the main school SENCO forums- but is more required?

PARTICULAR INTEREST:
We have a particular case study this year where a physically disabled child came to us and we have helped get her into a mainstream placement that hadn't previously been available to her – considering the barriers to a wheel chair user & requiring medical care accessing a mainstream nursery.

LANGUAGE AQUISITION & COMMUNICATION:
One of the main areas of concern coming through from Outreach visits is how to communicate with a non verbal child and the use of PECS and visual supports.

Implications for the future:

- Consider if present system is working & offering the best for each individual child.
- Should we be offering some 'universal workshops/training on visual supports/PECS
- Parent 'workshops' around child needs, as well as support through EHCP process.

Royal School for Deaf Children Margate

Context/ rationale for research focus:

All of our pupils have SEN and their needs are very individual so inclusion is an essential core value of our provision.

The Quality Mark supported us to assess and review all areas of our provision and to identify any areas for development that may have been missed.

The IQM was relevance to our role to enable us to evidence in our Self Evaluation report and Direction plan that we have in place, support, resources and procedures and to continue to develop inclusion and inclusive practice that meets the changing cohort of pupils needs and supports good quality teaching and learning.

The IQM supports moral, social and culture development. Material and resource developments support access and accessibility to all areas of the curriculum and progressing in standards of teaching and learning all of which are assessed and judged by Ofsted.

The new SEND Code of Practice states that - Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it.

Methodology:

Our CEO/Principal and Head of Curriculum initially undertook and led on this project by reviewing the criteria and identifying who should be involved in different parts of the project, our expected outcomes and also who would be involved in the overall/whole process of the project.

People involved included;

COE/Principal. Head of Curriculum, Head of Care, Register Care Managers, Teachers, Tutors, Pupils, Parents/carers, Facilities Manager, Governors, Specialist Staff, Heads of Department, Education and care support staff.

The process has taken approx. 6 months and involved meetings, evidence from other meetings and documents such as the facilities action plan, Self-assessment Report and Direction plan, student, staff and parent/carers questionnaires. Draft copies of the IQM was sent to our governors to feedback, question and/or input information.

Findings:

Questionnaires
The process highlighted an area we had already identified in our Self-assessment report where we were not using questionnaire effectively to gather evidence.

Accessibility
Our accessibility resources, environments, specialist staff and training is outstanding

ICT
ICT resources continues to be an area for development to support good teaching and learning

Work Based Learning & Community Inclusion
Our curriculum and resources supports good quality work based learning and inclusion within the community.

Implications for the future:

An action plan has been produced to work towards improving identified areas for development.

Is the well-being and involvement of children within the setting affected by the level of their speech and language development?

St Thomas More Pre School

Context/ rationale for research focus

This area of focus was chosen as it was noticed by staff that children who had speech and language delays had lower levels of well-being and involvement.

This linked to the quality mark audit that we undertook in CPD as it was from staff appraisals, supervision meetings and well-being and involvement scales that this issue was highlighted. The setting then looked at this area and developed a plan to develop the area of speech and language especially for children with SEND.

The research was very relevant to the setting as personal, social and emotional development alongside communication and language are 2 of the prime areas of learning in the EYFS. For children to develop to their full potential they need to have a good foundation achieved in the Prime areas in order to progress within the specific areas of learning. Ofsted judgements are led by how the setting observe, plan and evaluate progress of children in the EYFS, and therefore the research is very relevant in allowing the setting to monitor and develop the practice in this area.

It is relevant to staff as they need to feel confident and have the skill to help the children develop within these areas.

It links to broader national agendas in narrowing the gap. As the aim of government is to improve the standards of language and communication especially with children who have learning difficulties in this area. The setting felt that due to the cuts in the provision of speech and language therapists in recent years that children when referred had a long wait to be assessed and then another long wait to get the speech therapy needed. The way speech therapy is now delivered puts more emphasis on staff and parents to provide support in this area. Staff felt that they needed more skills to enable them to support children and help with their speech and language development.

Methodology:

I undertook a piece of Action Enquiry in my Pre School to look at the current provision of speech and language within the setting and how we can improve it. All staff members were involved. This being 8 people. The research was carried out over a period of 3 months from September until December 2014.

Information was gathered from staff by appraisals, supervision time and staff meetings. Information was gathered from well-being and involvement scales, the Kent progress tracker and parents of children with speech and language problems. Training was organised to provide staff with an insight to ECAT. From this staff discussed and evaluated how they approached the way of developing the area of speech and language in children through their own practice and the practice of the whole setting.

Findings:

Well-being and involvement.
It was discovered that this was clearly affected by the level of speech and language of the children. By changing practice and provision of opportunities in this area led to an increase in the children's well-being and involvement scales and therefore the setting becoming more inclusive in this area in allowing all children to access all areas of learning.

Staff development.
This research showed the importance of supervision and appraisals in enabling staff to have the opportunity to discuss areas that they need development in. One staff member felt that she felt totally at a loss of helping her key child with speech delays. Working together as a team and developing plans has helped staff feel more empowered and happy to have the confidence to work with children in developing their speech and language. The staff member has now requested to become a SENCO and is going to start her training this month. This will also aid the manager in this role allowing her the opportunity for support and time to undertake this role fully.

Partnership with Parents.
The research showed how working with parents of children with speech and language difficulties is so important. This is because they are the ones who know their children best. By meeting with parents and looking at what they want their child supported it helps in that everyone is supporting the child the same way. Support can be gained from staff and help given in enabling parents to fully understand the reports sent by speech therapy. Also it was from parents that it was found that they were frustrated and disappointed about the wait they had in getting an assessment and then another wait before speech therapy commenced. Parents commented on how they felt that the support and interest that the staff have given in this area has helped their child in gaining more confidence. Observations show how children with speech and language are more involved and there progress of development can clearly be seen in the Kent progress tracker.

Implications for the future:

1. Planning is to include more specific opportunities to support children in their speech and language development. Staff with children who fall into this category will have more time given to them to support their children in this area.
2. One member of staff who is completing her foundation degree is continuing in this area by researching sustained shared thinking. She aims to support and develop staff in this development and will work with parents in how they can help their children's development in this area.
3. The setting is looking into finding a private speech therapist to come into the setting once a week to help them support children and help staff develop their skills in this area.

How do we use Pupil Voice to inform our inclusive practice?

Temple Ewell Church of England Primary School (Academy)

Context/ rationale for research focus:

- both Quality Mark Audit tools raised the question of meaningful pupil engagement and having a 'voice'
- school already had School, Spiritual and Sports councils in place but not a dedicated focus group for Teaching and Learning
- Focus on drawing together the current and potential practices
- linking to Nurture Group discussions – behaviour as communication – what are the triggers? How do these link to learning barriers?
- Significant to Kent Strategy – first section of the document 'What young people and their parents have told us' and Key Activity 5 of the Kent Strategy 'Support and engage parents, children and young people'
- 3.18 of the 2014 SEND Code of Practice 'At a strategic level, partners must engage children and young people with SEN and disabilities and children's parents in commissioning decisions, to give useful insights into how to improve services and outcomes.'

Methodology:

- I undertook a piece of Action Enquiry in my mainstream primary school.
- I used interviews and open-ended questionnaires with class teams (5 classes – teachers and support staff), Learners forum (10 children with a range of learning needs – SEND, Children in Care, EAL, More able, Pupil Premium), Sample of parents of SEND children (6 parents)
- The research took place over 2 terms from Term 2 (November 2014) to Term 3 (February 2015)

Findings:

Pupil Led Learning
- Process started in Reception and built on as the children move through the school
- Pupils are involved in topic planning – leading from their interests and previous knowledge.
- Different methods are used to gauge pupils' ideas and interests – discussion, post it notes, thinking maps.
- Open ended, child led projects link home and school learning across the school.
- *"Role play is suggested by the children regardless of need – from SEND to More able"*(KS2 staff team)
- "*When I am involved in making decisions it makes me feel listened to. It makes me want to come to school. I feel important.*" (KS1 child – SEND)
- "*She was desperate to make her project amazing – very motivated*" (Parent of SEND child)

Pupils communicating barriers to learning

- Pupil conferencing, assessment for learning feedback and response, focussed reflection and incidental discussion are all used to gauge pupils' potential barriers to learning.
- 'Barriers' interpreted as relating to self-efficacy (seeing themselves as learners), specific needs, emotional well being, external influences (home, school based impactors).
- Restorative approach and the Incredible Five Point Scale are used by all to regulate and develop learning readiness.
- Open dialogue with all parents (not just those of SEND learners) is an important source of information and feedback.
- Staff teams identify behaviour as communication.
- "*When K was getting under the table, it made sense to ask him about the triggers. He was nervous about writing. We targeted his confidence in this, we are already seeing an impact. He is happier, which is most important.*" (KS1 Class teacher)
- "*The music that is played during extended writing stops me thinking and makes it really hard to concentrate. Its track 4. The rest is ok. Can you say something?*" (More able child)
- "*Having the chance to talk about his worries about learning really make a difference. I know that we are working together for him*". (Parent of SEND child)

Response to pupils views about learning

- Across the school it is common practice for the children to reflect on their learning in terms of their progress and development.
- The Learners Forum, developed in response to the CPLD and IQM Audits, has become a 'safe' context to discuss children's responses to the teaching that enables their learning. Feedback to staff takes place at staff meetings. There is a direct link between the children's responses and quality professional pedagogical discussions.
- "*I've changed how we go through the tasks and give them the option to take the learning in a different direction. I think this is starting to improve engagement.*" (KS2 Class teacher)
- "*The children in my reading group are happy to say when works well for them as much as what doesn't*". (EY Teaching Assistant)
- "*I like being part of the learners forum. We talk about our learning and that's what we are here for isn't it*". (KS1 SEND child)
- "*It really made a difference to her knowing that she was being listened to. Using pictures as a way of recording her ideas has helped her develop her writing confidence*". (Parent of KS1 SEND child)

Implications for the future:

- The Learning Forum will continue to meet regularly to discuss teaching and learning.
- The group will be used as an opinion base for resourcing.
- They will have the opportunity to feedback themselves to the Inclusion Governor.
- In term 6 representatives for EYFS will join the group.

- The role of the forum group as leaders of learning in their classes will be developed – in leading discussion and reflection as well as feeding back from meetings.

Does the provision for ASD students in the mainstream match the provision for students in the Tydeman Centre and is this provision adequate to meet their special educational needs?

The Malling School

Context/ rationale for research focus:

We chose this as our area of focus because there were a high proportion of pupils coming in and who were already in school being given a diagnosis of ASD.

The quality mark audit identified that there was a gap in staff knowledge in this area. Many of the staff who had accreditation in this area had moved on to other roles and KCC are no longer offering accredited courses, we decided to undertake this research to give us a deeper understanding with the hope of then sharing this knowledge and best practice throughout the school.

The Malling School has 37% pupils on the SEND register which is well above the national average. 50% of students within the Tydeman Centre have a diagnosis of ASD. Our roles in schools are all directly linked to SEND, SENCo, Tydeman Centre, 2nd in command and Head of Vocational studies and with the huge changes that were coming into force with the new SEND code of practice, it seemed like a good area on which to base our research.

Methodology:

We undertook a piece of Action Enquiry in our secondary school.

We focused on our provision for pupils with ASD, 5 of whom are based in the Tydeman Centre (resourced provision SCLN) and 5 pupils who are in mainstream. Our research focused on 3 areas; Yr6/7 transition, classroom based learning and unstructured times during the day.

The research involved 10 year 7 students, their parents, their teachers and Teaching Assistants, including those that support extra- curricular activities e.g. lunch time clubs

The research was over a two month period.

We sent questionnaires to parents, observed lessons, carried out telephone interviews and held staff and pupil focus groups.

Findings:

Our findings fall under 3 headings; transition, classroom based learning and unstructured time.

Transition

100% of Tydeman Centre pupil's parents questioned said that they were happy with the transition process, they felt that the additional 2 visits "*helped to alleviate anxieties by allowing JXXX to familiarise himself with key members of staff and the school building*" (Tydeman Centre pupil parent). One of the parents said that they felt that their child would have benefitted from attending Summer School to aid with transition further. 4 out of 5 mainstream parents felt that their children would have benefited from extra transition visits. One parent commented "*My child found the transition day overwhelming, everything was new and there were so many other pupils there, she would have benefited from more visits in a smaller group*".

One mainstream parent also felt that "*it would have been reassuring to have met with the SEN team and to hear what support would be offered to my child on starting secondary*

school". Meeting the parents/carers of pupils with SEND would be useful in gathering any additional information that the primary schools did not pass on.

Classroom Based Learning
We used the Leuven Scales to measure the wellbeing of pupils during lessons. Results showed that the pupils with ASD in the Tydeman Centre and the pupils with ASD in the mainstream nurture group scored higher than those based in larger mainstream groups. The Tydeman Centre and nurture classrooms are set up in an "ASD friendly" way e.g. individual work spaces, clutter free environments, visual cues, minimal displays that may be distracting. One of the parents of a pupil in the Tydeman Centre commented that "*having a high adult/pupil ratio means that any difficulties experienced by my child can be dealt with quickly and calmly.*"
The 2 students that were not based in this type of environment made greater use of their time out card and relied more heavily on the support of their Guidance Manager. They had accrued on average a higher number of negative behaviour points. One of the pupils said "*it's hard to get work when there is a lot of noise, I would rather work on my own when it is noisy in the classroom*".

Unstructured Times
The Tydeman Centre offer a break-time and lunchtime club called the Brunch Club. Three of the Tydeman Centre pupils that were part of this research project use this facility during their unstructured times. It offers both a calm, safe place to relax or a range of structured activities e.g. film club, lego club. The remaining two students from the Tydeman Centre spend unstructured times outside but close to the Tydeman Centre. One of the students said "*I know I can go into Brunch to find a member of staff if I am unhappy outside.*"
There are a range of activities offered at lunchtime in the mainstream however only one of the five students with ASD attended any of these clubs. One student attends the Tydeman Centre Brunch club and her mother reports "*I am very happy with the lunch time clubs my daughter has been directed to as this was always a difficult time for her*". One student said "*I sit outside the classroom and wait for my next lesson to begin, I don't want any trouble from other students, I like the library but it gets very busy at lunchtimes*".
One Guidance Manager reported that "*many vulnerable pupils spend lunchtimes with their Guidance Manager, either because they have had a peer issue or they want to be somewhere that they perceive to be safe.*" One of the pupils that formed part of our project often visited his Guidance Manager feeling unwell, the illness mysteriously disappeared at the end of lunch and the pupil returned to afternoon lessons as usual.

Implications for the future:

Transition
- Extra transition sessions for vulnerable pupils with SEND in the mainstream.
- SENCo to meet with the parents of pupils with SEND to gather information and to reassure and alleviate parental anxieties.
- Provide students with a checklist of what to do if an issue arises that they don't know how to deal with.
- Ensure that all staff are made fully aware of the needs of all pupils with SEND and have access to resources and strategies that will help them to support these students.
- Provide students with names, photos and room numbers of the key members of staff in the school.

Classroom Based Learning
- Training for all staff on how to make their classrooms ASD friendly.
- Training for staff on a range of strategies that can be used for pupils with ASD e.g. visual props, timers etc.
- Ensuring that there is a 'calm place' that any pupil can go to if they are becoming anxious or finding it difficult to focus on set tasks.
- Peer observations to be done between Tydeman Centre staff and mainstream teachers.

Unstructured Times
- Monitor the attendance of pupils with SEND at mainstream lunchtime clubs.
- Ask the pupils with ASD what type of provision they would like to be available.
- Have a designated calm area for pupils to come and eat lunch
- Issue pupils with ASD a visual timetable of all that is on offer and have a member of staff sit with them to plan their weekly activities.
- Where necessary have a member of staff attend the club with the student for the first session/s.

Inclusion enhancements for McGinty pupils with significant Specific Language Disorder within their mainstream learning environment: have we *"thrown the baby out with the bath water"* or made too many demands on our pupils and colleagues?

The McGinty Speech and Language Centre, West Malling CE Primary.

Context/ rationale for research focus:

This particular Inclusion development focus was chosen because we as a School team strive in becoming as inclusive as we can possibly become, whilst developing the most positive learning impact though the optimal balance between specialist and mainstream inclusion that we can achieve (within funding and timetabling constraints and occasional necessary tensions and challenges).

West Malling CE Primary has a special and specific character because it hosts a Specialist Resourced Base provision catering for up to 21 pupils with profound Specific Speech and Language Disorder. Over the last five years, we have implemented significant enhancements in our inclusion practice, including totally changing the emphasis of pupils' (and all stakeholders') perceptions as to their class membership, no longer having Specialist "classes" as such, but instead, having withdrawal of pupils from their class (mainstream) for interventions (as many peers experience, too), to the specialist Centre rooms (for specialist and multisensory learning with the specialist teaching, TA and SLT staff team).

The latest part of this initiative development, following previous review and monitoring by all, was implemented in September '14, when all Key Stage 2 pupils began full afternoon inclusion for all foundation curricular subjects, like their FS and KS1 peers before them. The potential tensions included the fact that our staffing did not change, thus elder pupils began having to learn more independently of specialist support, sharing main class staff between a greater number of pupils, with Centre support within classes timetabled dependent upon a number of factors, such as greatest recording needs.

How would our mainstream class colleagues perceive this, especially given that pupils with SSEN/EHCP for primary Specific Language Disorder present with associated learning needs, such as attentional, impulse, social-emotional, sensory processing, dypraxia and other perceptual-motor needs, dyslexia and /or dyscalculia?

How would parents, with experience of fighting tooth and nail to procure specialist provision, view this model?

The potential benefits included pupils with Specific Language needs being required to utilise and apply taught self-help compensatory strategies (this disability is one for life in a number of ways, after all, not "curable" per se) to capitalise on good non-verbal ability, modelling themselves on peers with "normal" speech, language and communication skills, peers without SLCN understanding and supporting difference and appreciating the reciprocal benefits where pupils have other strengths, and the wider classes benefitting from specialist staff's presence and deployment of multisensory and assistive IT (etc) approaches, supportive for peer groups, as well as the "target" pupils, when working jointly within mainstream classes in the afternoons, at minimum.

Links with Kent SEN D Reform quality marks: This research linked with the Inclusion Quality Mark in fairly self-explanatory ways.

We seek to evaluate and improve our overall School Inclusion practice, and , building on already self- and other – evaluated good outcomes, wished to further develop whole school practice for positive and measurable impact on all groups, towards "beyond outstanding"

(see School Vision, SIP, Ofsted and SIAMS reporting, Inclusion and Enjoy and Achieve Governor Monitoring visit records and IQM Assessor reports).

We considered it necessary to attempt to measure our practice developments rigorously through both asking for stakeholders' views and through tracking pupil progress, both progress against specific small-step targets (IEPs/Provision Plans) and NC attainment data, including detailed speech, language and social-interaction and emotional wellbeing criteria.

Relevance for role: my post is both specialist FS and KS1 teacher, but also, Head of Centre. Thus one of my key responsibilities is naturally to ensure that any practice model we adopt, particularly one that is radically different to an earlier model (successful in one sense, but very different in terms of social inclusion) which I have had significant influence over, alongside the SenCo/SEN Leader and other SLT members Across the School, is measurably more effective and based within very sound methodology.

Relevance to school: the School's Self Evaluation continually reviews Inclusion and all aspects which formed the elements of the IQM assessment.

Relevance to national agendas: Inclusion and the place of Specialist Resource Base provisions (which many LAs do not fund or provide) continues to be a focus for national debate, political agendas and educational research. The Kent SEND pilot study has identified this in its drive to include a cross section of response to SEND Reform in anticipation of, and since, October 2014. The securement of recognition of the importance, relevance, effectiveness and excellence of our Centre provision model within a small mainstream Primary, is a vital step at this important time of SEN D Reform, to ensure sustainability, and further development beyond Outstanding, including the necessary funding, for the future, whatever political party may be in power (NAPLIC, AFASIC).

Methodology:

 I undertook a piece of Action Enquiry in our primary school, which is recognised for its inclusive practice, and hosts a Language Centre provision.

I focused on our current provision model for pupils with SSEN /EHCPs recording primary significant specific speech and language disorder, and the responses of those supporting them within their mainstream classes' learning, both that class' TAs and teaching staff colleagues, and the specialist staff, of the Inclusion Governors, who feedback regularly and three times annually formally, the pupils on roll of the Centre, peers views from represented by the School Council Representatives and parents of Centre pupils.

The research has been conducted over a four month period, and is yet to be totally finalised. I held staff and pupil focus groups, sent questionnaires to parents, governors and teaching and non-teaching colleagues, observed pupils' interactions across a variety of school situations, and was afforded feedback from the IQM Assessor's meetings with the parents, pupils, governors and school staff, with their consent.

Findings:

Research Findings have been classified under 3 main headings: early intervention, liaison between School colleagues, JPD: internal and wider sharing of School and Centre strengths through collaborative working /links with other schools

Early Intervention:

Both pupil progress and the ease of application of sub skills and learnt compensatory skills to overcome barriers to effectively communicating and learning in the wider mainstream learning environments were seen to measurably relate to how early in their school life pupils on McGinty Centre roll started attending the school and experiencing our current higher

inclusion timetabling profile. The earlier, the better the outcome and greater the impact, despite the range of learning needs individuals bring. *"If only every child's needs could be accurately identified and the paperwork completed at preschool age, the outlook and ability to go onto normal Secondary schools, at least, would be so much improved!" :* parent of Centre pupil.

Liaison between School colleagues:
Of course:
"more needed to increase the effectiveness of our support to both our Centre pupils in foundation subjects and to better reach the wider audience of other pupils we can see would so benefit " (Centre TA, whose role vitally includes supporting pm inclusion learning in mainstream classes), was the conclusive research finding.
" How on earth can we do more of it and do it more effectively when we're always battling against time?";
"But the problem is that we've been discussing this for years together & putting it on our wish list at Vision Days! I hardly manage to snatch time with my own class TAs, let alone the Centre's!";
"I'm convinced that time speeds up as soon as we step foot into West Malling School; we work with such focus and at such a pace; how could we ever fit more in?" :

just three of many similar verbal observations taken from interview expressive language samples with staff colleagues, teaching and non-teaching, Main school and Centre.

JPD: within our School:
Centre staff felt that their confidence in supporting pupils to independently apply and generalise their compensatory strategies, would be much enhanced if they felt that all staff had full awareness of key principles, and that their own teaching/therapy would be seem much more effective, if certain that colleagues understood the significance, as well as the positive impacts for the rest of their class/other pupils of sharing objectives, such as Active Listening & Comprehension Monitoring.
Main School staff, without exception, expressed interest in learning more, but were unsure how to fit this in or whether they would remember it and be able to realistically use it with their class of 33.
"I'd love to feel confident signing (Makaton) much more, to supplement the use of our class visuals, but I can't seem to recall signs from PDM (Professional Development Staff Meetings)in front of the class!" (FS and KS 1 teachers).
"I believe that now we're introducing increased use of manipulatives in the new maths curriculum ,this could be the time for reintroducing all staff to Makaton signing of the key concepts in Maths, especially for staff who weren't here when you last focused on this" (Maths Coordinator, main school KS2 teacher), ratified by IQM Assessor.

JPD: with others: sharing excellence with other Kent schools/a wider provision continuum model for the future:
Our IQM Assessor (12th February 2015) recommended that we look to further our excellent inclusion practice and learning and teaching, as a whole, and particularly that of the McGinty Centre practice, more widely, with both our MKLA schools and other linked Teaching Schools. The Assessor also suggested that we work towards a model of providing Outreach and In-reach for pupils with specific needs, and more formal JPD with staff from other schools in Kent, a model familiar to me, but dependent on LA SEN management policy, as well as sufficient funding to be successful.

Implications for the future:

Actions:

Early Intervention:
SLT will continue to look to developing excellent links to the current on-site preschool provision, and to investigate own management of preschool, with the vision of Assessment and Observation places for Early Years children with potential Specific Language Impairment, and to develop preschool support to families, so that signing and other effective Parent-Child-Interaction (PCI) principles can be established even before pupils begin attendance within the Centre and School.

Liaison between School colleagues:
New Head surveyed whole staff views on development needs on January '15 Vision Day, identifying the creation of creative liaison opportunities as a key development point. This is already a focus for McGinty Team Staff meetings, with work started on how to resolve some of the challenges here within school hours.
Possible budgetary implications for solution-focused problem solving, to include cover for some formal liaison between Centre and whole school staff at 2-3 key points during the year, possibly around joint consultation times, to be included in SLT and Governor meetings' and Head of Centre's Action Log.

JPD: within our School:
Core curriculum subject leaders along with Curriculum Governing monitoring pairs are now identifying signing and other specialist approaches, as beneficial for all pupils, particularly groups with EAL, sensory and specific learning needs. Leader reports and recommendations to impact upon SIP priorities, PDM (staff meetings) and INSET planning.
IQM Assessor recommendation re upskilling all staff in Makaton signing, from "Top down" as well as "bottom up" to be implemented by Autumn 2015.
Foundation subjects learning and teaching currently being scrutinised through lesson observations and planning review; this is also expected to lead to learning approaches methodology review, which is likely to include increased JPD leadership by McGinty Centre staff.

JPD: with others: sharing excellence with other Kent schools/a wider provision continuum model for the future :
The Head, Head of Centre and possibly SEN Leader, to begin work with LA Steering Group of the McGinty, to include Health, as well as Education and Care. Steering group to be forum for long term planning to create a workable model of an extended continuum of provision in Kent, with the current in-house Centre model as a possible hub for In-reach, Outreach and more formal training to staff and student teachers /SLTs (Speech and Language therapy students), building on our practice of welcoming current visitors, who observe and liaise with us during our teaching days, on an informal basis. An appropriate funding model and staffing numbers would be obvious foci for research and problem-solving.

To consider the type of information given to support staff when working with complex students and the impact that this has on learning.

Valence School

Context/ rationale for research focus:

We chose this area, as it was a key OFSTED action from our last inspection. We have a considerable number of support staff working in classrooms, and significant physical care of students is required. As a consequence we wanted to explore if the messages given to staff about the physical/medical needs of students were 'drowning out' information about learning and learning support.

We did not make an explicit link with the QA Marks, as we did not pursue the achievement of these criteria. Specifically the CPLD mark was not achievable by us within the timeframe as we were and are in the process of an extensive staffing review. While the Inclusion Mark remained a possibility the re-allocation of roles and responsibilities meant that the Mark was going to be the responsibility of a single individual. As the purpose of the Mark(s) was to create a whole-school approach it was felt better to step away from them rather than paying lip service to the process and the ethos.

The research question was specific and relevant to both my role (Head of Teaching & Learning) and to the school as a whole. While I did not personally undertake the research – instead delegating this to a team of 3 teachers – the co-ordination of this was strongly linked to the school's overall objectives and aims.

The use of support staff in schools is a current (and contested) issue in education and educational research and this work contributes to that wider debate.

Methodology:

All three pieces were Action Research and with the deadline extended to August 2015 none has yet completed. [Narrative so far]

"Does a teacher's use of 'learning words' during a multi-disciplinary meeting contribute to the preparedness of TAs?"
As well examining the frequency and type of 'learning words' in the initial meeting, this piece also includes short follow up interviews with the participants.
Staff involved included the Primary Class Teacher, Speech and Language Therapist, Occupational Therapist and class TA.
The initial meeting was then followed up a number of weeks later with the interviews to consider the impact

"Examining the learning information given by the subject teacher to TAs supporting a group of young people working on a range of GCSE qualifications"
This piece involved an initial interview with 5 subject teachers in which they talked about how and what information they provided TAs. From this initial group 1 (possibly 2) teachers will be observed teaching the group – specifically focussing upon the deployment of TAs and the information provided.
This piece is ongoing with observations scheduled within the next 2 weeks

"An examination of a teacher's provision of information in a Primary Classroom and the impact of this information on the work of TAs"
This piece is primarily reflective and based upon the teacher's own learning journal. This is then supplemented with interviews with 2 Primary Teachers on their information provision to TAs.
This piece is ongoing and the journal is being complied. The interviews are scheduled for 1 months time.

Findings:

Initial analysis has yielded the following themes:

From the first piece the **understanding** of the 'learning words' is key if TAs are to fully embrace the actions, as is the manner in which they are disseminated.

This also links to a theme emerging from the second piece, which is highlighting the way in which many **teachers do not recognise their 'implicit' actions** and underplay/value, their role in skilling-up TAs. When asked to evaluate their work they often ignore or dismiss information, which is 'not explicit'.

This is also emerging as a theme in the third piece in which the **explicit TA information (charts, targets etc.) appears less 'effective' than 'ethos' and implicit understanding by the TA of what the teacher is 'looking for'.**

For all of the above the timescale does not allow for fully linking these themes to data – so at this stage these are all tentative.

Implications for the future:

The aim of this research was always to address the key issues for the school.

Specifically this will significantly inform the CPD of both the teachers and the TAs.
It will be used to inform guidance for working with TAs.
It will inform whole-school developments around 'ethos' and the importance of implicit systemic messages – rather than overt statements.